



Curriculum Policy

RGSR Prep School

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Curriculum

Aims

This written policy is supported by appropriate Yearly Curriculum Plans and Termly Plans (or Long-Term Plans (LTPs), Medium Term Plans (MTPs) and Schemes of Work), which are under constant review. Each Scheme of Work considers the ages, aptitudes and needs of all students. Schemes of Work also include any requirement needed for children with special educational needs (SEN) and Environment, Health, and Safety plans as required by the Ministry of Education, Kingdom of Saudi Arabia.

The curriculum is designed to promote the spiritual, moral, and cultural development of our students together with their mental and physical wellbeing. These aspects combine to enable our students to achieve their best and make good progress in learning as measured through teacher ongoing formative assessment and standardised summative assessments. We aim to uphold the fundamental values of acceptable behaviour, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, beliefs and cultures.

The curriculum is broad, and students acquire speaking, listening, literacy and numeracy skills through the study of a wide range of subjects. We place emphasis on acquiring learning-to-learn habits and an understanding of how they learn (metacognition). Students learn self-discipline, a growth mindset, resilience and perseverance, so that they are equipped for the world beyond.

The curriculum is designed to provide students with experience in linguistic, mathematical, scientific, technological, human and social, physical, and creative education. We prepare students for adult life in a global society, reflecting RGSR's ethos.

We follow the UK's Early Years Foundations Stage Curriculum (EYFS) in Nursery and Reception and then the English National Curriculum (ENC) in Years 1-6. Along with the ENC subjects like sciences, mathematics, history, geography, Design, English (and EAL), and Languages (Arabic and French), we also provide a broader curriculum, including Physical Education, Art, ICT, Islamic Studies (for Muslim students), and a PSHE programme. All students receive instruction in PSHE delivered through specific lessons as well as through assemblies and specific events and days. PSHE is supported with input on Safeguarding and Wellbeing.

Our extensive extracurricular programme adds breadth to our academic curriculum, providing opportunities for teamwork, leadership, building resilience and independence as well as specific skills from reading music to reading maps. Students benefit from the use of technology throughout the curriculum, encouraged by teachers to use it as a powerful learning tool both in and out of the classroom, and inspiring confidence in the use of IT skills needed both at school and in the whole of work.

1. Early Years (Nursery and Reception)

The English Early Years Foundation Stage (EYFS) framework sets out the standards for the development, learning and care of children from birth to age 5. The EYFS framework sets rigorous standards so that young children learn, develop well and are kept healthy and safe. It promotes teaching and learning that ensures children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS framework and the profile that is maintained and derived, summarises and describes children's attainment and progress in interlinked developmental areas. There are Early Learning Goals (ELGs) in each area with developmental stages that guide planning and desired outcomes.

The 7 areas are:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

There are also 3 characteristics for effective learning that run through all areas, and these are: Playing and Exploring, Active Learning, Creating and Thinking Critically.

The EYFS framework is fundamentally underpinned by ongoing assessments that are primarily based on observing a child's daily activities and events, noting the learning that a child demonstrates spontaneously, independently and consistently in a range of contexts. Accurate assessment takes into account a range of

perspectives. This includes those of the child, parents and other adults who have significant interactions with the child. Ongoing formative assessment is an integral part of the learning and development process. It involves observing children to understand their level of attainment, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

2. Primary Years 1-6

The Primary curriculum is based upon an enhanced National Curriculum for England in Mathematics and English, as well as for the subjects of Science, Geography, History and Design. Subjects are actively planned to link to form thematic approaches to learning where possible, plausible and beneficial to learning.

2.1. English

The overarching aim for the English curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The curriculum aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate a rich and varied literary heritage in English (as well as in other languages)
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

From Nursery to Year 2, a differentiated approach to daily phonics based upon 'Floppy Phonics' is in place. At Year 3 some phonics are continued on a needs basis but then moves on to follow the spelling patterns and the ENC expectations for this.

A focus for the English curriculum in writing is that it is built around the concept of 'Writing for a Purpose and Audience'. The reason to write can be considered under 4 Purposes:

- To entertain
- To inform
- To persuade
- To discuss

2.2. Mathematics

Primary Mathematics is closely linked to the National Curriculum for Mathematics in England. However, it has been adapted to suit the context; to include aspects of best practice from across the world.

The Primary curriculum for mathematics aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent (deliberative) practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

The curriculum is organised into apparently distinct domains or strands, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Using and applying mathematics in different contexts and identifying links is a very important aspect of mathematics at RGS. Children should also apply their mathematical knowledge to science and other subjects in cross curricular thematic topics wherever possible and plausible in the given context.

Mastery in Mathematics is key as it underpins what we are aiming for our pupils to develop in mathematics once they have become secure in a given area. To determine if a child is mastering an area in mathematics at RGS, we can define this as a child who (at their own particular age expectations):

- Has got a secure knowledge of the basic facts and procedures in a given area and can recall them and demonstrate these procedures at an appropriate speed and in an efficient way.

- Has got a secure understanding of a given concept and can demonstrate this in a range of contexts to reason and problem solve (including investigating open-ended questions and developing their own questions to investigate).
- Can clearly explain a concept for an area of mathematics, either verbally, in writing, using diagrams and pictures and/or using concrete resources such that they can teach someone else.
- Has a clear knowledge and understanding of a wide range of mathematical terminology linked to the area of mathematics.
- Can investigate and identify patterns and links within a given area of mathematics and, in some instances, to other areas of mathematics that they have covered.

2.3. Thematic Approach to Learning

The RGSR Prep Curriculum is a thematic based curriculum which seeks to integrate (yet keep distinct) the subject areas. The learning journey which takes place in each unit provides structure and focuses on active inquiry-based learning, personalisation of learning and opportunities for feedback and reflection. The Curriculum provides the opportunity to learn and make links between subject areas. This ensures that children develop a wide base of knowledge, skills and deeper understanding of the topics they study. The learning process also encourages children to be active participants. From the beginning of topics where prior knowledge is gathered and interest is stimulated to the end of topics where children are encouraged to share their knowledge, skills and understanding with others.

Within topics we also, where possible, seek to embrace the diversity of families that we have at our school and enhance learning and develop children's understanding of being part of an international community as responsible global citizens. For pastoral and wellbeing, we support our curriculum with links to Common Sense Education (Technology), PANTS (Child Protection), Philosophy for Children (Speaking, Listening and Debate) and the PSHE Association UK (Personal, Social and Health Education).

2.4. Specialist Subjects

The academic programme is supported by best practice drawn from across the world to support specialist subjects in Music, ICT, Physical Education and Art. Music and Physical Education are delivered from Nursery onwards as specialist subjects. Art and ICT begin in Year 1 as specialist subjects. These areas have their own bespoke curriculum and assessment systems that, as skills-based subjects rely on observation and ongoing formative teacher assessment.

2.5. Languages other than English (LOTE)

The Languages Programme in Primary delivers Arabic Core (compulsory for all – taught from Nursery), Arabic Language (option choice from Year 1) and French (option choice from Year 1). Islamic Studies are also delivered under the umbrella of LOTE. Islamic Studies is compulsory for all Muslim students from Year 2. Non-Muslim students work on projects to reinforce basic skills.

3. Curriculum Features

3.1. Equal Opportunities

- Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion, or belief.
- Disabilities: In accordance with statutory requirements, the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

3.2. Personalised Learning & Learning Support

See also SEND Policy for further details.

We encourage every student to make the best progress through our curricular and extracurricular provision. We guide each student to study subjects which suit their strengths, needs and aspirations. Students' learning is assessed continuously as a formative process and is also assessed summatively with formal external assessments in core subjects each term. Prep Leadership and Middle Leaders use this data to identify both individual and cohort progress. Interventions are discussed and reviewed and planning adapted where needed for the following term. The patterns that emerge from the tracking data are also used to inform broader school decisions.

Where a student has an IEP (Individual Education Plan), this will be used to inform staff on how we can best meet their individual requirements. For these students, and many others who have an identified learning need, we also use a combination of Learning Support assistance in classes and withdrawal from lessons to provide individual support by specialist staff. Our few EAL (English as an Additional Language) students are given extra specialist support as required.

3.3. Deployment of Teaching Staff

The school cannot guarantee that any particular teacher will, or will not, teach any particular student. The school timetable is designed for the benefit of the school as a whole and cannot be changed to satisfy individual or parental requests.

3.4. Policy Review

The curriculum is reviewed regularly by the teaching teams as well as the leadership team, who in turn, report to the Principal and the of the Board of Governors.

4. Curriculum Distribution Summary

Subjects have a specific number of hours per week that are stipulated. However, these will vary due to topics and can vary in response to cohort needs in consultation with the Prep Leadership Team for a short, specified amount of time to 'hit' key needs identified through assessment and feedback. Below are the approximate hours per week for each subject.

Subjects	Periods Per Week (PPW)	
	KS1	KS2
Mathematics	5	5
English - (plus Library)	9	8
Science	2	2
Arabic or French *	3	3
Arabic Core/Extended	1	1
Humanities	2	2
Islamic Studies or Citizenship **	1	1
KHG (Kingdon History & Geography)	1	1
ICT and Computing	1	1
Art	1	1
Music	1	1
PSHE	1	1
Physical Education	2	2
Total	30	30

* Students opt for either Arabic or French (3 PPW).

** Projects for non-Muslim students, runs at the same time as Islamic Studies for Muslim students.