



## Curriculum Policy - Glendale International School

### Curriculum Policy - Glendale International School - January 2026

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<b>Policy Applicable To:</b>	EYFS (Phase 1), Primary (Phase 2), Secondary (Phase 3)
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### **Purpose of the Policy**

This policy sets out Glendale International School's approach to curriculum design and delivery across EYFS, Primary (Y1-6) and Key Stage 3 (Y7-9). It ensures that the curriculum is coherent, ambitious and inclusive, enabling all students to develop secure knowledge, skills and understanding over time, and to make strong progress from their starting points.

The curriculum at Glendale is aligned to the NCfE, adapted for the UAE context, and is designed to reflect both international best practice and local statutory requirements. It provides a broad and balanced curriculum entitlement that supports academic success, personal development and future readiness, while promoting high expectations and clear opportunities for students to achieve above expected progress and attain at greater depth where appropriate.

This policy outlines how Glendale ensures progression and consistency through careful curriculum mapping, sequencing and review. Vertical and horizontal curriculum links are planned deliberately so that learning builds year on year and connects meaningfully across subjects. The curriculum is implemented through high-quality teaching, supported by appropriate resources, enrichment opportunities and specialist learning environments.

This policy also supports transparent communication with parents and the wider school community, ensuring shared understanding of curriculum expectations and how learning is planned and developed across the school.



## Contents

### **Section 1: EYFS (Phase 1)**

- 1.1 Curriculum Intent
- 1.2 Curriculum Framework and Areas of Learning
- 1.3 Curriculum Implementation
- 1.4 Curriculum Impact
- 1.5 Inclusion and Curriculum Accessibility
- 1.6 Parent Partnership and Home Learning
- 1.7 Transition from EYFS to Key Stage 1

### **Section 2: Primary Y1-6 (Phase 2)**

- 2.1 Curriculum Intent
- 2.2 Curriculum Framework and Subject Entitlement
- 2.3 Curriculum Design, Mapping and Progression
- 2.4 Curriculum Implementation
- 2.5 Curriculum Impact
- 2.6 Inclusion and Curriculum Accessibility
- 2.7 Parent Partnership and Curriculum Communication
- 2.8 Transition Points in Primary

### **Section 3: Secondary KS3 Y7-9 (Phase 3)**

- 3.1 Curriculum Intent
- 3.2 Curriculum Framework and Subject Entitlement
- 3.3 Curriculum Design, Mapping and Progression
- 3.4 Curriculum Implementation
- 3.5 Curriculum Impact
- 3.6 Inclusion and Curriculum Accessibility
- 3.7 Parent Partnership and Curriculum Communication
- 3.8 Transition from Year 9 to Key Stage 4



# Section 1: EYFS (Phase 1)

## 1.1 Curriculum Intent

The EYFS curriculum at Glendale International School is designed to provide every child with a strong, inclusive and ambitious foundation for lifelong learning. It ensures children develop the knowledge, skills, language and learning behaviours required to thrive academically, socially and emotionally, while nurturing curiosity, confidence and a love of learning. The curriculum reflects the principles of the EYFS Framework, meets KHDA requirements, and is adapted thoughtfully for the UAE context.

- **1.1.1 End of FS2 outcomes**

By the end of FS2, children at Glendale will:

- Communicate confidently in spoken English and demonstrate emerging competence in Arabic, using age-appropriate vocabulary and language structures.
- Show secure foundations in early reading, writing and phonics, applying skills independently within meaningful contexts.
- Demonstrate strong early mathematical understanding, including number sense, pattern, shape and problem-solving.
- Regulate their emotions, build positive relationships, and show resilience, independence and perseverance.
- Be curious, motivated learners who can explore, question, reflect and talk about their learning.
- Show respect for others, awareness of the UAE context, and an understanding of shared values.

Children leave FS2 as confident, capable learners who are ready to access the Year 1 curriculum.

- **1.1.2 Foundations for Year 1 readiness**

The EYFS curriculum is carefully designed to prepare children for the expectations of Year 1 while remaining developmentally appropriate. It builds:

- independence in routines, organisation and self-care
- stamina and focus for adult-led learning
- confidence in early literacy and numeracy
- positive learning behaviours such as listening, turn-taking, resilience and reflection



## Curriculum Policy - Glendale International School

Children experience a gradual increase in structure, expectations and formal learning experiences, ensuring a smooth and successful transition into Key Stage 1.

- **1.1.3 Language-rich and inclusive curriculum entitlement**

Language development is at the heart of the EYFS curriculum. All children are entitled to a language-rich environment that promotes:

- strong communication and oracy in English
- structured and meaningful exposure to Arabic as part of daily learning
- vocabulary development across all areas of the curriculum

English and Arabic are embedded through play, adult interaction, songs, stories, routines and focused teaching. The curriculum is inclusive and accessible, ensuring all children, including EAL learners and those with SEND, can participate fully and make strong progress.

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## **1.2 Curriculum Framework and Areas of Learning**

The EYFS curriculum at Glendale follows the statutory EYFS Framework and is structured around the Prime and Specific Areas of Learning, delivered through an integrated and holistic approach.

- **1.2.1 Prime Areas**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

These areas underpin all learning and are prioritised to ensure children develop the foundational skills required for future success.

- **1.2.2 Specific Areas**

- Literacy (including phonics, reading and writing)
- Mathematics
- Understanding the World
- Expressive Arts and Design



## Curriculum Policy - Glendale International School

Learning across these areas is interconnected and builds progressively through play, exploration and adult-guided experiences.

- **1.2.3 UAE statutory requirements**

Glendale ensures age-appropriate integration of UAE statutory subjects, including Arabic and Moral Education, in line with KHDA and Ministry of Education requirements. These elements are woven naturally into the EYFS curriculum and daily practice. (Further detail is outlined in the MoE Subjects Policy.)

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### **1.3 Curriculum Implementation**

- **1.3.1 Learning through play and exploration**

Children learn through purposeful play, exploration and investigation. Play-based learning is carefully planned to support curriculum objectives, develop independence and deepen understanding.

- **1.3.2 Balance of child-initiated and adult-led learning**

The curriculum balances child-initiated learning with structured adult-led experiences. Adult-led sessions introduce new knowledge and skills, while child-initiated learning allows children to apply, rehearse and deepen understanding independently.

- **1.3.3 Continuous provision**

Indoor and outdoor environments are carefully designed as continuous provision, offering consistent opportunities to revisit, apply and extend learning across all areas of the curriculum. Outdoor learning is used purposefully to support physical development, wellbeing, collaboration and inquiry.

- **1.3.4 Language, oracy and early literacy (including Arabic)**

Language development is embedded across learning. Adults model high-quality language, extend vocabulary and promote sustained shared thinking. Phonics teaching is systematic and progressive, supporting early reading and writing. Arabic language development is integrated through structured sessions and daily routines.



## Curriculum Policy - Glendale International School

- **1.3.5 Early mathematics development**

Early mathematics is taught through practical, meaningful experiences that build number sense, reasoning and problem-solving. Mathematical language is modelled consistently, and children are encouraged to explain their thinking.

- **1.3.6 Curriculum planning and documentation**

Curriculum planning is structured through:

- long-term curriculum maps aligned to EYFS outcomes
- medium-term planning linked to themes and progression
- short-term and weekly plans responsive to assessment and children's needs

- **1.3.7 Weekly planning and responsive daily teaching**

Teachers use ongoing assessment and observation to adapt teaching. Planning remains flexible, allowing staff to respond to children's interests, misconceptions and next steps.

- **1.3.8 Curriculum mapping and progression towards Year 1**

Clear curriculum mapping ensures progression in knowledge, skills and language across FS1 and FS2, with explicit links to Year 1 expectations to support continuity and transition.

- **1.3.9 Roles and responsibilities for planning**

Curriculum planning is a shared responsibility across the class team, supported and monitored by the Head of FS and Year 1.. Collaborative planning ensures consistency, high expectations and alignment across the phase.

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## **1.4 Curriculum Impact**

- **1.4.1 Progress and achievement over time**

Children make strong progress from their starting points across all areas of learning. Progress is monitored through observation, formative assessment and checkpoints, ensuring learning remains ambitious and inclusive.



## Curriculum Policy - Glendale International School

- **1.4.2 Evidence of learning**

Evidence of learning is captured through observations, photographs, annotated work and Learning Journals. This evidence reflects both adult-led and child-initiated learning and includes children's voice where appropriate.

- **1.4.3 Review, reflection and next steps**

Teachers regularly review curriculum impact through assessment analysis, moderation and reflection, using this information to refine provision and plan next steps.

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### **1.5 Inclusion and curriculum accessibility**

The EYFS curriculum is inclusive by design. All children have access to the full curriculum through adaptive teaching, targeted support and collaboration with the Inclusion Team. Provision is aligned with the Inclusion Policy.

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### **1.6 Parent partnership and home learning**

Parents are key partners in children's learning. The curriculum is supported through regular communication, learning journals, workshops and home learning guidance. Parents are encouraged to reinforce language, routines and learning behaviours at home.

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### **1.7 Transition from EYFS to Key Stage 1**

Transition is carefully planned to ensure continuity and confidence. Children experience familiar routines, shared language of learning and increasing independence. EYFS and Year 1 staff work collaboratively to ensure a smooth transition, supporting children academically, socially and emotionally.

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### **Section 2: Primary Y1-6 (Phase 2)**

#### **2.1 Curriculum Intent**

Glendale International School's Primary curriculum (Y1-6) is aligned to the NCfE, adapted for the UAE context, and is designed to ensure that all students develop secure knowledge, skills and understanding across a broad and balanced range of subjects. The curriculum is carefully sequenced and mapped to build learning progressively over time, enabling students to make strong progress from their starting points and apply learning confidently in meaningful contexts.

Alongside academic learning, the Primary curriculum is designed to develop students as future-ready learners and to support their wellbeing. Through planned opportunities across subjects and phases, students build and strengthen key learning skills such as independence, communication, collaboration, critical thinking and resilience. These skills are developed progressively year on year and support students to engage confidently with challenge, take responsibility for their learning and apply knowledge in purposeful ways, within a safe, supportive and respectful school culture.

The Primary curriculum also supports student wellbeing through a planned and age-appropriate approach to personal development. Wellbeing is strengthened through curriculum content (including health and relationships education), Moral and Social Studies, targeted initiatives and enrichment opportunities such as mental health week, anti-bullying week and inclusion week, alongside a school culture that promotes safety, belonging and positive learning behaviours.

- **2.1.1 End of Key Stage Expectations**

By the end of Year 6, students are expected to have achieved the key outcomes of the NCfE curriculum and UAE MOE subjects. They will demonstrate age-appropriate attainment in core subjects, alongside strong foundations in wider curriculum areas, including subject-specific vocabulary, reasoning and application. Students will be increasingly independent, reflective and responsible learners, equipped with the skills and habits needed to succeed in the next phase of education.

- **2.1.2 Ambition, Challenge and Greater Depth Opportunities**

Glendale's curriculum is ambitious and designed to provide appropriate challenge for all students. Learning is planned to ensure that students are supported to meet curriculum expectations, while also providing clear opportunities for students to achieve above



## Curriculum Policy - Glendale International School

expected progress and attain at greater depth where appropriate. Challenge is built through depth, reasoning, application and higher-order thinking, rather than acceleration alone.

- **2.1.3 Preparation for Key Stage 3 Readiness**

The Primary curriculum prepares students for a successful transition into Key Stage 3 by building strong foundations in literacy, numeracy and scientific understanding, alongside wider knowledge, skills and learning behaviours. As students progress through Key Stage 2, they develop increasing independence, resilience and study habits, ensuring they are ready to access subject-specialist teaching, manage greater academic expectations and continue to achieve highly in secondary school.

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## **2.2 Curriculum Framework and Subject Entitlement**

Glendale International School's Primary curriculum is aligned to the NCfE, adapted and enhanced for the UAE context. It provides a broad, balanced and progressive curriculum entitlement which meets statutory requirements and ensures that students develop strong foundations in core knowledge and skills, alongside rich learning experiences across the wider curriculum. Glendale imparts the NCfE curriculum which is knowledge-led and structured to support secure understanding over time, while providing rich opportunities for students to practise and apply skills through key concepts, reasoning and meaningful outcomes.

- **2.2.1 Core Subjects**

In Primary, Glendale prioritises high achievement and strong progress in the National Curriculum core subjects:

- English
- Mathematics
- Science

Alongside this, students follow the required Ministry of Education curriculum in:

- Arabic (A or B - dependent on language proficiency and nationality)
- Islamic Education (for Muslim students, taught in Arabic (A) or English (B))
- Moral Education and Social Studies (taught in Arabic or English)



## Curriculum Policy - Glendale International School

The Primary curriculum also includes the teaching of British history and supports the promotion of British values, embedded appropriately through curriculum content, assemblies and wider school life.

### ● **2.2.2 Foundation Subjects**

Glendale's wider curriculum provides students with opportunities to develop creativity, curiosity, physical wellbeing, cultural awareness and future-ready skills through a range of specialist subjects, including:

- Design and Technology (DT)
- Computing / ICT
- Dance
- Physical Education (PE)
- French
- Music
- Art and Design
- Leader in Me (*learning skills and personal development*)
- Wellbeing

Across Primary, digital literacy is developed progressively through Computing and Design and Technology, including age-appropriate teaching about artificial intelligence (AI) and how to use emerging technologies ethically, safely and effectively.

### ● **2.2.3 UAE Statutory Requirements**

Glendale ensures full compliance with UAE statutory curriculum requirements in Primary. This includes the delivery of Arabic, Islamic Education (where applicable), and Moral Education and Social Studies, taught in line with Ministry expectations. Detailed guidance for these subjects is outlined within Glendale's separate policy for MoE curriculum subjects.

### ● **2.2.4 Cross-curricular Inquiry and Meaningful Curriculum Links**

Across Primary, Glendale plans purposeful cross-curricular links so that students can apply learning in meaningful contexts and deepen understanding over time. Where appropriate, learning is connected through inquiry-driven units, including Geography



## Curriculum Policy - Glendale International School

and History topics, carefully chosen core texts and shared themes that strengthen vocabulary, background knowledge and real-world relevance. This approach supports engagement, retention and higher-order thinking, while ensuring that subject knowledge remains clearly taught, sequenced and progressively built across the curriculum.

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### **2.3 Curriculum Design, Mapping and Progression**

Glendale International School's Primary curriculum is carefully designed to ensure that learning is coherent, progressive and purposeful. Curriculum content is mapped and sequenced to build knowledge and understanding over time, so that students are supported to make strong progress and apply learning confidently across a broad range of subjects. Curriculum decisions are intentional and evidence-informed, ensuring that learning is sequenced coherently, revisited over time and aligned to both internal assessment and external benchmarking expectations.

- **2.3.1 Knowledge, Skills and Vocabulary Progression**

Across Primary, Glendale places strong emphasis on the progressive development of knowledge, skills and vocabulary. Key concepts and skills are revisited and built upon in a cyclical manner, enabling students to strengthen understanding over time and apply learning in new topics and contexts with increasing depth and independence.

Vocabulary is explicitly planned and developed across subjects, supporting students to communicate clearly, reason effectively and access increasingly complex texts and ideas.

Oracy is developed explicitly across subjects through structured talk, discussion, presentation and purposeful vocabulary use, enabling students to communicate clearly, justify reasoning and deepen understanding.

Alongside academic progression, the curriculum supports the development of future-ready learning skills. Through planned opportunities across subjects, students build skills such as collaboration, communication, critical thinking and resilience. These learning skills are strengthened progressively year on year and reflect Glendale's wider commitment to developing confident, responsible learners in line with the school's values. Innovation is developed through purposeful opportunities for students to solve problems, think creatively, apply learning in unfamiliar contexts and refine outcomes through reflection and improvement.



## Curriculum Policy - Glendale International School

- **2.3.2 Vertical Mapping**

Vertical curriculum mapping ensures that learning builds progressively from Year 1 to Year 6, and supports smooth transitions between key stages. Glendale's curriculum is aligned to the NCfE and is carefully structured so that knowledge and skills are developed in a logical sequence, with clear progression pathways across year groups. This ensures that students are consistently prepared for the increasing expectations of Key Stage 2 and for successful transition into Key Stage 3.

- **2.3.3 Horizontal Mapping**

Horizontal curriculum mapping ensures that learning across the academic year is balanced, well-paced and meaningfully connected. Skills and concepts are distributed thoughtfully across terms and units so that students revisit and apply learning regularly, rather than encountering content in isolation. Where appropriate, subjects are planned to align through shared themes, inquiry units or linked concepts, supporting students to make connections and deepen understanding across the curriculum.

- **2.3.4 Curriculum Coherence and Sequencing Across the Year**

Glendale's curriculum is designed to be coherent and responsive, combining careful sequencing with a balanced approach to coverage, depth and application. Curriculum planning takes into account the UAE context, including local culture, national identity and key calendar events, ensuring learning is relevant and meaningful for students in Dubai. Planning also supports readiness for internal and external benchmarking, while maintaining a strong focus on long-term progress, secure understanding and high expectations across all subjects.

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## **2.4 Curriculum Implementation**

Glendale International School's Primary curriculum is implemented through purposeful planning, high-quality teaching and consistent routines that bring curriculum intent to life. Implementation ensures that curriculum content is taught in a coherent sequence, revisited over time and applied meaningfully, so that students build secure knowledge and skills and are supported to achieve highly. Technology, including AI, may be used purposefully to enhance learning, support research, improve the quality of outcomes and strengthen student independence, in line with KHDA and UAE expectations for safe and responsible use.



## Curriculum Policy - Glendale International School

### ● **2.4.1 Cross-curricular Inquiry and Curriculum Drivers**

Throughout Primary, curriculum learning is strengthened through carefully planned cross-curricular inquiry. Geography and History units act as key curriculum drivers and are centred around a high-quality core text each half term. These drivers motivate students, provide meaningful contexts for learning and support deeper engagement with key themes, concepts and vocabulary.

Core texts are selected intentionally to support vocabulary development, reading depth and enjoyment and curriculum coherence, and are approved through school checks to ensure age-appropriateness and cultural sensitivity within the UAE context. Geography and History topics and resources are also reviewed and, where appropriate, adapted to ensure they are suitable, respectful and aligned to local expectations.

This approach enables core and foundation subjects to contribute to shared learning experiences, rather than being taught in isolation. Where appropriate, cross-curricular links are planned to support purposeful application, strengthen retention and develop student curiosity.

### ● **2.4.2 Long-term Planning**

Long-term planning outlines the whole Primary curriculum across the academic year and is mapped in advance to ensure coherence, progression and curriculum coverage. Long-term plans include the sequencing of core texts, Maths units, Science units and inquiry topics (Geography and History), alongside key driver questions and intended outcomes.

Long-term planning is developed collaboratively across the Primary team and is overseen by the Head of Primary to ensure consistency and alignment to the NCfE, adapted for the UAE context. Plans are reviewed and refined annually in preparation for the next academic year. Long-term plans also provide a clear overview of learning for parents and are shared in Term 1.

### ● **2.4.3 Medium-term Planning**

Medium-term planning translates the long-term curriculum overview into clear units and sequences of learning for each term. Medium-term plans are developed collaboratively before the start of each term and outline key knowledge, skills, vocabulary and intended outcomes across subjects.



## Curriculum Policy - Glendale International School

Homeroom teachers and specialist teachers work together to build meaningful connections between subjects and ensure that curriculum content is covered in a coherent and purposeful sequence. Medium-term planning supports consistency across year groups while allowing appropriate flexibility to meet the needs of learners.

### ● **2.4.4 Short-term Planning**

Short-term planning breaks medium-term plans into weekly learning sequences and lesson preparation. Weekly planning focuses on developing high-quality learning objectives that are clearly aligned to curriculum expectations and support strong progress over time for all groups of learners, regardless of individual starting points.

Short-term planning ensures that learning is responsive and appropriately pitched, enabling teachers to adapt lessons based on assessment information, student needs and opportunities for challenge. Progress remains a key driver, with teachers planning learning that supports both secure understanding and opportunities for students to exceed expected outcomes.

### ● **2.4.5 Roles and Responsibilities for Planning**

Curriculum planning at Glendale is a collaborative process. Teachers, subject leaders and senior leaders work together to ensure that curriculum intent is implemented consistently across the Primary phase.

- **Teachers** are responsible for delivering the curriculum through effective short-term planning and responsive teaching.
- **Subject leaders** support curriculum design, progression and consistency within their subject areas, providing guidance and monitoring standards.
- **Senior leaders** oversee whole-school coherence, ensure alignment to curriculum expectations and support staff through review, quality assurance and professional development.

### ● **2.4.6 Enrichment and Wider Curriculum Opportunities**

Glendale enhances curriculum learning through a range of enrichment opportunities that broaden experience, broaden students' experiences and perspectives and strengthen real-world application. Enrichment may include inter-school competitions (particularly through our network of partner GSG schools), curriculum-linked projects, themed learning



## Curriculum Policy - Glendale International School

weeks (such as Science Week, Maths Week, Inclusion Week, Mental Health Week and STEM days), and opportunities for creativity and performance. Enrichment opportunities also provide purposeful leadership roles for students, enabling them to take responsibility, contribute to the school community and develop confidence through student voice, team roles and whole-school initiatives.

Students are also encouraged to explore interests and develop talents through extracurricular activities, including clubs, student-led initiatives and extension opportunities such as Gifted and Talented provision. Wider curriculum experiences also support Glendale's commitment to community engagement, sustainability and the development of future-ready skills.

- **2.4.7 Use of Specialist Subjects and Learning Environments**

Specialist subjects and learning environments play an important role in strengthening curriculum implementation across Primary. Students access specialist teaching and facilities to deepen learning, develop practical skills and apply knowledge in meaningful contexts.

Learning is enhanced through purposeful use of spaces such as Science learning areas, ICT and DT environments, creative arts spaces, performance areas and outdoor green spaces. These specialist environments support high-quality outcomes by enabling students to explore, investigate, design, create and present learning beyond the classroom. Teachers plan opportunities for students to make connections between core learning and specialist subjects, ensuring that knowledge and skills are applied in real-life and engaging ways, while maintaining strong curriculum coherence and progression.

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## **2.5 Curriculum Impact**

Glendale International School evaluates the impact of the Primary curriculum to ensure that it is effective, ambitious and continuously improving. As the curriculum continues to develop, Glendale uses a range of evidence sources to review what is working well, identify areas for refinement and ensure that students are making strong progress over time.

- **2.5.1 Monitoring Curriculum Coverage and Standards**

Curriculum coverage and standards are monitored through ongoing quality assurance processes, including review of planning, learning observations, work scrutiny and subject leader monitoring. These processes ensure that the taught curriculum reflects intended



## Curriculum Policy - Glendale International School

curriculum expectations, and that learning is consistently aligned to the NCfE, adapted for the UAE context.

Student voice is also used as an important source of evidence, enabling leaders to understand student experience, engagement and confidence across subjects. Feedback from students supports curriculum refinement and helps ensure that learning remains purposeful, relevant and motivating.

- **2.5.2 Assessment Alignment and Curriculum Impact**

Assessment is used to evaluate the impact of curriculum implementation and to ensure that students are developing secure understanding over time. Glendale's assessment practices are designed to measure not only recall of knowledge, but also students' ability to apply learning, reason, explain and demonstrate deeper understanding.

Assessment questions and tasks are planned to reflect curriculum intent and to provide appropriate challenge. This ensures that students are supported to meet expected standards while also being given opportunities to achieve above expected progress and demonstrate greater depth where appropriate. Assessment information is reviewed regularly to identify strengths, misconceptions and gaps, enabling teaching teams to adapt and refine curriculum planning.

- **2.5.3 Student Outcomes, Progress and Attainment Over Time**

Student outcomes are monitored through a combination of internal assessment information and external benchmarking. This evidence supports leaders and teachers in tracking progress over time, evaluating curriculum effectiveness and identifying where additional support or challenge is required.

Subject leaders play a key role in analysing assessment outcomes, including reviewing and deeply analysing at a concept and question level, to identify trends and priority areas for development. Findings are used to inform targeted intervention, professional development and curriculum review, ensuring that curriculum design and implementation continue to strengthen year on year.

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## **2.6 Inclusion and Curriculum Accessibility**

At Glendale International School, the Primary curriculum is inclusive by design and is planned to ensure that all students can access learning, make progress and achieve highly. Teachers adapt



## Curriculum Policy - Glendale International School

teaching and curriculum delivery to remove barriers, while maintaining high expectations and ensuring that students are supported appropriately without narrowing the curriculum. This includes provision for students with SEND, EAL learners and students requiring additional challenge. Further guidance is outlined in Glendale's Inclusion Policy.

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### **2.7 Parent Partnership and Curriculum Communication**

Glendale International School values strong partnership with parents and recognises that clear communication supports student success. Curriculum overviews are shared with parents at the start of the academic year / term so that families have a clear understanding of what students will be learning across the term and year. Parents are supported through regular communication and opportunities to engage with curriculum learning, strengthening shared understanding and promoting a positive home-school partnership.

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### **2.8 Transition Points in Primary**

Glendale International School plans key transition points carefully to ensure continuity, confidence and strong progress as students move through the Primary phase and into the next stage of their education. Transition is supported through curriculum alignment, shared expectations and purposeful preparation for increasing independence and academic rigour.

- **2.8.1 Year 1 Curriculum Transition**

The transition from EYFS into Year 1 is planned to be gradual, supportive and developmentally appropriate. Year 1 maintains key elements of EYFS practice, including hands-on learning, practical exploration and elements of play-informed provision, while introducing increasing structure and curriculum expectations over time, as well as a lengthened school day.

The Year 1 learning environment reflects the familiarity and accessibility of the FS2 classroom, supporting confidence and independence. As the year progresses, students experience a gradual shift towards more formal learning, including increased subject coverage, longer sustained learning sessions and greater exposure to specialist teaching. Year 1 teachers work closely with the EYFS team (under the shared line management of the Head of FS and Year 1) to ensure continuity in approach, routines and expectations, supporting a smooth transition and strong foundations for Key Stage 1 learning.



## Curriculum Policy - Glendale International School

- **2.8.2 Transition from Year 6 to Key Stage 3**

Glendale supports a smooth transition from Year 6 into Key Stage 3 by preparing students academically, socially and organisationally throughout Key Stage 2, with a particular focus in Year 6. Students experience increasing expectations for independence, responsibility and study habits, with a gradual release of support as they develop confidence in managing their learning.

To prepare students for the KS3 model of subject-specialist teaching, Year 6 includes greater exposure to specialist teaching, including subject specialist provision in key areas such as English, Maths and Science. This strengthens subject knowledge, increases academic rigour and supports readiness for the next phase. KS3 subject teachers also work alongside Year 6 teachers where appropriate, supporting targeted intervention, study skills and transition preparation.

Students are given opportunities to build familiarity with secondary expectations through increased leadership opportunities and purposeful interaction with KS3 students. Where appropriate, students may be grouped alongside KS3 students for shared activities, clubs and projects, strengthening confidence and ensuring that the move into Year 7 feels like a natural progression.

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## Section 3: Secondary Key Stage 3 Y7–9 (Phase 3)

### 3.1 Curriculum Intent

Glendale International School's Key Stage 3 curriculum (Y7-9) is aligned to the NCFE, adapted for the UAE context, and is designed to ensure strong progress, high achievement and readiness for future pathways. Alongside academic rigour, the Key Stage 3 curriculum supports student wellbeing and personal development through a planned programme delivered across curriculum content, pastoral systems, student leadership and wider school life. This includes health-related learning, Moral and Social Studies, structured wellbeing initiatives and leadership opportunities that promote confidence, responsibility and positive relationships.

- **3.1.1 Broad, Balanced and Ambitious Curriculum Entitlement**

Key Stage 3 provides students with a broad and balanced curriculum entitlement that develops secure knowledge, understanding and skills across a wide range of subjects. The curriculum builds on prior learning from Primary and supports students to deepen understanding and apply learning confidently in new and unfamiliar contexts.

- **3.1.2 Increasing Depth, Independence and Subject Mastery**

The KS3 curriculum is designed to ensure that all students make strong progress from their starting points and are consistently challenged to think critically, communicate effectively and apply learning in new and unfamiliar contexts. Alongside academic learning, students are supported to develop future-ready learning skills and positive learning behaviours, in line with Glendale's wider school values and expectations.

- **3.1.3 Preparation for GCSE/iGCSE Pathways**

Key Stage 3 also plays an important role in preparing students for success in Key Stage 4. Glendale maps key GCSE/iGCSE content back into KS3 where appropriate, particularly in Year 9, ensuring that students are well prepared for the increased rigour, subject demands and assessment expectations of Years 10 and 11.

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### 3.2 Curriculum Framework and Subject Entitlement

The KS3 curriculum provides a broad subject entitlement delivered by specialist teachers, ensuring depth, expertise and high expectations across all areas of learning. The KS3 curriculum



## Curriculum Policy - Glendale International School

reflects a knowledge-led approach, ensuring secure foundations while enabling students to apply skills through increasingly complex concepts, analysis, reasoning and purposeful outcomes.

### ● **3.2.1 Core Subjects**

The KS3 curriculum provides a broad subject entitlement which reflects NCFE expectations and supports strong progression into Key Stage 4 pathways. Students study a full range of subjects, delivered by specialist teachers, ensuring depth, expertise and high expectations across the curriculum.

Core curriculum subjects include:

- **English**
- **Mathematics**
- **Science**

Alongside this, students follow the required Ministry of Education curriculum entitlement in:

- **Arabic** (A or B - dependent on language proficiency and nationality)
- **Islamic Education** (for Muslim students, taught in Arabic (A) or English (B))
- **Moral Education and Social Studies** (taught in Arabic or English)

Glendale ensures compliance with UAE statutory requirements, including Arabic, Islamic Education (where applicable), and Moral Education and Social Studies, in line with Ministry expectations. Detailed guidance for these subjects is outlined within Glendale's separate policy for MoE curriculum subjects.

### ● **3.2.2 Foundation and Specialist Subjects**

In addition to core subjects, students also follow a strong specialist curriculum offer, including:

- **Modern Foreign Languages** (French or Spanish - student choice)
- **History**
- **Geography**
- **Business Studies** (Combined with **Leader in Me** programme)
- **Design and Technology (DT)**
- **Computing / ICT**
- **Art and Design**



## Curriculum Policy - Glendale International School

- **Music**
- **Drama**
- **Dance**
- **Physical Education (PE)**

Digital literacy continues to develop through Computing and Design and Technology, including explicit teaching about AI and how students can harness it ethically to research, refine work and improve outcomes without replacing independent thinking. Innovation is strengthened through opportunities for students to apply disciplinary knowledge creatively, solve complex problems and refine outcomes through evaluation, iteration and high-quality presentation.

- **3.2.3 UAE Statutory Requirements**

Glendale ensures compliance with UAE statutory requirements, including Arabic, Islamic Education (where applicable), and Moral Education and Social Studies, delivered in line with Ministry expectations. Detailed guidance for these subjects is outlined within Glendale's separate policy for MoE curriculum subjects.

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### **3.3 Curriculum Design, Mapping and Progression**

Glendale International School's KS3 curriculum is carefully designed to ensure coherence, progression and increasing depth across subjects, enabling students to build on prior learning and develop strong foundations for Key Stage 4. Curriculum decisions in Key Stage 3 are intentional and evidence-informed, ensuring coherent sequencing, increasing rigour and clear preparation for GCSE/iGCSE pathways.

- **3.3.1 Vertical progression from Key Stage 2 into KS3**

Curriculum planning in KS3 builds directly on the knowledge and skills developed in Primary. Vertical mapping ensures that key concepts, vocabulary and subject-specific skills are revisited and strengthened in a progressive sequence, avoiding unnecessary repetition and ensuring that students are challenged appropriately as they move through Years 7 to 9. Subject Leaders work collaboratively across primary and secondary to ensure continuation of skills and content progression.



## Curriculum Policy - Glendale International School

- **3.3.2 Increasing Complexity and Disciplinary Knowledge**

Across KS3, learning is sequenced to increase in complexity over time. Students are supported to move beyond surface-level understanding towards deeper subject mastery, including subject-specific ways of thinking, reasoning and problem-solving. This strengthens long-term retention and enables students to apply learning confidently in unfamiliar contexts.

- **3.3.3 Subject-specific literacy and academic vocabulary**

KS3 curriculum design places strong emphasis on subject-specific literacy and academic vocabulary. Reading, writing, speaking and listening skills are developed across the curriculum, enabling students to access increasingly demanding texts, communicate with precision and use subject terminology accurately. Oracy is strengthened through structured discussion, debate, presentation and subject-specific talk, enabling students to articulate thinking with precision and confidence across the curriculum. Teachers explicitly plan for vocabulary development and structured opportunities for students to articulate understanding and reasoning.

- **3.3.4 Mapping Back from GCSE/iGCSE Content**

Glendale maps key GCSE/iGCSE knowledge and skills back into KS3 where appropriate to ensure strong foundations and readiness for Key Stage 4. Curriculum planning ensures that students develop the prerequisite knowledge, understanding and academic habits required for future exam-based pathways, while maintaining a broad and balanced KS3 entitlement. In Year 9, curriculum sequencing increasingly supports Key Stage 4 readiness through increased rigour, depth and application.

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### **3.4 Curriculum Implementation**

The KS3 curriculum is implemented through collaborative planning, specialist teaching and consistent routines which ensure that curriculum intent is translated into high-quality learning experiences and strong outcomes for all students. Technology, including AI, is used selectively to strengthen learning, support independent study and improve quality of outcomes, while maintaining high expectations for original thinking, academic integrity and student responsibility.



## Curriculum Policy - Glendale International School

- **3.4.1 Long-term Planning**

Long-term planning outlines curriculum coverage across the academic year and ensures that subject content is sequenced coherently across KS3. Long-term plans provide clarity on key units, core content and progression pathways, ensuring consistency across classes and year groups. Whole-year mapping of units/texts is completed prior to the beginning of the academic year and shared with all stakeholders.

- **3.4.2 Medium-term Planning**

Medium-term planning translates long-term curriculum overviews into clearly sequenced units and schemes of learning. Departments plan collaboratively to identify key knowledge, skills and vocabulary, ensuring that learning builds progressively and supports increasing depth over time. Medium-term plans also support alignment across subjects where appropriate, strengthening coherence and purposeful application.

- **3.4.3 Short-term Planning**

Short-term planning breaks units into weekly learning sequences and lesson preparation. Planning focuses on clear learning objectives, purposeful sequencing and effective strategies that support progress, retention and challenge for all groups of learners. Teachers use assessment information to adapt learning responsively and ensure that all students are supported and stretched appropriately.

- **3.4.4 Roles and Responsibilities for Planning**

Curriculum planning in KS3 is a shared responsibility across subject teams and leadership.

- **Subject teachers** plan and deliver high-quality lessons aligned to departmental curriculum expectations.
- **Subject leaders** oversee curriculum design, progression and standards within their subjects, supporting consistency and continuous improvement.
- **Senior leaders** ensure whole-school coherence, alignment to curriculum expectations and a consistent approach to quality assurance and review.



## Curriculum Policy - Glendale International School

- **3.4.5 Cross-curricular Links and Applied Learning Opportunities**

KS3 curriculum implementation includes purposeful cross-curricular links to strengthen understanding and enable students to apply learning in meaningful contexts.

Collaboration between departments supports shared concepts, real-world application and coherent learning experiences, particularly where strong connections exist between subjects such as Maths, Science and Business or English with history or geography.

Where appropriate, subjects also connect through shared themes, projects, presentations, vocabulary and wider learning opportunities.

Where curriculum links are planned through shared themes or texts, resources are selected carefully and approved through school checks to ensure age-appropriateness and UAE cultural sensitivity. This supports meaningful application while maintaining strong subject integrity and high expectations.

- **3.4.6 Enrichment, Leadership and wider Learning Opportunities**

Glendale enhances the KS3 curriculum through enrichment opportunities that broaden experience, strengthen engagement and support personal development. Students are encouraged to participate in clubs, competitions, projects and wider learning experiences that complement curriculum learning and develop future-ready skills.

KS3 students are also provided with leadership opportunities, enabling them to contribute to the school community, take responsibility and build confidence through student roles, student voice initiatives and whole-school participation.

- **3.4.7 Use of Specialist Learning Environments and Facilities**

Specialist learning environments play an important role in delivering the KS3 curriculum effectively. Students access subject-specific spaces such as the composite Science lab (where all science lessons take place), DT and ICT learning environments, creative arts spaces and performance areas, supporting practical learning, high-quality outcomes and real-world application.

Learning environments are used purposefully to strengthen subject knowledge and skills through investigation, design, experimentation and performance. This supports engagement, challenge and deeper understanding across the curriculum.

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## Curriculum Policy - Glendale International School

### 3.5 Curriculum Impact

Glendale International School evaluates the impact of the KS3 curriculum to ensure that it is effective, ambitious and continuously improving. A range of evidence is used to monitor curriculum implementation, student outcomes and readiness for future pathways.

- **3.5.1 Monitoring Standards and Curriculum Coverage**

Curriculum coverage and standards are monitored through quality assurance processes including planning review, learning observations, work scrutiny and subject leader monitoring. These processes ensure that curriculum expectations are being taught consistently and that learning remains aligned to intended outcomes across KS3.

Student voice is also used to evaluate curriculum experience, engagement and confidence, supporting ongoing refinement and improvement.

- **3.5.2 Assessment Alignment and Readiness for Key Stage 4**

Assessment is used to evaluate curriculum impact and ensure that students are developing secure understanding over time. Glendale's KS3 assessment practices support application, reasoning and deeper understanding, rather than simple recall, and are designed to reflect the rigour and expectations of curriculum learning.

In Year 9, assessment increasingly supports Key Stage 4 readiness through increased challenge and opportunities for students to demonstrate exam-style application. Assessment information is reviewed to identify strengths, misconceptions and gaps, enabling departments to refine curriculum planning and ensure students are prepared for GCSE/iGCSE pathways. Students become familiar with the GCSE grading system and CAT4 projection data is harnessed alongside attainment to predict GCSE success.

- **3.5.3 Student Outcomes, Progress and Attainment Over Time**

Student outcomes are monitored through internal assessment information and external benchmarking where appropriate. This evidence is used to track progress over time, identify students requiring additional support or challenge, and evaluate the effectiveness of curriculum design and implementation.

Subject leaders analyse outcomes at concept and question level to identify trends and priorities, informing curriculum review, targeted intervention and professional development to strengthen standards year on year.



### **3.6 Inclusion and Curriculum Accessibility**

Glendale's KS3 curriculum is inclusive by design and ensures that all students can access learning, make progress and achieve highly. Teaching and curriculum delivery are adapted to remove barriers while maintaining high expectations and ensuring that students are supported appropriately without narrowing curriculum entitlement. This includes provision for students with SEND, EAL learners and students requiring additional challenge. Further guidance is outlined in Glendale's Inclusion Policy.

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### **3.7 Parent Partnership and Curriculum Communication**

Glendale values strong partnership with parents and recognises that clear communication supports student success. Curriculum expectations and subject requirements are communicated clearly so that parents understand what students are learning and how they can be supported at home. This is strengthened through regular communication, reporting and opportunities for parents to engage with curriculum information and academic expectations as students progress through KS3.

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### **3.8 Transition from Year 9 to Key Stage 4**

Glendale's KS3 curriculum is designed to ensure students are well prepared for a successful transition into Key Stage 4. Across Year 9, curriculum sequencing supports increasing independence, rigour and readiness for GCSE/iGCSE expectations, ensuring students develop secure foundations and strong study habits.

Transition planning includes clear guidance for students and parents regarding Key Stage 4 pathways, including use of CAT4 grade predictions; careers coaching, psychometric testing, taster days and lessons, subject expectations information and future academic options forums.

Students are supported to take increasing responsibility for organisation, revision and long-term progress, ensuring they enter Year 10 confident, prepared and ready to succeed.