CAPITAL SCHOOL BAHRAIN

Curriculum Policy

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1. Introduction

This Policy sets out a series of broad principles around which the Capital School plans its curriculum. It is designed to inform and direct whole-school curriculum planning and decisions about creating, managing and enhancing provision. It takes account of the requirements of the National Curriculum of England and Wales, examination and accreditation boards and the requirements of MoE. It is designed to underpin a consistent approach to curriculum planning and delivery and support subject leaders and senior staff in monitoring and evaluating delivery and enhancing provision.

2. General Principles

The School is committed to creating well-rounded, well-qualified and responsible global citizens who have a lifetime love of learning; are intellectually self-confident, independently minded and enquiring; are culturally aware, free from prejudice, committed to reason; and have a strong sense of moral purpose.

This implies a number of key principles, which underpin curriculum planning and delivery in the School:

A focus on academic rigour, high expectations and consistently good or better teaching, which supports exceptional learning and leads to high attainment.

Promotion of a positive and supportive environment for learning. This is achieved by strong support and guidance systems for pupils, a focus on the individual, and the development of trust and mutual respect between teachers and pupils. Therefore, the provision of first-class support and guidance for pupils within and beyond the formal curriculum and setting of high standards of positive behaviour, with courtesy and respect at the core, must underpin curriculum delivery.

The physical environment for teaching and learning underpins successful curriculum delivery. Buildings and teaching areas must be fit for purpose, stimulating, and celebrate and value the work of pupils and teachers. They will be much more than technically efficient: they will lift the spirit and raise aspirations.

The medium of instruction is English and English is the language of daily use in all circumstances, other than where other languages are taught. All teaching staff and many administrative staff are excellent users of English (with a qualification equivalent to at least IELTS level 7) and many are British, with British qualifications and experience of teaching in the UK.

The management of the School closely parallels that of an English school, with a Senior Leadership Team and subject and guidance responsibilities clearly allocated. There is a clear focus on the continuing professional development of staff and the performance management structure is closely allied to it.

The School provides an extensive enhancement curriculum made up of a range of experiences and activities, as part of the mainstream curriculum supported by a large selection of extra-curricular activities.

3. Working with the English National Curriculum

The School offers the National Curriculum of England and Wales, enhanced and adapted to meet local needs and circumstances.

The approach to the delivery of the curriculum is based on the three elements of the National Curriculum of England and Wales:

- The Programmes of Study. These contain the prescribed content setting out what pupils need to be taught in each Key Stage and forming a basis for planning schemes of work. These are flexible and enable the school to take account of the local context of Bahrain.
- Associated Pedagogies. The programmes of study are supported by a range of materials, along with suggested methodologies and teaching approaches to be used in the delivery of the curriculum.
- Attainment Targets. These set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have and underpin target setting and progress monitoring in the School.

One of the greatest advantages of the National Curriculum of England and Wales is that it does not prescribe any teaching methodologies; rather it provides significant flexibility to adopt a range of age-appropriate strategies to support pupils' progress as they move through the School. These include:

- Learning through carefully structured play in Early Years;
- Interacting with a rich learning environment and discovery learning;
- Assessment through learning, rather than of learning, to inform next learning steps and progress towards targets;
- Learning how to learn;
- Learning through practical, hands-on experience, where possible (active and experiential learning);
- Research-based enquiry;
- Teacher-led learning;
- Making links across the curriculum, while preserving the integrity of subjects and safeguarding continuity and progression within them;
- Using enrichment and extra-curricular activities carefully to encourage self-reliance and an awareness of local and national culture.

The information super-highway can provide knowledge on almost every subject. The School accepts that pupils have access to this information and need to become skilled users of technology and the internet. Therefore, it is neither enough or appropriate to fill pupils with information. We want them to be active learners, able to discriminate and select appropriately from the wealth of information available to them. Pupils need to understand the subjects of the curriculum at a deep level and be

able to acquire knowledge, skills and understanding, and deploy these independently to gain even deeper understanding. We believe that in this sense our curriculum is competency based and supports teaching pupils how to learn.

4. The Challenges and Opportunities for an International School

The most significant challenge to curriculum continuity is the relatively rapid turnover of pupils in the international community. Many, perhaps most, are the children of expatriate parents, who may be on short-term contracts with the intention of returning to their home countries after only a few years. Where their time in Bahrain is short, their educational experience at the School must add significant value and the value needs to be made explicit. On leaving, each pupil and their parents must have:

- A clear understanding of the profile of skills, knowledge and understanding the pupil has acquired. Careful tracking of pupil progress is essential to create this profile;
- A range of transferable skills that can be applied in other educational settings;
- An ability to learn how to learn as well as subject content and skills;
- The potential for transfer to other public or private schools. This means the curriculum must be broadly consistent with that offered by schools in the UK and elsewhere and that pupils can gain internationally recognised qualifications.

A number of important curriculum opportunities stem from the School being a primary international school and it is important that these are recognised and incorporated into provision. They include:

- The multi-national, multi-lingual and multi-cultural nature of the School. The many language groups in the School represent a wide range of cultural backgrounds. This provides an extraordinary opportunity for young people to learn tolerance and understanding of different faiths, outlooks and ways of doing things. The School attaches great importance to the development of young people as global citizens.
- Status as a 3-11 school. This offers significant advantages for continuity and progression throughout the entire age range. The School encourages cross-phase teaching, joint planning and sharing of expertise across phases. It also promotes peer-to-peer support and buddying, allowing older pupils to take on responsibility and younger ones to access additional support.
- Links with the local community. An important strand of the School's curriculum is developing community awareness and entrepreneurship. Bahrain has a rich cultural heritage, a strong sense of community identity and a diverse industrial and commercial infrastructure. The school curriculum is shaped and delivered in a way that will allow it to take maximum advantage of these resources to extend learning.
- Independence. The School is subject to local regulation, but not the detailed prescription characteristic of some national education systems. It follows that the School has some freedom and flexibility, which can be used to serve the needs of individual pupils in ways not always possible in highly-regulated systems; for example, adaptation of curricula to local circumstances and the potential to select from or go beyond what the national system prescribes.

5. Curriculum Aims

The School aims, through the delivery of the curriculum to develop:

- Successful and independent pupils who know how to learn and have the skills to become lifelong learners;
- Individuals with a range of transferable skills and the flexibility to allow them to develop more than one career in their lifetime, including careers that do not yet exist;
- Confident individuals with a wide range of personal and inter-personal competencies to cope with and respond to a rapidly changing society;
- Responsible global citizens, who are environmentally aware, show concern and support for others, tolerate diversity and have a strong moral purpose.

6. Components of the Curriculum

The curriculum and its assessment will encompass:

- Subjects, themes and areas of experience;
- Skills and attitudes;
- Personal and social development;
- Cross-curriculum connections (a holistic approach);
- Competence, that is the knowledge, skills, understanding and decision-making, solving of problems and gaining new learning.

The key skills pupils must develop to support these are:

- Self-management;
- Problem-solving;
- Team-working ability;
- Effective communication;
- Functional skills in English, mathematics and ICT;
- Personal, learning and thinking skills.

The School enthusiastically supports an entitlement curriculum and believes that within the

Curriculum all pupils are entitled to:

- Plan and complete tasks in real settings;
- Participate fully in the life of the School, including raising issues of concern and Planning to deal with them effectively;
- Take responsibility;
- Learn to lead and take informed decisions;
- Think and reflect on what they do and want to find out;
- Work independently and in partnership with others;
- Experiment and discover;
- Communicate and present their views or findings to others using a variety of media;
- Be adventurous and take calculated risks;

- Understand cause, effect and consequence.

The School places great emphasis on developing moral values. It also addresses the global dimension, sustainable development, creative and critical thinking. Opportunities are provided for pupils to learn and reflect on their learning.

7. Subjects of the curriculum

EYFS (FS1, FS2)	Primary (Yr 1-6)	KS3 (Yr7-9)	KS4 (Yr9-11)	KS5 (Yr12-13)
Literacy	English	English Language	English Language	Travel & Tourism
Numeracy	Maths	English Literature	English Literature	Business
Understanding the world	Science	Mathematics	Mathematics	ICT
Expressive Arts and Design	Geography	Science (Biology, Chemistry, Physics)	Science (Biology, Chemistry, Physics)	Applied Science
Arabic	History	Arabic	Arabic	Arabic
PE	Music	Islamic	Islamic	
Computing	Art and DT	Social Studies	Social Studies	
	Computing	Geography	Geography	
	Languages – Spanish	History	History	
	Arabic	ICT	ICT	
	Social Studies Citizenship	PE	PE	
	Islamic Studies	Travel & Tourism	Travel & Tourism	
	PE	Drama	Drama	
		Resistant materials	Resistant materials	
		Food Technology	Food Technology	
		Art	Art	
		Spanish	Spanish	
			Business Studies	
			Economics	
			Computer Science	

On-going assessment is essential for effective learning. The management information system (MIS) will track the progress of pupils through the curriculum and this information will be used to set targets for learning. The School practice will follow the principles of Assessment for Learning *(see Assessment Policy),* believing that teachers and pupils have a clear and shared understanding of what is to be learnt, how it is to be learnt and what successful learning will look like.