: Learners Today.. Leaders Tomorrow :

The Gulf English School

Curriculum Policy

Date: June 2026

Author: Leadership Team

Adoption / Review	Committee	Lead Personnel	Review Date:
June 2026	LT	LT	June 2027

This policy applies across all GES campuses and phases: GES Gharafa (Infants, Juniors and Secondary) and GES Bin Omran.

Responsible, **R**espectful, **R**esilience

Our Vision

We aim to develop a responsible, respectful, resilient school community, supporting the highest level of personal achievement in a changing modern intercultural world.

V1	We aim to develop a responsible, respectful, resilient school community,
V2	supporting the highest level of personal achievement
V3	in a changing modern intercultural world.

Mission Statements

M1	We provide a high-quality education, focusing on skills, knowledge and application, enabling our community to strive and achieve excellence
M2	We aim to develop a culture of life-long learning, independence, ambition, which is continuously demonstrated by our community.
M3	Our community promotes diversity and global citizenship where individual differences are understood and celebrated.
M4	To drive the development of creative skills and critical awareness in our students.
M5	Our school community provides a safe, supportive, and stimulating learning environment that focusses on the well-being of all
M6	We aim to integrate the use of technology on a day-to-day basis to enhance our teaching and learning.

Our Core Values: The 3 R's

- ✓ **Responsible:** Driven, Ambitious, Achiever
- ✓ **Respectful:** Empathy, supportive, caring, diversity
- ✓ **Resilient:** Risk takers, empowered, committed

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1. Purpose and Scope

The GES curriculum is designed so that students know more, remember more, understand more and can do more over time. It is British in framework, international in outlook, rooted in Qatar and responsive to the needs and aspirations of the GES community.

GES delivers a curriculum based on the EYFS framework and the National Curriculum for England, progressing to internationally recognised academic and vocational qualifications. This is complemented by the statutory requirements of the Qatar Ministry of Education and Higher Education (MoEHE), including Arabic, Islamic Studies and Qatar History.

The curriculum extends beyond academic subjects to include personal development, wellbeing, digital learning, careers education, leadership, service, enrichment and extracurricular opportunities.

This policy sets out the whole-school curriculum framework for The Gulf English School (GES), from the Early Years Foundation Stage (EYFS) to Year 13. It defines students' curriculum entitlement, the principles that guide curriculum design and delivery, and the responsibilities for its implementation, monitoring and review.

2. Curriculum Aims

Through its curriculum, GES aims to:

- provide a broad, balanced, ambitious and coherent education, with high expectations and appropriate challenge for all students;
- establish strong foundations in literacy, numeracy, science and digital competence;
- develop secure knowledge, understanding and skills, enabling students to apply their learning confidently and independently;
- ensure clear progression across subjects and phases, building on prior learning and addressing gaps where necessary;
- provide appropriate adaptation and support to ensure that all students can access and succeed within the curriculum;
- strengthen students' understanding of Qatar's culture, heritage and national identity, while supporting the aspirations of Qatar National Vision 2030;
- provide appropriate academic and vocational pathways aligned with students' strengths, interests, aspirations and intended destinations;
- promote the GES core values, developing responsible, respectful and resilient members of the school and wider community;
- prepare students effectively for further and higher education, employment and adult life; and
- use assessment, curriculum review and quality assurance to evaluate impact and drive continuous improvement.

2.1 Curriculum Intent: Know, Do, Become

Through the GES curriculum, we want students to:

Curriculum Focus	GES Intent
Know	develop secure and connected subject knowledge, vocabulary, concepts and methods.
Do	apply knowledge and TD skills independently, think critically, communicate effectively and solve problems.
Become	responsible, respectful and resilient young people who are confident learners, value their identity and culture, and are prepared to contribute positively to Qatar and the wider world.

3. Curriculum Context

GES serves a diverse international community and a significant proportion of Qatari students. Many Qatari students complete their secondary education at the end of Year 12, obtain the relevant Ministry secondary-school certification/equivalency and progress to universities in Qatar or overseas. The curriculum is therefore structured to allow eligible students to meet the relevant MoEHE requirements for their Year 12 Secondary School Certificate/Thanaweya while completing internationally recognised qualifications. Students whose university pathway or qualification programme requires further study may continue into Year 13 to complete full A Levels and/or an approved Level 3 vocational programme.

3.1 Alignment with the GES Vision and Mission

GES aims to develop a responsible, respectful and resilient school community, supporting the highest level of personal achievement in a changing, modern and intercultural world.

The curriculum brings this vision and the school's mission to life through high-quality teaching and learning, academic challenge, independence, creativity, cultural understanding and the purposeful use of technology. It encourages students to become confident lifelong learners who can apply their knowledge and skills and are prepared for further study, employment and life beyond school.

3.2 GES Core Values – The 3Rs

The GES core values of Respect, Responsibility and Resilience are embedded across the curriculum and wider school experience.

Core Value	How it is developed through the curriculum
Respect	We treat everyone with kindness and respect. Students learn to value Qatar's culture and identity, different cultures and perspectives, and the dignity of others.
Responsible	Students develop independence, organisation, academic integrity, leadership and responsible digital citizenship, taking ownership of their learning and choices.
Resilience	Students are encouraged to respond positively to challenge, feedback and setbacks, persevere with increasingly demanding learning and strive to achieve their best.

4. Legislation, Guidance and External Standards

GES follows a UK-based curriculum from EYFS to Year 13, using the EYFS framework and the National Curriculum for England as key reference points and offering IGCSE/GCSE, AS/A Level and BTEC

qualifications through examination boards accredited for use in Qatar, including Cambridge International, Pearson Edexcel and AQA where applicable. The British curriculum is modified for the local setting and implemented in accordance with Qatari law and MoEHE requirements.

The school recognises that some requirements that apply in England cannot be replicated in full where they conflict with Qatari law. GES therefore follows local law first while, as far as legally possible, promoting the educational principles expected of a British international school, including respect, personal responsibility, inclusion, safeguarding and preparation for life in a diverse society.

Current Ministry requirements must always take precedence over an annual timetable or historic curriculum plan. The school therefore reviews Ministry circulars and requirements annually and adjusts curriculum time and provision where necessary.

Requirement / Standard	GES Response
Arabic	Arab passport holders study Arabic up to and including Year 12 in accordance with current MoEHE requirements. The school's educational plans provide Arabic pathways for first- and second-language learners.
Islamic Studies	Muslim students study Islamic Studies up to and including Year 12 in accordance with current MoEHE requirements.
Qatar History	Qatar History is taught up to the end of Year 9 in accordance with current MoEHE requirements; for Qatari and other Arab passport holders it is delivered in Arabic where required.
BSO	The written curriculum policy is supported by plans and schemes of work, considers students' ages, aptitudes and needs, provides broad educational experiences and does not undermine fundamental British values within the legal context of Qatar.
CIS	Curriculum, teaching, learning and assessment are aligned with the school's mission and context and are reviewed systematically as part of continuous school improvement.
Awarding bodies	Departments follow current specifications, assessment regulations, coursework/practical requirements and examination procedures for the relevant qualification.

5. Curriculum Implementation: Planning, Delivery, Sequencing and Progression

5.1 Planning Framework

Curriculum implementation follows a clear planning hierarchy: Whole-School Improvement Plans and School Development Plans → subject/phase curriculum intent → long-term curriculum maps → schemes of learning → lesson planning → assessment → review and adaptation. This ensures that school priorities are translated consistently into classroom practice.

Atlas Rubicon is used to map, sequence and review the curriculum across subjects and phases, enabling leaders and teachers to monitor key knowledge, vocabulary, skills, assessment opportunities, coverage and progression.

In EYFS, KS1 and KS2, curriculum objectives are drawn from the relevant UK statutory frameworks and the National Curriculum for England, alongside mandatory MoEHE requirements. At KS3, the National Curriculum for England remains the main framework, with appropriate IGCSE/GCSE knowledge and skills progressively introduced to prepare students for KS4.

At KS4 and KS5, examination-board specifications and qualification requirements determine curriculum content, sequencing and assessment. Across all phases, planning identifies the essential knowledge, vocabulary, disciplinary and TD skills and intended outcomes, with teaching adapted in response to assessment and individual student needs.

5.2 Teaching and Delivery

Teachers implement the planned curriculum through high-quality instruction that activates prior knowledge, clearly explains and models new learning, uses purposeful questioning, and provides guided and independent practice. Regular opportunities for Assessment for Learning (AfL) are embedded within lessons to check understanding, identify misconceptions, provide feedback and inform next steps.

Technology and digital resources are used purposefully to enhance learning, engagement and access. Teachers work with Learning Support staff to provide appropriate scaffolding, intervention and adaptation while maintaining high expectations. Gifted and talented students are provided with opportunities for greater challenge, depth, independence and enrichment.
Where appropriate, teaching incorporates skills-based learning, meaningful cross-curricular links and

GES Transdisciplinary (TD) Skills, including thinking, communication, research, social and self-management skills. This enables students to make connections between subjects and apply their knowledge and skills in different contexts.

Students are expected to use subject-specific vocabulary, make connections with prior learning and develop increasing independence, resilience and responsibility for their own learning.
(Refer to Teaching & Learning Policy)

5.3 Sequencing and Progression

Curriculum leaders ensure that learning is carefully sequenced and progressively builds on prior knowledge and skills. Key concepts and subject-specific skills are revisited with increasing depth and challenge, enabling students to develop greater understanding and independence over time. Curriculum mapping, assessment and transition information are used to identify gaps, avoid unnecessary repetition and ensure continuity between year groups and key stages. Students are provided with regular opportunities to retrieve, practise and apply their knowledge, and TD skills in increasingly challenging contexts.

6. Curriculum Structure and Subject Allocation: EYFS to Year 13

The GES curriculum provides a broad and progressive learning pathway from EYFS to Year 13, combining the UK curriculum framework, recognised examination pathways and mandatory MoEHE curriculum requirements.

6.1 EYFS - Pre-School and Reception

The EYFS curriculum is ambitious, developmentally appropriate and play-based, combining purposeful adult-led teaching with high-quality continuous provision and exploration. It develops strong foundations

in communication and language, early literacy and mathematics, physical development, self-regulation and independence, while promoting curiosity and positive attitudes to learning.

EYFS Area	GES Curriculum Emphasis
Communication and Language	Listening, speaking, vocabulary, questioning, stories and purposeful interaction.
Personal, Social and Emotional Development	Self-regulation, relationships, independence, wellbeing and the 3Rs.
Physical Development	Gross and fine motor development, coordination and healthy activity.
Literacy	Daily phonics, early reading, storytelling, mark-making and writing.
Mathematics	Number sense, pattern, shape, measure and mathematical language.
Understanding the World	People, communities, Qatar, nature, science, technology and the wider world.
Expressive Arts and Design	Art, music, creativity, imaginative play and performance.

EYFS Provision	Approx. Hours per Week
Mathematics	2
Reading/Writing/Communication and Language including library	8.5
Understanding the World	1
Creative Arts (Art/Music)	1
Physical Education (PE)	1
Arabic (native and non-native)	2.5
Continuous Learning Provision	10.5
PSED/Assembly	1.5

Assessment is continuous and based on observation, interaction and evidence of learning. Teachers identify starting points, interests and next steps and adapt the learning environment and adult support accordingly. Arabic is introduced through specialist provision, while age-appropriate Islamic values, Qatar culture and National Identity are reflected in the wider curriculum.

6.2 Key Stage 1 – Years 1–2

KS1 builds secure foundations in literacy and numeracy while maintaining a broad curriculum. English includes writing, phonics and reading; mathematics develops fluency, reasoning and problem-solving; and IPC/thematic learning supports science, humanities and creative learning. Computing, music, PE and the1mandatory Ministry subjects complete the entitlement.

KS1 Subject / Provision	Approx. Hours per Week/Sessions
Literacy	5
Mathematics	4
Reading	3
IPC (Science, Art, Humanities)	1.5
IT/Computing	0.5
Creative Arts (Music)	1
Physical Education (PE)	1
Arabic (native and non-native)	4
Islamic Studies (native and non-native)	2
Qatar History (native and non-native)	1

PSHE/Assembly	1.5
Continuous Learning Provision	5.5

6.3 Key Stage 2 – Years 3–6

KS2 extends students' knowledge and independence and prepares them for specialist secondary study. English, mathematics and reading/SPaG remain central. Science, computing, creative arts, PE and IPC topics including geography and history ensure breadth, alongside the Ministry subjects and personal development.

KS2 Subject / Provision	Approx. Hours per Week
English	5
Mathematics	5
Reading/SPaG	3
IPC Science	1
IT/Computing	1
Creative Arts (Art/Music)	1
Physical Education (PE)	1
IPC Topics – including Geography/History	1
Arabic (native and non-native)	4
Islamic Studies (native and non-native)	2
Qatar History (native and non-native)	1
PSHE/Assembly	1

In Upper KS2, transition to secondary school is supported through assessment, information sharing, curriculum liaison and transition activities designed to build academic readiness and personal confidence.

6.4 Key Stage 3 – Years 7–9

KS3 follows National Curriculum for England objectives as a guide across a broad specialist curriculum. Learning becomes increasingly analytical, reflective and independent. Students experience a wide range of subjects so that they can identify strengths and interests before making informed IGCSE/BTEC choices in Year 9.

Where students are considered for early entry to an external qualification, this will only take place where the relevant curriculum has been completed, readiness is secure, progression benefits the student, curriculum breadth is not compromised, and current MoEHE and awarding-body requirements are met.

KS3 Subject	Approx. Hours per Week
English	5
Mathematics	4
Science	3
IT	1
Creative Arts	1
Physical Education (PE)	2
Geography	2
History	2

Arabic (native and non-native)	4
Islamic Studies (native and non-native)	2
Qatar History (native and non-native)	1
Global Perspectives	1

6.5 Key Stage 4 – Years 10–11

KS4 Pathways and Options

Students make their KS4 option choices during Year 9, supported by careers guidance, academic advice and consultation with parents. All students follow the compulsory IGCSE curriculum in English and Mathematics, alongside Arabic or Spanish, as appropriate.

GES offers two broad pathways designed to reflect students' attainment, strengths and future aspirations:

- IGCSE Pathway: students select four additional IGCSE subjects alongside the compulsory curriculum.
- BTEC Pathway: students' study BTEC IT and two additional IGCSE subjects alongside the compulsory curriculum, providing a greater emphasis on applied learning and continuous assessment.

Students are guided towards a balanced programme that supports successful progression to KS5 and future university or career pathways. Subject availability, entry requirements and option blocks are reviewed annually and may vary according to student demand, staffing and timetable requirements.

Full details of courses, entry requirements, assessment arrangements and the options process are provided in the GES Key Stage 4 Options Booklet.

The following table summarises the KS4 subjects currently offered and their indicative lesson allocations.

KS4 Subject / Option	Approx. Hours per Week
English	4
Mathematics	4
Biology	4
Creative Arts	4
Physical Education (PE)	1
Geography	4
History	4
Arabic (native and non-native)	3
Islamic Studies (native and non-native)	1
Engineering	4
Chemistry	4
Physics	4
Media Studies	4
Computer Science	4
Economics	4
Statistics	4
Enterprise	4
Travel & Tourism	4
Spanish	3

Students are not expected to take all listed subjects. Option blocks are constructed annually to maximise viable combinations while meeting core, Ministry, staffing and timetable requirements. Appropriate awarding bodies and courses are selected to best meet the learning needs and future next steps of the cohort.

6.6 - Key Stage 5 – Years 12–13

At KS5, students follow academic, vocational or blended pathways that build on prior attainment at KS4 and support progression to university, further education or employment. Students may study AS/A Levels, BTEC Level 3 qualifications, or an appropriate combination of both, subject to published entry requirements.

Individual programmes are agreed in consultation with students and parents, taking account of examination results, academic strengths, aspirations and intended university or career destinations. Teaching at KS5 develops increasing independence, research, academic writing, critical thinking, coursework skills and examination preparation.

Year 13 students continue their relevant A Level and/or Level 3 programme, where appropriate. The curriculum offer is reviewed annually, and full details of courses, subject-specific entry requirements, assessment arrangements and the options process are provided in the GES Sixth Form Options Handbook. The following table summarises the KS5 subjects currently offered and their indicative lesson allocations.

KS5 Subject / Pathway	Approx. Hours per Week
English Language	6
Mathematics	6
Biology	6
Chemistry	6
Physics	6
Business	6
Travel & Tourism	6
Economics	6
Islamic Studies	1
Arabic	5
Global Perspectives	2
BTEC ICT	2
English General	4
Computer Science	6
Media Studies	6

For students completing secondary schooling at the end of Year 12, the school ensures that curriculum choices are checked against current MoEHE secondary certificate/equivalency requirements and the entry requirements of intended universities. Year 13 provides continuity for students completing full A Levels or other approved Level 3 programmes.

7. Ministry Subjects, Qatar National Identity and Values

GES delivers Arabic Language, Islamic Studies and Qatar History as core Ministry subjects for the applicable students and year groups. Provision is embedded within the timetable, uses approved learning objectives and resources, and is assessed and reported in accordance with school and Ministry expectations.

Area	GES Provision
Arabic – EYFS	All children follow the GES Arabic Curriculum led by a specialist Arabic teacher.
Arabic – Years 1–9	Arabic First Language learners follow the MoEHE curriculum; Arabic Second Language learners follow the GES ASL programme.
Arabic – Years 10–11	The Educational Plan provides Edexcel IGCSE Arabic First/Second Language pathways.
Arabic – Year 12	Students may study Edexcel AS Level Arabic First Language, alongside Ministry requirements applicable to their status.
Islamic Studies	Muslim students follow Islamic Studies in accordance with MoEHE requirements. Provision is adapted appropriately for native and non-native speakers.
Qatar History	Taught in accordance with MoEHE requirements and used to develop knowledge of Qatar's history, heritage, citizenship and national identity.
Non-Muslim provision	Students not required to attend Islamic Studies are meaningfully engaged through approved alternative curriculum provision, such as ASL or extended curriculum learning, as appropriate.

The curriculum promotes Qatar National Vision 2030 through its emphasis on human development, responsible citizenship, cultural identity, innovation, sustainability, leadership and preparation for future study and employment.

7.2 Personal Development, SMSC and British Values

GES supports students' spiritual, moral, social and cultural (SMSC) development through the taught and wider curriculum, including PSHE, assemblies, student leadership, service learning, enrichment, debate, cultural and national events, and community engagement.

Within the cultural and legal context of Qatar, GES promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These share important principles with MoEHE expectations for national identity, citizenship, respect, responsibility and positive contribution to society.

These principles are reflected in the GES core values of Respect, Responsibility and Resilience, which provide a common framework for students' personal development. Through these shared values, GES aims to develop students who respect others, act responsibly, demonstrate resilience and contribute positively to Qatar and the wider global community.

8. Inclusion, Learning Support, EAL and Adaptation

GES is committed to providing an ambitious and inclusive curriculum that enables every student to achieve their potential. Teachers identify barriers to learning and adapt teaching while maintaining high expectations. The needs of students receiving Learning Support, students with English as an additional

language (EAL), those requiring curriculum adjustments, and more able or gifted students are considered in curriculum planning and delivery.
Support may include scaffolding, explicit vocabulary teaching, visual support, additional practice, targeted intervention, flexible grouping and planned adult support. Where appropriate, students may have an Individual Education Plan (IEP) with specific targets and strategies that are regularly reviewed. Targeted language interventions also support the development of reading, comprehension and writing, helping students access learning across the curriculum.
Support should improve access, scaffolding and pace without unnecessarily narrowing the intended curriculum. Wherever possible, targeted intervention is additional to the core curriculum so that students do not routinely miss the same subject or area of learning.

Learning Support is coordinated by the staff members responsible for this area, working alongside school leaders and teachers. Classroom and subject teachers remain responsible for the progress of every learner. EAL is not automatically considered a learning difficulty, while more able and gifted students are challenged through greater depth, independence, application and enrichment.

9. Transdisciplinary Skills and Skills Progression

GES develops five Transdisciplinary (TD) skill domains: Thinking, Communication, Social, Research and Self-Management. These skills are explicitly planned within curriculum units, mapped vertically and horizontally through Atlas Rubicon, and progressively developed alongside secure subject knowledge.

TD Skill	EYFS / KS1	KS2	KS3	KS4–5
Thinking	Notice, sort, explain, wonder and solve simple problems.	Compare, infer, justify and select strategies.	Analyse, evaluate, connect ideas and solve multi-step problems.	Critically evaluate, synthesise and apply disciplinary thinking independently.
Communication	Listen, take turns and express ideas.	Use subject vocabulary; present and write for purpose.	Adapt communication for audience; debate and explain precisely.	Communicate accurately in academic, professional and digital contexts.
Social	Share, cooperate and build relationships.	Collaborate, take roles and resolve disagreement respectfully.	Work effectively in teams and value diverse perspectives.	Lead, negotiate, collaborate and act responsibly.
Research	Ask questions, observe and find simple information.	Locate, select and record information from guided sources.	Evaluate sources and conduct structured enquiry.	Undertake independent research and use evidence ethically.
Self-Management	Follow routines, regulate emotions and persevere.	Organise resources, meet deadlines and reflect.	Plan workload, set goals and respond to feedback.	Manage long-term study, revision, deadlines, wellbeing and transition.

10. Assessment and Curriculum Impact

Assessment supports both teaching and the evaluation of curriculum impact. Formative assessment is embedded within lessons to establish what students know and understand, identify misconceptions and inform subsequent teaching. Summative assessment reflects the taught curriculum and provides information about attainment, progress and readiness for the next stage of learning.

Phase	Main Assessment Approaches
EYFS	Observation, interaction, developmental evidence, phonics and EYFS judgements.
KS1–2	Teacher assessment, phonics/reading, writing and mathematics assessment, moderation and standardised measures such as STAR where scheduled.
KS3	Formative assessment, end-of-topic/common assessments, termly assessment points and standardised measures (STAR Assessments)
KS4	Specification-aligned assessment, mocks, practical/coursework components and external IGCSE/GCSE/BTEC assessment.
KS5	AS/A Level/BTEC assessment, mocks, coursework/internal assessment where applicable and external examinations.

Curriculum impact is evaluated through a range of evidence, including how well students know, remember and apply the intended curriculum; attainment and progress; quality of work; literacy and communication; external examination outcomes; student participation and wellbeing; and outcomes for different groups of learners. Leaders consider a range of evidence rather than relying on any single measure.
Parents receive regular information through reports, parent meetings and ongoing communication. Reporting identifies students' attainment and progress, strengths and appropriate next steps for improvement.

11. Curriculum Enrichment and Wider Opportunities

GES encourages students to become positive role models, take on positions of responsibility and develop a wide range of interests and talents. The taught curriculum is extended through a rich programme of extra-curricular activities (ECAs), enrichment and wider opportunities, both within and beyond the school.

Opportunities include sport, creative arts, STEM, coding, chess, reading, writing, media, performances, educational visits, cultural events, student leadership and service projects. GES actively participates in competitions and events alongside other British schools, including opportunities organised through BSME and other local, national and international organisations. These include writing, mathematics, sporting and academic competitions, giving students opportunities to challenge themselves and represent the school.

Students also participate in Ministry-led competitions and initiatives in Arabic and the mandatory subjects, supporting their knowledge and understanding of Qatar's culture and national identity. Gifted and talented students are actively encouraged to participate in competitions and enrichment that provide greater challenge and opportunities to develop their strengths.

The GES school calendar includes a range of cultural, national, academic, wellbeing and awareness events throughout the year that complement the taught curriculum. Where appropriate, learning is linked to

these events through subject teaching, themed assemblies, projects, competitions, service learning and enrichment activities. This includes opportunities connected to Qatar's national identity and culture, international events, community initiatives and key awareness themes, helping students make meaningful connections between their learning and the wider school, local and global community.
GES also works with external partners, including SFQ, to broaden students' experiences through initiatives such as Sports Day enrichment, Fitness at the Farm and after-school ECAs. External providers are subject to appropriate safeguarding, suitability and quality checks. The enrichment programme is reviewed regularly, with leaders monitoring participation and seeking to ensure opportunities are accessible to all students.

12. Careers Guidance, Options and Study Pathways

Careers education and pathway planning at GES begins from Year 9, ensuring that students receive appropriate guidance before making important curriculum and examination choices. The Careers Team works closely with students, parents, teachers, Heads of Department and school leaders to ensure that subject choices reflect students' interests, academic strengths, abilities, aspirations, university requirements and intended destinations.

GES uses Unifrog to support careers and university guidance. Students progressively explore careers, subject pathways, university courses, entry requirements and application planning. By Year 12, students will have experienced several years of structured guidance, enabling them to make informed decisions about their individual curriculum pathway and future destination.

Stage	Careers and Pathway Focus
Year 9	Introduction to Unifrog; exploration of interests and careers; links between careers and subjects; guidance on choosing appropriate IGCSE/BTEC options.
Years 10–11	Exploration of university courses and prerequisite requirements; review of progress and post-16 pathways; preparation for appropriate AS/A Level/BTEC choices.
Year 12	University and career planning; MoEHE/Thanaweya and equivalency requirements where applicable; applications; development of study and life skills.
Year 13	Completion of A Level/Level 3 pathways; university applications, offers, destinations and transition to higher education, training or employment.

Careers guidance is accurate, current and impartial, supporting students to make informed choices across academic, technical and vocational pathways. Curriculum and pathway decisions are reviewed as students' attainment, interests and future aspirations develop, ensuring that their programme of study continues to support their intended next steps.

13. E-Learning, Digital Learning and Online Platforms

Technology and online learning platforms are an integral part of curriculum delivery at GES, supporting teaching, learning, assessment, communication, accessibility and independent study. Students develop the digital knowledge and skills required for further study and future employment while learning to use technology safely, responsibly and ethically.

Microsoft Teams and OneNote are central to supporting learning beyond the classroom. Lesson resources, worksheets, homework and supporting materials are shared with students through these platforms, providing ongoing access to learning and enabling parents to support learning at home where appropriate.
GES also uses a range of curriculum-specific digital platforms to reinforce classroom learning and provide opportunities for independent practice.

Platform / Resource	Curriculum Use
Microsoft Teams & OneNote	Central platforms for sharing lesson resources, worksheets, homework, assignments and supporting materials with students and, where appropriate, parents.
ClassDojo	Used in EYFS and Primary to support communication with families and share learning, progress and school information.
Atlas Rubicon	Curriculum mapping, unit planning, sequencing, progression and curriculum review.
Purple Mash	Supports the teaching of Computing and ICT skills across Primary through structured digital learning activities.
Bug Club	Provides reading materials and activities matched to students' reading development and supports reading at school and home.
Times Tables Rock Stars (TTRS)	Used in Primary to develop multiplication knowledge, mental arithmetic, fluency and rapid recall of number facts.
MyMaths	Used across Primary and Secondary to provide homework and independent mathematics practice linked to classroom learning.
Oxford Reading Owl	GES Primary uses Oxford Owl reading resources and colour-coded book bands to support structured guided reading, reading fluency, comprehension and independent reading. Books are matched to pupils' reading abilities to ensure appropriate progression and challenge.
Read/Write Inc - Phonics	GES Primary uses Read Write Inc. to deliver structured phonics teaching in EYFS and KS1, developing pupils' early reading, blending, spelling and decoding skills through systematic instruction and targeted support.
STAR Assessments	Provides standardised assessment information in reading and mathematics to support the monitoring of attainment and progress.
Microsoft tools / Digital Library	Supports research, collaboration, presentation, productivity, e-books and multimedia learning across the curriculum.

These platforms complement classroom teaching and extend learning beyond the school day, providing students with access to resources, practice and feedback at school and at home. Their use supports greater independence and enables learning to be reinforced according to individual needs. Turnitin is used where appropriate to support the submission and review of coursework, monitor academic integrity, identify potential plagiarism and promote responsible academic practices.

Digital literacy, online safety and academic integrity form an important part of the GES curriculum. Students are taught to use technology safely, responsibly and ethically, including the appropriate use of artificial intelligence. As students' progress into IGCSE, BTEC and AS/A Level courses, they are taught the

importance of appropriate referencing, acknowledging sources, producing authentic work and meeting examination-board requirements for coursework and internally assessed components.
GES also promotes digital awareness across the wider school community. Students and parents receive guidance and opportunities to develop their understanding of online safety, responsible technology use and emerging digital risks. Staff professional development is supported through The National College, alongside school-led CPD, providing training in areas including digital safeguarding, artificial intelligence and the effective use of technology in education.

14. Safeguarding through the Curriculum

Safeguarding is embedded within the taught and wider curriculum. Students are taught, in age-appropriate ways, how to keep themselves safe in school, online and in the wider world. This includes personal safety, healthy relationships, online safety, responsible technology use, recognising risk, seeking help, wellbeing and respectful behaviour.

PSHE, tutor/form time and intentionally planned themed assemblies provide regular opportunities to address safeguarding, wellbeing and personal development priorities. These are complemented by subject teaching, visiting speakers, workshops and focused curriculum days where appropriate, allowing the school to respond to emerging needs and issues relevant to students.

Curriculum resources, external speakers, educational visits and online materials are selected and reviewed with regard to safeguarding, age appropriateness, cultural context and Qatari law. Through the curriculum, students are encouraged to develop the knowledge, confidence and appropriate behaviours to recognise concerns, make safe choices and seek support when needed.
Detailed safeguarding procedures, including the reporting and management of concerns, are set out in the school's Safeguarding and Child Protection Policy.

15. Transition and Continuity

GES supports students at key transition points to ensure continuity of learning and appropriate preparation for the next stage. Relevant curriculum, assessment, Learning Support/EAL and pastoral information is shared to identify individual needs, maintain progression and support successful transition.

Transition	Key Arrangements
EYFS → Year 1	Transition activities, information sharing and curriculum continuity between Reception and KS1.
KS1 → KS2	Curriculum and assessment information shared to maintain progression and identify individual needs.
Year 6 → Year 7	Transition activities, assessment and pastoral information, and preparation for specialist secondary learning.
Year 9 → KS4	Careers and options guidance, academic tracking and student/parent consultation.
Year 11 → Year 12	Entry criteria, qualification guidance and individual pathway planning.
Year 12 → Year 13 / Higher Education	Individual pathway review, qualification and MoEHE/equivalency requirements where applicable, and preparation for Year 13 or progression to higher education.

Year 13 → Higher Education / Next Steps	Completion of qualifications and preparation for university, further education, training or employment.

16. Roles and Responsibilities

Responsibility for the effective design, implementation, monitoring and review of the GES curriculum is shared across the school.

Role	Key Responsibilities
Board of Trustees	Provide strategic oversight of the curriculum; ensure it reflects the GES vision, mission and strategic priorities; maintain oversight of educational standards and outcomes; and ensure appropriate resources are available to support curriculum priorities.
Director of Studies and Heads of School	Provide strategic leadership and oversight of the curriculum across GES. The Director of Studies leads on whole-school curriculum coherence, development and review, while Heads of School oversee effective implementation within their respective schools. Together, they ensure appropriate breadth, balance, challenge and progression; monitor curriculum quality and outcomes; and ensure alignment with MoEHE requirements, examination specifications, external standards and the GES vision and mission.
Deputy Heads/Assistant Heads (PELT / SELT)	Deputy Heads and Assistant Heads, alongside other designated members of PELT and SELT, support curriculum implementation and quality assurance. They monitor areas of teaching and learning, assessment, student progress, intervention and curriculum delivery, and contribute to school improvement and professional development priorities.
Whole-School Arabic / Ministry Subjects Coordinator and School-Based Coordinators	Provide oversight of the mandatory Ministry subjects – Arabic, Islamic Studies and Qatar History across GES. The Whole-School Coordinator ensures consistency, curriculum alignment and communication across campuses, while school-based coordinators oversee implementation within their respective schools. Responsibilities include curriculum planning and coverage, staff deployment, timetabling requirements, assessment and moderation, monitoring student attainment and progress, and ensuring provision remains aligned with current MoEHE curriculum, assessment and National Identity requirements. Coordinators work closely with the Director of Studies, Heads of School and PELT/SELT to identify priorities, maintain consistency and support the quality of teaching and learning in the mandatory subjects.
Heads of Department / Subject Leaders	Lead curriculum design and implementation within their areas; ensure appropriate coverage, sequencing and progression; monitor planning, teaching, assessment and outcomes; support moderation and standardisation; identify professional development needs; and, where applicable, ensure examination-board requirements are met.
Year Leaders	Support effective curriculum implementation across their year groups; monitor student progress and wider needs; work with teachers, subject leaders and Learning Support to identify students requiring additional support or challenge; and support transition between year groups and key stages.
Teaching Staff	Implement the agreed curriculum and maintain high expectations for all students; use assessment and AfL to inform teaching and adaptation; develop

	subject knowledge, disciplinary and TD skills; use technology purposefully; and contribute to curriculum review, moderation and professional development.
Learning Support and Support Staff	Work collaboratively with teachers to improve access to the curriculum; provide appropriate scaffolding, support and intervention; promote independence; and contribute relevant information about student needs and progress.
Students	Engage actively with learning; respond to feedback; take increasing responsibility for their progress; demonstrate the GES values of Respectful, Responsible and Resilience; and participate appropriately in transition, options and pathway decisions.
Parents / Carers	Work in partnership with GES to support attendance, learning and progress; engage with reports, meetings and school communication; support learning at home where appropriate; and participate in important curriculum and pathway decisions concerning their child.

17. Resources and Learning Environment

GES ensures that the curriculum is appropriately resourced to support high-quality teaching and learning, including suitable staffing, curriculum time, learning environments, technology, texts and practical equipment.

The school undertakes an annual international resource order, primarily sourcing materials from the UK to support the delivery of the British curriculum. Particular attention is given to EYFS and Primary, where practical, play-based and continuous-provision resources support early literacy, phonics, mathematics and wider development.

GES also invests in UK curriculum schemes, digital platforms and subject-specific resources aligned with the National Curriculum for England and relevant examination specifications. Teachers use these resources appropriately while adapting them to the needs, abilities and context of GES students.

All resources are selected with regard to quality, accuracy, age appropriateness, accessibility, cultural sensitivity and safeguarding. Learning environments are designed purposefully to reinforce current learning, key knowledge and vocabulary, celebrate achievement and promote student independence.

18. Curriculum Monitoring, Quality Assurance and Review

Curriculum quality assurance at GES evaluates intent, implementation and impact, with a focus on what students are learning, remembering, applying and achieving. Leaders triangulate evidence from a range of sources to evaluate curriculum quality and identify priorities for improvement.
This includes:

- review of Atlas Rubicon curriculum maps, schemes of learning, progression and assessment information;
- lesson observations, focused learning walks and professional dialogue;
- work scrutiny, portfolios and student voice;
- assessment, examination, progress and destination data;

- moderation and standardisation within and across phases;
- outcomes for Learning Support, EAL, gifted and talented and other identified student groups;
- feedback from students, staff and parents; and
- phase and departmental self-evaluation, improvement planning and review of resources, staffing and CPD needs.

Annual Curriculum Compliance and Allocation Assurance

Area	Annual Assurance Check
MoEHE requirements	Verify current MoEHE circulars and curriculum-time requirements.
Curriculum allocation and breadth	Review curriculum allocations and breadth.
Curriculum mapping	Review Atlas Rubicon coverage and progression.
Qualifications	Verify qualification and specification information.
Options and pathways	Review options and pathway arrangements.
Inclusion and EAL	Review inclusion and EAL impact.
Progression and destinations	Review relevant examination, destination and progression information.
Improvement planning	Any required adjustments are incorporated into curriculum and school improvement planning.

Curriculum review takes place at different levels throughout the year:

Frequency	Curriculum Review
Ongoing	Teachers use assessment and AfL to adapt teaching and respond to student needs.
Termly	Curriculum and phase leaders review coverage, progression, standards, assessment and student outcomes and agree appropriate actions.
Annually	Leadership reviews curriculum provision, pathways, outcomes, timetabling, resources and priorities for the following academic year.
As required	Curriculum provision is updated in response to changes in MoEHE, BSO, CIS, awarding-body or other relevant requirements.

Findings are triangulated and used to identify clear improvement priorities. Where action is required, leaders agree appropriate support, responsibilities and timescales, with impact reviewed through subsequent quality assurance. Significant concerns relating to curriculum entitlement, safeguarding, regulatory compliance or examination requirements are addressed promptly.

19. Curriculum Communication

GES ensures that curriculum information is communicated clearly to staff, students and parents. Staff receive curriculum information through policies, curriculum maps, Atlas Rubicon, meetings, professional development and school planning processes.

Students and parents are informed about the curriculum, assessment, subject choices and pathways through the school website, Microsoft Teams and OneNote, reports, parent meetings, information

sessions, options and careers events, and direct school communication. Curriculum information is reviewed regularly to ensure that it remains accurate and current.

20. Relationship to Other Policies

This Curriculum Policy should be read alongside relevant GES policies and procedures, including:

- Teaching and Learning Policy
- Assessment Policy
- Marking and Feedback Policy
- Learning Support Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Admissions Policy
- E-Safety / Acceptable Use Policy
- Careers and University Guidance procedures
- GES Key Stage 4 Options Booklet
- GES Sixth Form Options Handbook

The policy should also be considered alongside relevant MoEHE requirements, examination-board specifications and regulations, and GES curriculum and options documentation.
Where current Qatari law, MoEHE requirements, safeguarding requirements or awarding-body regulations supersede any provision within this policy, the current statutory or regulatory requirement will take precedence, and the policy will be reviewed accordingly.

Policy Status and Review

This policy will be reviewed annually, or earlier where required, to reflect changes in legislation, MoEHE requirements, examination-board regulations, curriculum provision or the strategic priorities of GES.