



DUBAI COLLEGE

A tradition of quality in education

Curriculum Policy 2018-19

Dubai College has a very strong academic reputation and tradition in the local and international community, but we believe that education is much more than achieving outstanding academic results. A good education has to develop character and a sense of value, but must also strike a balance between the academic and non-academic. With this in mind, we aim to draw upon the best elements of the English National Curriculum, combined with the depth and range of curricular and extra-curricular subjects that are appropriate to a selective school to cater for the needs of all students.

Responsibility for the effective implementation of this policy ultimately lies with the Headmaster who delegates responsibility to the Deputy Head: Curriculum, Subject Leaders and to the Director of ECAs.

The curriculum is reviewed annually.

Aims and Objectives

The aim of our curriculum is to develop as fully as possible the understanding, knowledge and skills of each student so that when they leave Dubai College they are in a position to meet the challenges that they will face in a rapidly globalising and competitive world. It is also our intention that students achieve a place at a highly selective Russell Group university in the UK or a leading university worldwide.

We intend to nurture students who are:

- Motivated and stretched in all aspects of school life;
- Tolerant and caring;
- Enjoying and understanding their learning;
- Intellectually curious;
- ICT capable;
- Developing high quality learning skills and leadership qualities;
- Comfortable and knowledgeable about the United Arab Emirates.

To meet these aims, the curriculum provides:

- A wide range of choice, keeping students options' open for as long as possible;
- A broad education;
- An in-depth education, so that students are challenged and stretched at all times;
- A wide range of extra-curricular activities.

Skill areas developed

For students in KS3 and 4, the curriculum contains a range of compulsory and optional subjects which aim to provide experience and skill development in the following areas:

- **Linguistic:** to develop students' communication skills and increase their command of language. *This is developed through English (Language and Literature) and at least one foreign language (Arabic, French, Spanish and Latin).*
- **Mathematical:** to teach students how to calculate and appreciate relationships and patterns in number and space as well as to think logically and express themselves clearly. *This is developed through Mathematics, Computer Science and Science.*
- **Scientific:** to develop students' scientific skills, knowledge and understanding. *This is developed through Science (taught as separate Biology, Chemistry and Physics).*
- **Technological:** to teach students a range of technological skills including up-to-date applications of ICT, to develop, plan and communicate ideas and to produce and evaluate good quality products. *This is developed through Computer Science, Digital Skills and Design and Technology.*
- **Human and social:** to teach students about people and their interaction with the environment and how human action has influenced events and conditions. *This is developed through Economics, Geography, Government and Politics, History, Islamic Studies, UAE Social Studies and Enrichment Days/Moral Education.*
- **Physical:** to teach the basic principles of fitness and health and to develop students' physical control and coordination. *This is developed through Games and Physical Education.*
- **Creative:** to develop students' aesthetic and creative skills. *This is developed through Art, Drama and Music.*
- **Spiritual, Moral, Social and Cultural Development:** to develop students' self-knowledge, self-esteem and self-confidence so that they can distinguish right from wrong and respect the law as well as accept responsibility for their behaviour, show initiative and understand how they can contribute to community life. *This is developed through Islamic Studies, Business Studies, Economics, Geography, History, the extra-curricular programme and Enrichment Days/Moral Education.*

It should be emphasised that many subjects help to develop more than the key area of experience to which they have been attached. For example, linguistic skills are developed in almost all subjects; moral skills are also developed in subject areas such as Economics and Geography.

Learning Skills

These are delivered through the curriculum as a whole and Dubai College makes sure that coverage of these skills are monitored and reported on in the Lower School by subject areas. We aim to produce students who are:

- Creative thinkers
- Effective participators
- Independent Enquirers
- Self-Managers
- Reflective Learners
- Team Workers

Students are also prepared for adult life by being actively encouraged to participate in a wide variety of experiences to further enhance their soft skills through community and charity work, public speaking, school committees as well as leadership roles.

Special Educational Needs and Disabilities (SEND)

The college accepts students with high levels of academic potential, regardless of any barrier to learning, provided they are capable of fulfilling our high academic expectations and meet the criteria outlined in the Admissions Policy. Students who need additional support to reach their potential will receive intervention on a needs-led basis in line with the Dubai College SEND policy. The College is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all the students who gain admission to Dubai College matter – including those identified as having additional needs

Gifted and Talented

Dubai College recognises that the KHDA identifies students with special gifts and talents are one of the groups most at risk of educational exclusion and we strive to prevent this. Teachers therefore routinely try to stretch and challenge the most able in every lesson rather than have dedicated lessons for the most able.

Where possible and appropriate, setting by ability in certain subjects will aid the provision of subject matter at a pace appropriate to the teaching group. The extent to which this happens is determined by the preferences of individual departments as well as timetabling constraints. Challenge and stretch opportunities also exist across the school in extra-curricular activities and there are many opportunities for students to compete nationally and internationally alongside the best students in the UAE and the world: e.g. Young Musician of the Gulf, ECIS Mathematics competition, The Debating Society, sport.

University Advice and Careers Guidance

The Dubai College Alumni hold an Annual Careers Convention for our Y11 students. The school uses the *Morrisby Test* and the *Futurewise* programme to offer structured advice regarding A Level choices and career options before A Level option choices are made in term 2 of Year 11. Virtually all our students in Year 11 enter the Sixth Form and then go on to Higher Education.

Sixth Form University Advice is provided via Higher Education Information Evenings, Higher Education Subject Specific clinics, UCAS sessions, Oxbridge Tutorial sessions, visits from UK selective universities (as well as American Ivy League and leading European Universities), individual staff guidance and Alumni mentoring.

Extra-curricular activities

A whole range of extra-curricular activities are provided in order to support the development of students' skills.

Overview of the Curriculum

Attention to the individual student and to his or her educational development is paramount though all Years of the curriculum: individual needs are always taken into account and success is achieved through outstanding learning and teaching, systematic tracking of progress by the students' form teacher and the setting of appropriate targets. Our expectations are that students will play a full part in their own progress and development.

Parents will receive regular reports in various formats at appropriate times in the school year and will have the opportunity to meet with their sons and daughters' teachers. We actively encourage all students to attend Consultation Evenings, dates of which are on the school calendar, which can be found on the home page of the school's web site.

The Lower School: Years 7-9

At this level, the curriculum is designed to give students a broad exposure to a wide variety of subjects and to develop their learning skills.

In Year's 7 and 8, the following subjects are studied with the number of 50 minute periods allocated to each subject per week shown in the table at the end of this document: Mathematics; English; Science; Arabic (or Arabic as a First Language); Islamic Studies (for Muslim students); UAE Social Studies; French or Spanish; Geography; History; Music; Computer Science; Physical Education; Digital Skills; Art, Design and Technology and Drama.

In addition, all students will undertake Personal, Social and Health Education and Moral Studies; both are delivered through Enrichment Days and Year group assemblies.

In Year 9, all students commence their GCSE study in Biology, Chemistry and Physics and some students commence their GCSE study for Mathematics. Students may also may choose whether they wish to study Latin as a one-year stand-alone course instead of Computer Science.

The Middle School: Years 10-11

In Year's 10 and 11, students take subjects which fall into three categories:

- **Compulsory (core) examination subjects:** English Language and English Literature (International GCSEs), Mathematics, Biology, Chemistry and Physics. Some students take GCSE Mathematics in Year 10; these students start a stand-alone Additional Mathematics qualification in Year 11.
- **Optional examination subjects:** To encourage a balanced curriculum, students choose 4 optional subjects, which must include:
 - Arabic, French or Spanish; and
 - Computer Science, Economics (International GCSE), Geography or History; and
 - Art, Design and Technology, Drama, Music or Physical Education.
 - Latin may also be studied to GCSE Level.
 - The Higher Level Project Qualification may also be taken by students, starting in term 2 of Y10.
- Arab Passport holders **must** take Arabic as a First Language as one of their subject options in Years 10 and 11.
- **Non examined compulsory subjects:** UAE Social Studies (Y10 only), Games and Islamic Studies for compulsory for Muslim students

The Sixth Form: Years 12-13

The vast majority of students in the school continue their studies into the Sixth Form.

Most students in Year 12 commence study for 4 A Levels and progression to Year 13 to full A Level is dependent upon students achieving their target grades in these examinations. Most students drop one of their subjects on entry to Year 13.

The subjects currently offered at A Level are: Arabic, Art, Biology, Chemistry, Classical Civilisation, Computer Science, Design and Technology, Drama, English Literature, Economics, the Extended Project (AS only), French, Further Mathematics, Geography, Government & Politics, History, Mathematics, Music, Physical Education, Psychology, Physics and Spanish.

In cases where Y13 sets are small due to students deciding not to continue with a subject, some sets may be amalgamated in the interests of staff efficiency. Consequently, there is no guarantee that staff teaching the Y12 course will necessarily teach the same students for the Y13 course.

In addition, students in the Sixth Form participate in a Moral Education course, PSHE and Enrichment programme to prepare them for the challenges of life after Dubai College.

Islamic Studies is compulsory for Muslim students in Year 12. Arabic as a First Language is compulsory for Arab Passport Holders in Year 12.

Policy Details	
Last review	September 2018
Next review	June 2019
Responsible SLT	Deputy Head: Curriculum