



SHERBORNE
SENIOR SCHOOL

Curriculum Policy

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1. Aims

Sherborne Senior School aims to offer a broad and balanced curriculum to all pupils, ensuring equal access to learning to all and appropriate levels of challenge and support.

Our curriculum also aims to:

- Support and enhance our six core values of respect, honesty, kindness, perseverance, responsibility and teamwork. These values feature prominently in all we do.
- Promote a positive attitude towards learning. As well as striving for academic excellence, Sherborne Senior School is equally committed to cultivating responsible and compassionate citizens. We believe that schools should strive for the highest academic standards, but education should also be about pupils learning about themselves and the rest of society. At Sherborne Senior School we aim to nurture confident, responsible and emotionally intelligent global citizens.
- Enable all pupils to develop relevant knowledge, understand concepts and acquire skills needed for life, further study and future careers.
- Enable all pupils to go on to appropriate further study - whether it be in top universities in Qatar, the UK or elsewhere - by providing access to the necessary qualifications and guidance.
- Provide a full range of subject choices to all pupils at Key Stage 3, 4 and 5.
- Provide in-depth, challenging learning that: support pupils' spiritual, moral, social and cultural development; support and encourage healthy lifestyles; and, provide pupils with the knowledge and skills required to keep themselves safe and healthy at school and in the wider world. The mental well-being of pupils and staff has been our main priority since the start of the pandemic

2. Legislation and Guidance

Sherborne Senior School follows a UK based curriculum in all three key stages taught in the school, using the English National Curriculum, modified for the local setting, as a guide for Key Stage 3 and the options for i/GCSE and AS/A Levels, using the examination boards accredited here in Qatar (CAIE and Pearson Edexcel).

To abide with Qatari law, we cannot deliver everything that is required by the UK Equality Act 2010 and the Protected Characteristics.

Qatar legislation requires that:

- All Arab passport holders study Arabic until Year 12.
- No less than 4 hours per week curriculum time is spent teaching Arabic.
- All Muslim pupils study Islamic Studies until Year 12.
- No less than 2 hours per week curriculum time is spent teaching Islamic Studies.
- All pupils study Qatar History until Year 9.
- No less than 1 hour per week curriculum time is spent teaching Qatar History.

Whilst adhering to Ministry of Education and Higher Education (MOEHE) requirements, the school does all it can to foster responsible, compassionate and emotionally intelligent life-long learners. Our school values underpin everything we do and help us to encourage respect for other people.

3. Roles and responsibilities

Sherborne Qatar is the only overseas school operated by Sherborne School, Dorset, UK (one of the UK's oldest and most prestigious independent schools) and is a family of British Schools in an international setting. Sherborne Qatar is licensed by the Private Schools' Department of Qatar's Ministry of Education and Higher Education (MOEHE).

Sherborne Qatar is a joint venture between Sherborne School, Dorset, and Sheikh Abdullah bin Ahmed Al Thani.

The initial vision of the Governing Body of Sherborne Qatar was to establish a school that offers the very best of Sherborne's ethos and education within the cultural environment of Qatar and to bring to Qatar a unique educational experience, suitable for children of expatriates working in Qatar, as well as providing the skills for local Qataris, on whom the future development of the country depends. That initial strategic vision has now been modified to include the aim of establishing a family of schools in Qatar to support Qatar's 2030 Vision, a vision which rests on the four pillars of Human, Social, Economic and Environmental Development. Sherborne Qatar is, to date, the only British independent school to be a member of Qatar's *Outstanding Schools' Programme*.

Sherborne Qatar is a self-financed, not for profit family of schools with its own Governing Body. Sherborne School, Dorset, has half of the appointed membership of the Board of Governors (including the Principal of Sherborne Qatar) and the local Qatari owners have the other half. Sherborne Qatar's ethos and brand are monitored from Sherborne UK. The Principal of Sherborne Qatar and the Headmaster of Sherborne UK are in regular contact.

Sherborne Qatar includes four schools:

- Sherborne Senior School.
- Sherborne Qatar Preparatory School Al Rayyan.
- Sherborne Qatar Preparatory School Bani Hajer.
- Sherborne Qatar School for Girls.

Sherborne Qatar collectively (i.e., all the schools in the Sherborne 'family of schools') are overseen and managed by the Executive Team consisting of:

- Managing Director.
- Principal and CEO.
- The Vice Principal.

- Bursar.
- Accreditation and Compliance Manager.
- Headmistress of Sherborne Qatar School for Girls.
- Headteacher of Sherborne Qatar Preparatory School Al Rayyan.
- Headteacher of the Senior School and Sherborne Qatar Preparatory School Bani Hajer.

The Governors from Sherborne, Dorset, in conjunction with the Principal of Sherborne, monitor Sherborne Senior School's curriculum.

The Headteacher of Sherborne Senior School, supported by the other members of the Sherborne Senior School's SLT, is responsible for ensuring that this policy is adhered to and that the school provides a range of subjects and support programmes (academic and pastoral, during and outside lesson time) that support the needs of all pupils.

Sherborne Senior School teaches boys and girls with a range of academic abilities and support requirements.

4. The School Day

To exactly meet the Ministry of Education and Higher Education's requirements for 4 hours of Arabic per week (for Arab passport holders), 2 hours of Islamic Studies per week (for Muslim pupils) and 1 hour of Qatar History per week (for all pupils) we have 40-minute lessons

The school day is as follows:

40 Minute Lessons	Time	Minutes
Period 1	7:05	0:40
Period 2	7:45	0:40
Period 3	8:25	0:40
Break	9:05	0:20
Tutor time	9:25	0:25
Period 4	9:50	0:40
Period 5	10:30	0:40
Period 6	11:10	0:40
Break	11:50	0:30
Period 7	12:20	0:40
Period 8	13:00	0:40
Period 9 (Enrichment)	13:45	0:45
End of Period 9 and school day for pupils	14:30	0:15
End of school day for staff	14:45	

40 minute lessons also provide us with more flexibility and enable us to increase academic contact time

8 x 40 minutes = 320 minutes of academic contact time per day.

Many of the lessons are double lessons to simplify timetables and to minimise time moving between lessons.

5. Curriculum Organisation

Sherborne Senior School aims to offer a broad and balanced curriculum to all pupils, ensuring equal access to learning to all and appropriate levels of challenge and support.

We strive to create an environment that nurtures a desire to learn, encourages pupils to be inquisitive, allows individuals to gain confidence and enables all of our pupils to achieve success in their adult lives.

Sherborne Senior School follows the UK based curriculum in all three key, using the National Curriculum for England as a guide for Key Stage 3 and the options for i/GCSE and AS/A Levels.

As directed by the Ministry of Education and Higher Education (MOEHE), up to and including Year 12, Arab passport holders must study first language Arabic and Muslim pupils must study Islamic Studies.

It is also a MOEHE requirement that Qatar History is taught (one hour per week) up until the end of Year 9, and that Qatar History is taught in the Arabic Language for Qatari and other Arab passport holders.

Key Stage 3

The curriculum is kept broad throughout Key Stage 3 by ensuring that pupils have access to all subjects available in Years 7, 8 and 9, whilst providing clear and supportive guidance in Year 9 when choosing their i/GCSE programme, for Key Stage 4, and later their AS/A Levels, in Key Stage 5.

While Arab passport holders must study Arabic (First Language), other nationalities study two of the following:

- Arabic (Second Language).
- French.
- Spanish.

When Muslim pupils (of all nationalities) are studying Islamic Studies, all other faiths take Global Citizenship and have two additional Physical Education lessons.

During Qatar History lessons, pupils are divided into two groups:

- Qatar History taught in the Arabic Language (for Qatari and other Arab passport holders)
- Qatar History taught in the English Language.

Pupils in Years 7, 8 and 9 also study the following core subjects:

- English;
- Mathematics; and.
- Science.

Core subjects are set by ability.

The remaining subjects, which are taught in tutor groups, are:

- Art;
- Design & Technology;
- Drama;
- Geography;
- History;
- ICT;
- Music;
- Physical Education; and,
- PSHE.

National Curriculum levels are used to assess and track progress of pupils at this stage.

Key Stage 4

Pupils are encouraged to follow a traditional curriculum pathway consisting of a broad range of i/GCSE qualifications.

In Key Stage 4 there are four core subjects that pupils must take.

Core 1 - English

All pupils must study English or English as a Second Language, as guided by the school. Those who study English will also study English Literature unless advised otherwise by the school.

Core 2 - Mathematics

All pupils must study Mathematics. Some pupils may also be invited to study Statistics in addition to the Mathematics iGCSE.

Core 3 - Science

As a minimum, pupils select two of the three Sciences (i.e., any two from Biology, Chemistry and Physics).

We appreciate the value of studying two iGCSE in Science as compulsory rather than the offering of a combined Double Award Science iGCSE that many schools offer. Studying two Sciences to iGCSE provides a much better foundation for progressing onto AS/A Level than studying the Double Award iGCSE Science.

If a pupil wants to take all three Sciences, having followed advice from the school, then this will be selected as one of the 'i/GCSE option' (see below).

Core 4 - Languages

Arab passport holders are required by the MOEHE to study Arabic (First Language). The two options available are either the MOEHE Arabic course or iGCSE Arabic First Language.

Pupils, with an Arab passport, taking iGCSE Arabic First Language must then take either GCSE Islamic Studies or the MOEHE Islamic Studies course.

Muslim pupils that are not Arab passport holders are required by the MOEHE to take Islamic Studies in Key Stage 4. In addition to taking GCSE Islamic Studies these pupils can then study one of the following:

- Arabic (Second Language).
- French.
- Spanish.

Pupils that are neither Muslim or Arab passport holders must take at least one of the following languages:

- Arabic (Second Language).
- French.
- Spanish.

In addition, these pupils then take a second language, or they can study for an iGCSE in Global Citizenship.

Core subjects are set by ability.

i/GCSE options:

Arranged into option blocks, pupils in Key Stage 4 then select three subjects from the following wide range of additional optional i/GCSE subjects:

- A further Science – resulting in individual iGCSEs in Biology, Chemistry and Physics.
- Art
- Business Studies (available in multiple option blocks)
- Computer Science
- Creative Media Production
- Design Technology (available in multiple option blocks)

- Drama
- Economics
- Geography (available in multiple option blocks)
- History (available in multiple option blocks)
- Information Communication Technology (ICT)
- Music
- Physical Education
- Psychology
- Sociology

In addition to the above, pupils also have timetable Physical Education and PSHE lessons (both which are non-examined).

Typically, pupils will complete Year 11 with between 8 and 10 i/GCSE qualifications.

I/GCSE grades are used to assess and track progress of pupils at this stage.

Key Stage 5

In Key Stage 5 (also known as Sixth Form) we offer the traditional AS (Advanced Subsidiary) Levels and A (Advanced) Levels qualifications. AS and A Levels are highly valued worldwide by universities and employers.

Like most international schools following the British curriculum, whenever possible we teach modular A Levels as opposed to the UK system of 3 linear A Levels. As such, pupils sit external examinations at the end of Year 12 (AS Levels) whether as stand-alone qualifications or as part of the A Level course (which requires a further year of study - during Year 13).

Arranged into option blocks, subject to meeting the entry requirements, pupils have an extensive range of subjects to choose from in Key Stage 5:

- Arabic (available in multiple option blocks)
- Art, Craft and Design
- Biology (available in multiple option blocks)
- Business (available in multiple option blocks)
- Chemistry (available in multiple option blocks)
- Computer Science
- Drama & Theatre Studies
- Economics
- English General Paper (AS Level only)
- English Language
- English Literature
- French
- Further Mathematics

- Geography
- History
- Information Communication Technology (ICT)
- Islamic Studies (AS Level only)
- Mathematics (available in multiple option blocks)
- Media Studies
- Physical Education
- Physics
- Politics
- Psychology
- Sociology
- Spanish
- Travel and Tourism

As directed by the MOEHE, Arab passport holders must take Arabic in Year 12 (as an AS Level) and Muslim pupils must take Islamic Studies (either as an AS Level or as a non-examined subject with the full range of option block still available to then choose from).

Sixth Form pupils also have non-examined Games lessons, PSHE and tutorial lessons. The tutorial sessions are primarily for careers guidance, teaching life skills and study skills and to provide support with university applications.

As a rule, a minimum of 5 i/GCSE passes at grade 4 (equivalent to a grade C) or above is required (including English Language and Mathematics) to study AS Levels, however pupils should achieve a minimum of a grade 6 (equivalent to an old grade B) in the subjects chosen for AS/A Level (unless other entry requirements are stated).

For Mathematics, Chemistry and Physics we ask for a minimum grade 7 (equivalent to an old grade A/A*) at i/GCSE but may consider pupils that have consistently performed at least to a grade 6 (equivalent to an old grade B) standard (throughout Year 11, including in the mock examinations) and have been endorsed by their previous subject teacher/s as having the ability to cope with the rigour of the AS/A Level course.

i/GCSE results are a good indicator of likely success at AS Level and A Level, and therefore, we consider them very important before pupils are admitted onto courses.

In selecting their AS/A Level subjects, pupils typically take 4 subjects in Year 12

NOTE: There is also provision for Year 12 AS Level pupils who want re-sit i/GCSE English and/or i/GCSE Maths to have timetabled lessons.

AS/A Level grades are used to assess and track progress of pupils at this stage.

Typically, pupils will complete their Year 12 studies with 4 AS Levels and their Year 13 studies with 3 A Levels.

PSHE

Personal, Social, Health and Economic (PSHE) lessons are organised by the Heads of Year and focusing on key skills which will help pupils to become 'well rounded' individuals. The focus of these lessons is to support pupils in areas such as teamwork and co-operation, careers advice and guidance; as well as relationships (e.g., anti-bullying) and managing emotions (e.g., examination stress).

Enrichment

We want our pupils to become positive role models, to embrace positions of responsibility and to develop a range of interests. To this end, we encourage pupils to explore their interests and embrace the extracurricular activities on offer. All pupils have the desire to achieve if encouraged to do so and given the opportunities to do so.

From an extra-curricular perspective, the school normally runs a rich programme of on-site and off-site enrichment clubs offered by a mix of teaching staff and external providers. These include various sporting opportunities, the International Award (Duke of Edinburgh), photography, calligraphy, coding, Warhammer and chess clubs. Most pupils actively engage in our extensive after school Enrichment programme.

Physical Education

Physical Education offers something for all interests including traditional team and individual sports. A full programme of fixtures and clubs enable pupils (when permitted - given the pandemic opportunities have been drastically reduced) to fully participate within a varied and active sports curriculum.

Across all year groups, pupils have compulsory PE on their timetables.

Religious Education

Local requirements mean we are unable to teach Religious Education.

Careers Guidance

For the last few years, we have been utilising our online careers and university platform, 'Unifrog', for the most part, working with our Sixth Form pupils. Some work has been done with Year 9, 10 and 11 pupils as induction and preparation for Year 12.

Our long-term goal is to ensure that pupils across Sherborne Senior School have access to the very best advice and information at the right time. By the time pupils arrive at the beginning of Year 12, they should have been exposed to several years of planning and preparation so that not only do they have a clear idea of the pathway they intend to follow, but they have also made informed choices that will support their individual

journey. This will leave them free to work on building a strong application along with giving them the confidence to develop a wider set of skills in preparation for life at university.

The careers programme gives all our Sixth Form pupils the widest possible range of opportunities for their university pathways.

We introduced a careers programme into Year 9 (and this will roll into Year 10 in the 2023/24 academic year). Among other things, during Year 9 pupils are given the opportunity to explore the Unifrog platform. During dedicated Unifrog sessions, delivered in Tutor Time at several points over the year, along with sessions in the PSHE periods, pupils are introduced to the various tools available in Unifrog which allows them to begin exploring possible career paths and the associated subjects linked to different careers. Dedicated sessions on choosing the correct options for i/GCSEs have also been a feature of the Year 9 programme.

In Year 10 and 11 the focus moves to possible university courses and the prerequisite requirements of such courses. This works in preparation for selecting the right subjects to study at AS/A Level to facilitate these choices.

The careers programme will work alongside the development of study and life skills sessions in the Sixth Form, as well as work experience in Year 12, which we hope to launch in 2024.

British values

While first abiding local requirements, Sherborne Senior School endeavours to teach the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

These values are embedded in the curriculum across a range of subjects, and reflected in our own values of respect, honesty, kindness, perseverance, responsibility and teamwork.

Safeguarding

The school teaches pupils, through the curriculum and through tutor time and the collapsed PSHE days, how to keep themselves safe within school and in the wider world.

The Deputy Head Pastoral is the Child Protection Coordinator and there is a Child Protection Officer for Girls and a Child Protection Officer for Boys.

The school also supports children through employing a School Counsellor.

6. Inclusion

Teachers set high expectations for all pupils. Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils.
- Pupils with low prior attainment.
- Pupils with SEND.
- Pupils who are bi and multilingual (BML).

Teachers plan lessons to cater for all pupil needs and ensure that there are no barriers to every pupil achieving.

At Sherborne Senior School there are a range of pathways that meet individual pupil needs and maximise each pupil's chance of academic success. As a family orientated inclusive school, some pupils require intensive support early at Sherborne Senior School and some pupils are unable to access the mainstream curriculum when they join us.

In addition to the usual support offered by the Learning Support Department, at Sherborne Senior School we offer three specialised programmes to support pupils:

- The Alternative Curriculum - this is an intensive support programme for very academically weak pupils. In English, Mathematics and Science lessons pupils receive additional support in lessons and for approx. 20% of their timetable they are withdrawn from mainstream classes to receive support in very small classes from learning support specialists (primarily to support and reinforce what they have studied in English, Maths and Science). This programme is offered in Years 7, 8 and 9.
- The Reduced Curriculum - this is a less intensive support programme, in which pupils are not in mainstream lessons for just their Humanities (History and Geography) subjects - which constitutes approximately 13% of the timetable. During this time targeted support is provided to small groups of pupils by Learning Support teachers. This programme is offered in Years 7, 8 and 9.
- The Integrated Curriculum - this is for pupils, usually EAL and ESL pupils (with a large non-verbal deficit) in need of additional English support and involves English specialists using History and Geography topics as a vehicle to reinforce English skills. This programme is offered in Years 7, 8 and 9.

Special plans and programmes are in place for each of the different categories at Sherborne Senior School - able, gifted and talented (AGT), special needs and disabilities (SEND and bi/multilingualism (BML) etc.) The school caters for AGT pupils academically, within departments, and through the many enrichment opportunities that are available (Medical Club, Debating, MUN). For more information on Learning Support please see the Learning Support Policy.

7. Monitoring standards

To ensure the highest standards of teaching and learning, standards are monitored through (the list below is not exhaustive):

- Whole school meetings (in addition to the weekly Staff Briefing)
- Heads of Year (HoYs) and Heads of House (HoHs) regularly meeting with the Deputy Head Pastoral to review all aspects of provision, to review and discuss key performance indicators, shape the development plan and direct initiatives.
- Heads of Department (HoDs) regularly meeting with the Deputy Head Academic to review all aspects of provision, to review and discuss key performance indicators, shape the development plan and direct initiatives.
- Twice weekly SLT meetings.
- Weekly Executive Team meetings.
- Weekly meetings with the Principal & CEO and the Senior School Headteacher.
- Governors' meetings.
- Trice weekly opportunities for Staff Surgery meetings for academic staff with Headteacher.
- SLT undertaking lesson observations and learning walks.
- Fostering a climate of openness and continual improvement in standards.
- An 'open-door' policy across the school.
- School Council meetings and encouraging pupil voice and leadership.
- Regular stakeholder surveys (parents, staff and pupils).
- Internal reviews.
- Collaboration with staff at the other Sherborne Qatar schools.
- Visits to other schools.
- External inspections.

Heads of Department monitor the way their subject is taught throughout the school by:

- Learning walks.
- Lesson observations.
- Discussions/meetings with pupils and parents.
- Book monitoring.
- Regular link meetings with their assigned member of SLT
- Regular departmental meetings.

Pastorally standards are also monitored by:

- HoYs meeting regularly with their tutor team, providing support and guidance, supplying and encouraging the sharing of resources and observations.
- HoY discussions/meetings with pupils and parents.
- HoHs meeting with the staff and pupil members of their House and cross House collaboration and support.