



Durham School for Girls Doha

CURRICULUM POLICY

Policy Number:

Version 1.0 | February 2025

FIRST IMPLEMENTATION DATE | February 2025

REVIEW PERIOD | ANNUAL

DATE LAST REVIEWED | NEW POLICY

REVIEWED BY | Rebecca Saunders

VALUES

قيمي ترسم هويتي

MARK VALUES AND QATARI VALUES ARE AT THE HEART OF A
DURHAM GIRL

Curriculum Policy

Policy Number:

Vision

Durham School for Girls Doha aims to inspire a lifelong appetite for learning in a caring environment that will develop emotional, moral, and spiritual strength for future leaders. The school strives to provide a curriculum and range of co-curricular opportunities that will enrich its pupils' sense of self belief and help them make appropriate judgements, giving them 'Confidence for Life' and an aspiration for achievement. With an emphasis on both individual and collective learning, the curriculum will be set in an international context whilst staying inspired by Qatari culture and tradition.

Purpose:

Durham School for Girls provides high quality education for female Muslim students from Qatar and other Arabic nations. It therefore needs to have a curriculum that caters to the needs of these communities that is reviewed regularly. Taking into account our Durham School vision, mission and MARK values and the Qatari culture, together with the National Curriculum for England and the requirements of a British curriculum as well as those required by the Ministry of Education and Higher Education in Qatar.

Our curriculum is designed to foster a love of learning, develop critical thinking skills, and equip students with the knowledge and skills necessary for future success.

Policy Statement:

Our curriculum aims to;

- Encourage academic excellence and a passion for learning;
- 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, cultural and emotional 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;
 - equip pupils with the knowledge and cultural capital they need to succeed in life;
 - equip all pupils to be global citizens, drawing on and celebrating the vast cultural diversity within the school whilst maintaining British Values in an international context;

- equip pupils as they transition from early years into primary and from primary into secondary education,
- provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals;
- provide a broad curriculum prioritising a strong academic core of subjects;
- develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment;
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers thus enabling success for all;
- be engaged, challenged and stretched to achieve their potential;
- take pride in, and be committed to, learning; to year 12 and beyond;
- feel safe and respect the dignity and equality of all individuals, groups and cultures;
- value their learning outside of the curriculum and relate to the taught curriculum.

These curriculum aims are underpinned by our MARK values:



Procedures:

An annual review of the curriculum offer will take place by the Senior Leadership Team. In the secondary school this will be prior to the curriculum for the next academic year being decided upon and associated options choices being made by the students in relevant year groups. Such factors as MoE requirements, student cohort needs and preferences, staff expertise and previous examination data will be used within the review.

Once decided upon, the curriculum for each year group will be developed ensuring appropriate learning time as allocated to each subject. Subsequently a timetable will be constructed for each class and year group.

Qatar Ministry of Education Curriculum Requirements

The MoE requirements will be considered when developing a curriculum for all students at Durham School for Girls.

Subject	Year Groups	Weekly Curriculum Time (requirement)
Arabic	Years 1 to 12	4 hours (240 minutes)
Islamic Studies	Years 1 to 12	2 hours (120 minutes)
Qatar History	Years 1 to 9	1 hour (60 minutes)

Curriculum Structure - Primary

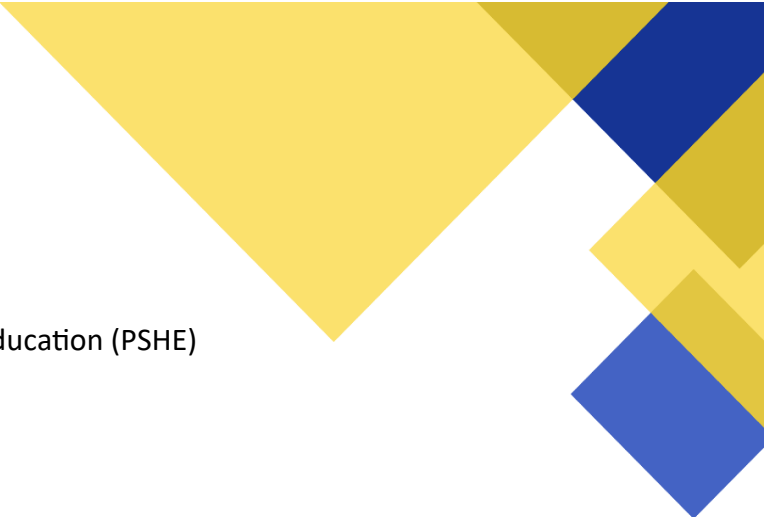
The Durham School for Girls curriculum covers the following subjects as outlined in the National Curriculum for England, utilising specific schemes to enhance teaching and learning:

Primary Core Subjects

1. English
 - Phonics: Read Write Inc.
 - Writing: Talk for Writing.
 - Reading: VIPERS reading approach (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summarisation).
2. Mathematics
 - Maths: Pearson Power Maths – a mastery approach.
3. Science
 - Science: Pearson International Primary Science.

Primary Foundation Subjects

4. Art and Design
5. Computing
6. Design and Technology
7. Geography
8. History
9. Music



10. Physical Education

Additional Subjects

11. Personal, Social, Health and Emotional Education (PSHE)

EYFS Curriculum - 7 Key Areas of Learning

1. Communication and Language
2. Understanding the World (UTW)
3. Expressive Art and Design (EAD)
4. Literacy
5. Numeracy
6. Physical Development (PD)
7. Personal, Social, and Emotional Development (PSED)

Curriculum Structure - Secondary

Key Stage 3

At Key Stage 3 (Years 7-9), students study a range of subjects that fill their timetable. All subjects are compulsory and not optional.

- Arabic
- Art
- Drama
- Music
- Computing
- English
- Geography
- History
- Global Perspectives
- Qatar History
- Islamic Studies (exception made for non-Muslim students)
- Mathematics
- PE
- Science

Key Stage 4

At Key Stage 4 students study both compulsory subjects and a choice of 3 option subjects from the list below leading to them achieving 8 I/GCSEs. These subjects fill the timetable. Students cannot reduce their timetable commitments except in exceptional circumstances – please refer to the Examinations Policy for full details.

The school uses both the Pearson Edexcel and Cambridge examination boards and curriculums, alongside the Ministry curriculum for Islamic Studies.

Options are chosen at the start of term 2 in Year 9, in preparation for the commencement of the courses at the start of Year 10.

Compulsory Subjects

- Arabic (First or Second Language – determined by nationality)
- English (First or Second Language – determined by the English teaching team)
- Islamic Studies (Ministry Curriculum)
- Mathematics
- Two Science subjects from Biology, Chemistry and Physics
- PE (non-examined)

Option Subjects – students choose 3

- Art Textiles

- Fine Art
- Business
- Computing
- English Literature
- Food and Nutrition
- Geography
- History
- IT
- Psychology
- Travel and Tourism
- A third science subject

Key Stage 5

Qatari students must pass year 11 in order to progress into year 12. This is in accordance with the Ministry of Education's requirements for the Thanaweya certificate. A minimum of 5 passes at I/GCSE are required to pass.

At Key Stage 5, students study both compulsory subjects and a choice of option subjects from the list below leading to them achieving a minimum of 4 AS subject qualifications. A level Arabic is also taught from term 2 in year 12 for students requiring an additional qualification for their Thanaweya pass.

Students cannot reduce their timetable commitments except in exceptional circumstances – please refer to the Examinations Policy for full details.

The school uses both the Pearson Edexcel and Cambridge examination boards and curriculums, alongside the Ministry curriculum for Islamic Studies.

Options are chosen at the start of term 2 in Year 11, in preparation for the commencement of the courses at the start of Year 12. These choices are reviewed when the IGCSE results are available in August and alternative choices may need to be made. Students not achieving a pass on the Ministry system will be required to re-take year 11.

Compulsory Subjects

- Arabic
- Islamic Studies (Ministry Curriculum)

Option Subjects – students choose 3

- Art Textiles
- Biology
- Business
- Chemistry
- Computing
- English (General)

- History
- IT
- Mathematics
- Physics
- Psychology
- Travel and Tourism

In Year 13, the school provides a limited curriculum to enable students to apply for specific University courses.

The year 13 curriculum includes A Level courses in Biology, Chemistry, Physics and Mathematics

Curriculum Delivery

The delivery of the curriculum at Durham School for Girls is provided in detail in the school Teaching and Learning Policy and Framework.

Enrichment Opportunities

To enhance our curriculum, we offer a range of extracurricular activities, including clubs, sports, and educational trips. These opportunities aim to develop students' interests and skills beyond the classroom.

Responsibilities:

The Principal and Advisory Body will ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets;
- progress towards targets is monitored;
- the curriculum fulfils statutory requirements of the Qatar Ministry of Education (MoE);
- they contribute to decision making about the curriculum.

The Head of Secondary / Primary will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school. This will include how the subject will be taught and assessed;
- ensure the planning is driven by the vision, mission and MARK values of the school;
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the Leadership team annually;
- where appropriate, the individual needs of some students are met by permanent or temporary variation from the set curriculum;

- the procedures for assessment meet the requirements to monitor and evaluate progress and students and their parents receive information to show how much progress the students are making and what is required to help them improve

The Senior Leadership Team will ensure that:

- they have an oversight of curriculum structure and delivery within each department/Key Stage;
- up-to-date curriculum planning, including long term, medium term and short term planning is in place within each key stage/ department;
- curriculum maps and learning outcomes are monitored and reviewed on a regular basis;
- levels of attainment and rates of progression are discussed with Heads of Departments /Year Leaders on a regular basis and that actions are taken where necessary to improve these.

Heads of Department / Year Leaders will ensure that:

- schemes of learning encourage progression;
- there is consistency in terms of curriculum delivery;
- assessment is used to inform future planning ensuring progress for all;
- the curriculum design and delivery is monitored and feedback given regularly;
- all relevant information/data is shared with the leadership team;
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion;
- best practice is shared with other colleagues in terms of curriculum design and delivery;
- oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility;
- in the secondary school, appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students;
- in the secondary school, an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners and future next steps.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy;
- keep up to date with developments in their subjects/ year group;
- have access to, and be able to interpret, data on each student to inform the design of the curriculum;
- share and exchange information about best practice amongst their colleagues within DSGD and in different schools in Qatar through external networks resulting in a dynamic and relevant curriculum;
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

Students will:

- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge;
- be given additional support where needed;
- in the early years, be supported with the transition into primary school through a program of extended transition activities;
- at the end of KS2, be supported with the transition into secondary school through a program of transition activities
- in the secondary school, receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.

Parents will:

- be consulted about their child's learning through parents meetings, reports and where necessary, ongoing correspondence with the teacher;
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives;
- be informed about the curriculum on offer;
- be informed of any decisions to change the setting of their child