



CURRICULUM POLICY

2025-2026

AIM: (final result we are aiming to achieve):

The English College Dubai will deliver the English College Curriculum, which is based on the National Curriculum of England, leading to a range of awards including IGCSE, GCSE, A-level & BTEC. The school will provide a deep, broad and balanced curriculum that consistently offers rich, varied and highly engaging lessons and extra-curricular opportunities to allow all children to develop their skills and abilities to their full potential.

The curriculum at The English College aims to:

- Engender a love of learning for its own sake;
- Develop a foundation of knowledge and body of skills with which to understand and question the world we live in and to prepare us, through an innovative approach to education, for the world we are likely to inhabit in the future;
- Develop an awareness of, and appreciation of, the moral and spiritual dimension in our lives (within the parameters of the local cultural context);
- Develop an enthusiasm for the world beyond the classroom;
- Develop a respect for difference in others and a recognition that the efforts and achievements of every individual in our community are valued equally.
- Facilitates individualised provision and, where necessary, individualised curriculum pathways;
- Allows all students to progress rapidly and therefore achieve the highest possible academic standards;
- Allows all students to develop independent learning skills;
- Allows all students to be consistently stretched and challenged.
- Fulfils all KHDA and accreditation curricular requirements;
- Is broad, deep and balanced;
- Provides an authentic English College education (in line with the local cultural context);

- Prepares students fully for the next stage of their education, and ultimately the world's leading universities;

RATIONALE: (The reason for which this policy has been written)

At The English College the overall curriculum incorporates and celebrates everything that takes place that is organised and promoted by the school. It includes every experience the student is exposed to. We are committed to offering a stimulating and challenging curriculum and strive for academic excellence in a well-disciplined, friendly and supportive community of over 65 nationalities which encourages all to succeed. We believe that if students feel happy and secure they will flourish and grow as individuals.

GUIDELINES: (The principles/instructions/steps of the policy)

Teaching groups, class sizes

Class sizes within The English College are capped at 26 students in Secondary School and 24 in Primary School. In Foundation Stage 1 (FS), numbers are capped at 20 to ensure high quality individualised programmes. In the Primary School (FS1- Year 6), students are taught predominantly by their class teacher, who have responsibility for their pastoral and academic progress, but also have a number of lessons taught by subject specialist teachers.

Secondary school is where specialist teaching begins, giving students in years 7-9 the opportunity to have teachers who have a depth of knowledge and a passion for their subject.

In Year 10-13, students begin to study their selected courses whether this is IGCSE, GCSE, A Levels or BTECs. students have a dedicated Future Pathways Coordinator and Future Pathways Advisor along with a highly qualified leadership team to help guide and support students towards their next step into further education.

For the Ministry of Education curriculum, students are split into native and non-native Arabic teaching groups. In addition, the curriculum includes Moral and Social Studies, as well as Islamic Studies (for Muslim students).

National Curriculum coverage

| Year Group | Age | Curriculum |
|------------|-------|-----------------------------------|
| FS1 | 3-4 | Early Years Foundation Stage |
| FS2 | 4-5 | Early Years Foundation Stage |
| Year 1 | 5-6 | National Curriculum Key Stage 1 |
| Year 2 | 6-7 | National Curriculum Key Stage 1 |
| Year 3 | 7-8 | National Curriculum Key Stage 2 |
| Year 4 | 8-9 | National Curriculum Key Stage 2 |
| Year 5 | 9-10 | National Curriculum Key Stage 2 |
| Year 6 | 10-11 | National Curriculum Key Stage 2 |
| Year 7 | 11-12 | National Curriculum Key Stage 3 |
| Year 8 | 12-13 | National Curriculum Key Stage 3 |
| Year 9 | 13-14 | National Curriculum Key Stage 3/4 |
| Year 10 | 14-15 | National Curriculum Key Stage 4 |
| Year 11 | 15-16 | National Curriculum Key Stage 4 |
| Year 12 | 16-17 | National Curriculum Key Stage 5 |
| Year 13 | 17-18 | National Curriculum Key Stage 5 |

Primary school Curriculum

EYFS

| EYFS - FS 1 | |
|----------------------------|---|
| Area of Learning | Minutes per week |
| EYFS Integrated Curriculum | 80 mins |
| Literacy and Phonics | 75 mins |
| Mathematics | 65 mins |
| Music | 30 mins |
| PE | 60 mins |
| Arabic | Part of 'continuous provision and inquiry learning' (story, music, arts, links to social studies etc.) (60 minutes) |

FS1 - Average 60 mins focus time per day. Free flow makes up the rest of a normal day.

| EYFS FS 2 | |
|----------------------------|---|
| Area of Learning | Minutes per week |
| EYFS Integrated Curriculum | 130 mins |
| Literacy and Phonics | 150 mins |
| Mathematics | 100 mins |
| Music | 30 mins |
| PE | 90 mins |
| Arabic | Part of 'continuous provision and inquiry learning' (story, music, arts, links to social studies etc.) (60 minutes) |

| | |
|--|---------------------|
| Integrated Arabic Language and Emirati Culture | 1/3rd of school day |
|--|---------------------|

FS 2- Average 90 mins focus time per day, free flow makes up the rest of the normal day.

The rich, play-based Early Years Foundation Stage curriculum based around the concept of continuous provision, supports children's physical, emotional, social and linguistic development, whilst also providing the foundations for literacy and numeracy. Knowledge, skills and understanding are developed through children's interests.

The 'Early Years Foundation Stage' (EYFS) has four guiding principles that shape our practice.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments;
- Children develop and learn in different ways and at different rates.

There are seven areas of learning and development in the EYFS. All areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas, are:

- Communication and language;
- Physical development Personal;
- Social and emotional development

Year 1 - 6

| Year 1-6 | |
|---|---|
| Area of Learning | Minutes per week |
| English (Speaking and Listening, Reading and Writing) | 360 |
| Phonics (Year 1 and 2) | 180 |
| Integrated Arabic Language and Emirati Culture (Year 1) | 1/3rd of school day |
| Mathematics | 300 |
| Science | 120 |
| Humanities (History & Geography) | 60 |
| Arabic | 240 Arabic A, 180 Arabic B (Yr 2-6) 120 Arabic A, 60 Arabic B (Y1) |
| PE & Swimming | 120 |
| Moral, Social and Cultural Studies | 60 |
| Computing | 60 |
| Music | 60 |
| Art | 60 |

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|-----------------------------------|-----|
| Islamic St (Muslim students only) | 120 |
| MFL - French/Spanish (Yr6 only) | 60 |
| STEAM | 60 |

In Year 1, students move from the Early Years Foundation Stage and commence the Key Stage One Programmes of Study. To ensure a smooth transition from FS2 to KS1, the first half term of year 1 is delivered in the form of small group work with continuous provision being based on children's interests and curriculum areas.

The intent of the Primary EC curriculum (KS1 and KS2) is for children to encounter new knowledge, skills and understanding in a sequence that is appropriate yet challenging. We continue to adapt and modify the curriculum map so that it is coherent, progressive and relevant to the U.A.E landscape. The EC Primary curriculum allows students to learn about how the past influences our lives now and how our current actions will affect our future world.

Across Phase One and Two of the Primary School, learning skills and language for learning are embedded in age-appropriate and engaging ways. This begins in FS1 with the introduction of alliterative character animals—such as the Creative Chameleon and Critical Camel—which help young learners explore autonomy and develop an early understanding of self-led learning. As students progress through the primary years, this approach evolves, gradually shifting away from character-based learning in Upper Key Stage Two to align more closely with the life competency skills that are a core focus in the Secondary School.

For the academic year 2025-26 and beyond, we are committed to creating a curriculum to inspire and engage our children. Over the next Academic years, our curriculum will be linked to Whole School Themes and Subthemes related to UAE contexts. Each year group has mapped out their curriculum design collaboratively; embedding key knowledge, skills and understanding from the National Curriculum of England as well as following guidance from comprehensive primary schemes of work such as Developing experts in Science and the White Rose Scheme in Mathematics.

Organisation and planning

Our yearly curriculum map indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects across Years 1-6.

For English, we follow The Literacy Company's *Pathways to Read* and *Pathways to Write* to ensure consistency, progression, and high-quality teaching across Phase Two and Talk for Writing text-based approach across Phase one.. These text-based programmes support the development of reading and writing through rich, engaging texts and are carefully mapped

to enable meaningful links with science, MSC and Humanities. This integrated approach ensures that children revisit and build on prior knowledge while deepening their understanding across the wider curriculum.

We use The White Rose Maths Hub schemes of work for the teaching of Mathematics. Opportunities for applying English and Maths skills in other subject areas are planned for carefully and embedded within our Primary curriculum.

We ensure that children are given the opportunity to consolidate and retrieve prior learning whilst developing new and deeper knowledge and skills across Core and Foundation Subjects. Curriculum medium term maps are available for each year group, which exemplify the sequence of learning taken by children at English College, along with a summary version that is shared with parents each half term.. Learning that takes place each term is linked through a theme and delivered through an integrated and inquiry based approach.

Classroom Teachers have organised areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and integrated approach to learning and encourages children to apply skills in a variety of contexts.

Assessment is embedded into the curriculum through both formative and summative tasks which will allow teachers to know their students in depth and carefully monitor, track and plan for their progress. Students will be increasingly encouraged to recognise their progress and to begin to develop more independent ways of working. Motivation and enthusiasm are therefore maintained, as are the strong home-school links and clear lines of communication.

In Primary the class teacher will deliver most of the subjects with the exception of Arabic and Islamic Studies, Modern Languages (Y3-6), Art, Computing (Y3-6) PE and Music. Modern technology and innovative online resources will be used when it adds value to the learning process to allow students to complete tasks/projects independently and to high standards.

Secondary School

The curriculum is taught by subject specialists throughout the Secondary School ensuring students receive the best possible learning experience. Biology, Chemistry and Physics are taught in specialist laboratories and dedicated rooms are also used for Art, Drama, Design Technology, Music, Media and Computing. Physical Education is a core subject throughout the Secondary School and a wide range of indoor and outdoor, team and individual, sports are taught with an emphasis on personal health and fitness.

The school also has an extensive programme of co-curricular and ILOS activities which extend and complement the timetabled curriculum. All teachers deliver an ECA in either a lunch time or an afterschool slot and there are an especially wide variety of drama, sport and music activities available.

Secondary School (Year 7-9)

| Area of Learning | Minutes per week |
|-------------------------------------|------------------|
| Mathematics | 240 |
| English | 240 |
| Science | 240 |
| Arabic (A/B) | 180 |
| Humanities | 60 |
| Design Technology | 60 |
| Performing Arts (Art, Music, Drama) | 120 |
| Computing | 60 |
| PE | 120 |
| MFL | 120 |
| Islamic A/B (Muslim students) | 120 |
| Moral, Social and Cultural | 105 |

In Year 9, there is a greater focus on helping students decide which subjects they will eventually take to I/GCSE. From the beginning of the year, students are asked to consider each subject, and offered support from their tutor, class teachers and the leadership team as the year progresses to determine GCSE option choices. Teaching staff will act on advice from Heads of Faculty as to the pupil's suitability for courses at Key Stage 4.

The KS3 curriculum is designed using the Understanding by Design (UBD) framework, where teachers determine the desired outcomes at the end of the study in order to design curriculum units, performance assessments, and classroom instruction. The core knowledge and skills required in each year are reviewed annually to ensure the curriculum meets the needs of the learners and best prepares them for further study.

Science and Maths will begin IGCSE content at the start of Year 9.

Secondary School (Year 10-13)

| Year 10-11 | |
|--|--|
| Area of Learning | Minutes per week |
| Mathematics | 180 |
| English | 240 |
| Science | 240 |
| Arabic A/B | 180 min (year 11 non Arabic passport holders do not study Arabic) |
| Islamic (Muslim Students) | 120 |
| Moral & Social St | 105 |
| Physical Education (Core) (Year 10 only) | 60 |
| Each student selects one subject from each option block 180 Min per subject | |
| Year 10 | |

| Block A | Block B | Block C | Block D |
|----------------|------------------|------------------|--|
| Business G1 | Business | Art and Design | Art and Design |
| Business G2 | Computer Science | Business | Business |
| Economics | Geography | Economics | Computer Science |
| Media | History | French | Drama |
| Music | Media | Media | Economics |
| PE (Academic) | Sociology | PE (Academic) | Geography |
| Sociology | Triple Science | Spanish | History |
| Triple Science | | | |
| Year 11 | | | |
| Block A | Block B | Block C | Block D |
| Art and Design | Art and Design | Business | Business |
| Business | Computer Science | Computer Science | Economics |
| Economics | Drama | Geography | French |
| Media | Economics | History | Geography |
| Sociology | Business | Media | Sociology |
| Triple Science | Media | Music | Spanish |
| PE (Academic) | | Triple Science | Alternative Curriculum - English/Maths |

*Note- Option blocks may change year to year to suit the demands of our Students

Year 10 25/26

| Block A | BLOCK B | BLOCK C |
|------------------|-----------------------|-------------------|
| Sociology | Triple Science | History |
| PE (Academic) | History | Geography Group 1 |
| French | Economics | Geography Group 2 |
| Computer Science | Spanish | Music |
| Triple Science | Sociology Group 1 | Triple Science |
| Media | Sociology Group 1 | Economics |
| Economics | Design and Technology | Computer Science |
| Business | Business | Media |
| Art | Drama | Business Group 1 |
| | | Business Group 2 |

Year 11 25/26

| Block A | Block B | Block C | Block D |
|----------------|------------------|--|------------------|
| Business G1 | Business | Art and Design | Art and Design |
| Business G2 | Computer Science | Business | Business |
| Economics | Geography | Economics | Computer Science |
| Media | History | French | Drama |
| Music | Media | Media | Economics |
| PE (Academic) | Sociology | PE (Academic) | Geography |
| Sociology | Triple Science | Spanish | History |
| Triple Science | | Alternative Curriculum - English/Maths | |

| Year 12-13 | | | |
|--|------------|------------------------|------------------------|
| Area of Learning | | Minutes per week | |
| Arabic A (Arabic Passport Holders) | | 180 | |
| Islamic (Muslim Students) | | 120 | |
| Moral Studies | | 40 | |
| Each student can select up to 4 subjects one from each option block 300 Min per subject | | | |
| Year 12 | | | |
| Block A | Block B | Block C | Block D |
| English Literature | Physics | Chemistry | Geography |
| BTEC Travel | Economics | Art | BTEC Business (Single) |
| Media | Business | Computer Science | Maths |
| Maths | Psychology | Economics | Business |
| Sociology | Maths | BTEC Business (Double) | Further Maths |
| Biology | PE | History | French |
| | Spanish | Psychology | Music |
| | Drama | | Design and Technology |
| Year 13 | | | |
| Block A | Block B | Block C | Block D |

| | | | |
|--------------------|------------|------------------------|------------------------|
| English Literature | Chemistry | Biology | Geography |
| BTEC Travel | Economics | Art | BTEC Business (Single) |
| Media | Business | Computer Science | Maths |
| Maths | Psychology | Economics | Business |
| Physics | Maths | Law | Further Maths |
| | PE | Psychology | French |
| | Spanish | BTEC Business (Double) | |
| | | Sociology | |

Attention to the individual pupil and to his or her educational development is paramount through all years of the curriculum: individual needs are always taken into account and success is achieved through outstanding teaching and learning, systematic tracking of progress and the setting of appropriate targets through standardised assessments.

Our expectations are that students will play a full part in their own progress and development as they become independent learners. Parents will receive regular reports in various formats at appropriate times in the school year and will have the opportunity to meet with their child's teachers. We actively encourage all students to attend Parents' Evenings, dates of which are on the school calendar, which can be found on the school's website.

At EC we have incorporated 21st Century Learning skills to build a 'future-proof' curriculum. To supplement our standard A level or BTEC diet, we have developed the EC Diploma which is a set of competencies called 'domains' that we want our students to aspire to. These domains, if achieved, demonstrate that a student has breadth, has a wide range of skills and abilities and is an ambitious and competitive candidate. The Diploma aims to emphasise the importance of achievements beyond the classroom to form a student who will make a positive contribution to the world after school.

By being part of the Sixth Form at the English College each student automatically completes some of the domains for the Diploma through our Pastoral Curriculum. Each student will also use their non-study time at the school to work towards the additional domains and record evidence for them. The Diploma emphasises the importance of demonstrating skills beyond their academics, develops the students holistically and produces experiences that make our students more competitive for their university applications.

Curriculum Monitoring

Effective teaching and learning will arise from a sequence of curriculum audit, evaluation, monitoring and review, which takes place in the context of whole school policy and development planning. Such procedures take account of current trends, legislation, local authority policy and the needs of other students.

We undertake to;

- examine each area of experience in terms of what it is and why we teach it;
- produce a syllabus for each Key Stage which indicates progression between them and beyond;
- develop our schemes of work linked to National Curriculum Programmes of Study for NC subjects;
- develop our schemes of work linked to local authority and government guidelines for alternative areas of educational provision;
- have a clear policy for assessment within each subject area;
- record and report attainment and progress to appropriate audiences at appropriate times;
- Accredit all student achievement under nationally recognised schemes whenever and wherever possible.

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| APPENDICES (Relevant links to other policies or documents) |
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N/A

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| POLICY REVIEW HISTORY: |
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This policy will be monitored, evaluated and reviewed by the Whole School Leadership Team.

| HISTORICAL RECORD | | | | |
|-------------------|----------|--|-------------|--------------|
| Revision No. | Date | Brief Description of Change | Approved by | Next Review: |
| 0 | 7/3/2021 | New policy | SLT | 7/7/22 |
| 1 | 24/06/22 | Greater emphasis on GCSE pathways and Curriculum Design in Primary and EYFS. | WSLT | 26.06.23 |

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|---|----------|--|------|-----------|
| 2 | 15/06/23 | Addition of MFL to Year 3 and changes to KS4/5 option blocks. | WSLT | 15/06/24 |
| 3 | 20.6.24. | Changes to FS PE lessons, MFL provision and STEAM in Primary. Changes to KS4/5 option blocks. | WSLT | June 2025 |
| 4 | 6.6.25 | Addition of DT to secondary school | WSLT | June 2026 |