



**GLOBAL**  
ENGLISH SCHOOL  
AL AIN

مدرسة جلوبال انجليزى - العين

**GLOBAL ENGLISH SCHOOL – AL AIN**

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# Curriculum Policy

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| <b><i>Policy</i></b>         | Curriculum Policy                                                                 |
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| <b><i>Reviewed By:</i></b>   | Principal, Vice Principal, Phase Leaders (Phase 1, 2, 3, 4), Heads of Departments |



## 1. Introduction

Global English School (GES) offers a broad, balanced, and inclusive curriculum that nurtures academic excellence, personal growth, and 21st-century competencies.

GES follows the **Cambridge International Curriculum** for English, Mathematics, and Science across Grades 1–12, while Kindergarten (KG) follows the Early Years Foundation Stage (EYFS) programme. Non-core subjects such as Physical Education (PE), Geography, Economics, and Business Studies also follow the Cambridge Curriculum, while Personal, Social, Health and Economic (PSHE) education is provided through an embedded whole-school approach across relevant curriculum subjects, pastoral and wellbeing provision, assemblies and wider school experiences.

Arabic Language, Islamic Studies, and UAE Social Studies are delivered in line with the UAE Ministry of Education (MoE) curriculum, ensuring full compliance with ADEK and national requirements.

Under this blended framework, the curriculum at GES demonstrates both breadth and balance, ensuring progression and relevance across all phases. Innovation and Technology Integration are central pillars embedded across all subjects to equip students with digital literacy, computational thinking, and critical problem-solving skills aligned with UAE Vision 2031.

Skill-based, student-led learning is a hallmark of GES classrooms. Hands-on and inquiry-based learning are emphasized in the KG and Primary Phases, while research and critical thinking are developed progressively in the Middle and Secondary Phases. Student Competency Framework (SCF) and the National Identity Mark (NIM), are embedded across the curriculum and reflected in classroom practices. Programmes such as Oxford Reading Tree (KG2–KS2), D.E.A.R. (Drop Everything and Read), and the Big Writing Curriculum from KS1–KS3 strengthen literacy, while the Outdoor Activities, Drama Curriculum, and Creative Writing initiatives further enhance oracy and written expression.

Through a rigorous, well-planned curriculum supported by high-quality teaching and ongoing assessment, GES ensures that all students develop into well-rounded, empathetic, and globally aware citizens with a strong sense of moral purpose, respect, and cultural awareness.

## 2. Curriculum Overview

The GES curriculum provides a comprehensive and challenging educational experience that fosters academic mastery, creative thinking, and character development. It is enriched through extracurricular activities, educational visits, and community-based learning that extend learning beyond the classroom.

The curriculum is designed to provide continuity, coherence, and progression, ensuring a smooth transition across year groups. It incorporates formal academic instruction, cross-curricular learning, and a hidden curriculum that develops independence, collaboration, and integrity.



The Student Competency Framework (SCF) and UAE Moral, Digital, and Wellbeing Education are integrated throughout all phases. Students are taught Arabic from KG, UAE Social Studies from Year 2, and Islamic Studies for Muslim students, ensuring a balanced blend of international standards and UAE national identity.

## **2.1. Kindergarten (EYFS) Overview**

From KG1 and KG2, children follow a play-based EYFS curriculum that builds early learning foundations and nurtures curiosity, confidence, and independence.

### **Prime Areas:**

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

### **Specific Areas:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Children engage in phonics, early numeracy, sensory exploration, Arabic lessons, outdoor learning, PE, and story-based activities. Teachers assess learning through observation, developmental milestones, and portfolios, ensuring personalized support.

Cross-curricular activities include oracy, sustainability, and MOE subjects (Arabic and Islamic), ensuring early exposure to UAE cultural identity and moral values.

### **2.1.1. Individual Student Observation & Milestone Tracking**

At Global English School, individual student development is monitored systematically through milestone-based observations aligned with the KG Developmental Framework. Teachers conduct continuous and purposeful assessments to ensure each child progresses at their own pace and receives targeted support.

### **Our milestone-based approach includes:**

- Baseline assessment upon entry
- Ongoing daily observations during routines, activities, and play
- Milestone tracking across all EYFS learning domains
- Individual child profiles and learning journeys
- Progress documentation through photos, notes, and work samples
- Goal setting for students based on developmental progression
- Teacher reflection and weekly/termly planning based on milestone needs

### **Children's milestones are tracked in areas including:**

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



- Literacy & Early Phonics
- Numeracy & Early Mathematical Concepts
- Understanding the World
- Creative Expression & Imagination

**Teachers use milestone evidence to:**

- Identify strengths and developmental needs
- Plan individualized support and interventions
- Provide enrichment opportunities for advanced learners
- Communicate student progress effectively with parents
- Ensure smooth transition to FS2 and Year 1

This individualized approach ensures every child receives personalized attention, appropriate challenge, and support, fostering confidence, independence, and continuous growth.

## **2.2. Primary Curriculum Overview (Years 2–6)**

From Year 2 to Year 6, students experience a broad and balanced curriculum across all key learning areas — scientific, mathematical, technological, creative, social, physical, moral, and spiritual.

**Key components:**

- **Core Subjects:** English, Mathematics, and Science (Cambridge Curriculum)
- **MOE Subjects:** Arabic Language, Islamic, UAE SS, Moral Education and Moral Social Cultural Studies
- **Creative Curriculum:** Based on Hamilton, integrating History, Geography, and the Arts through termly cross-curricular themes that connect learning to real-world contexts
- **Technology Integration:** Computing taught through ICT labs and tablets (Years 1–6), Robotics introduced from Year 4
- **Languages:** Filipino (from Year 2), and French (from Year 4)
- **Drama:** Introduced in Year 4 as electives
- **Outdoor Learning:** For years 2 and 3. Mapped to classroom themes to support experiential education

Beginning in **Year 4**, **French** and **Drama** are introduced as elective subjects, allowing students to explore languages and the performing arts as part of a well-rounded education. **Lifeskills** is taken for students who are Non-Islamic.

The primary phase emphasizes hands-on exploration, inquiry based learning, and foundational skill-building in literacy, numeracy, and creative thinking.



## 2.3. Middle School Overview (Years 7–9)

From Year 7 to Year 9, students engage in a broad and balanced curriculum that covers all key areas of learning — scientific, mathematical, technological, aesthetic and creative, human and social, physical, moral, and spiritual.

### Key components:

- **Core Subjects:** All students study English, Mathematics, Science, French, Art, Drama, Computing with Robotics, Geography.
- **MOE Subjects:** Islamic Education is compulsory for Muslim students. Life-skills for Non-Muslims. Arabic language, UAE SS, Moral Education and Moral Social Cultural Studies is compulsory for Arabs and non-Arabs.

To support differentiated learning, students are grouped by ability in English and Mathematics, and in some years groups for Science, while other subjects are taught in mixed-ability classes.

## 2.4. High School Overview (Years 10–13)

### 2.4.1. Years 10–11 (Key Stage 4 – IGCSE)

Students follow a rigorous academic pathway leading to **Cambridge IGCSE** qualifications.

#### ➤ **Core Subjects:**

- English Language / English as an Additional Language / English as a Second Language
- Mathematics
- Science (Physics, Chemistry, Biology or Combined Science)
- Arabic A & B (Year 10 Mandatory)
- Arabic A (Year 11 Mandatory)
- Islamic Studies (for Muslim students)
- UAE Social Studies (Year 10)

#### ➤ **Elective Subjects:**

Biology, ICT, Arabic B (Year 10 only), Business Studies, Economics, Geography, History, Psychology, Computer Science, Sociology, Environmental Studies

**Though Arabic B is not compulsory, we highly recommend to take for the purpose of equivalency.**

### 2.4.2. Years 12–13 (Key Stage 5 – AS/A Level)

Students pursue advanced academic qualifications through **AS and A Level** courses, including Biology, Chemistry, Physics, Mathematics, Business, Economics, Psychology, History, Sociology, Computer Science, IT, and Geography.

Students may also pursue MOE subjects **Arabic and Islamic Studies**.

Career education is integrated across Years 7–13, encouraging students to explore professional pathways through mentorship, university preparation, and enrichment activities.



## **2.5 Personal, Social, Health and Economic (PSHE) Education**

GES provides Personal, Social, Health and Economic (PSHE) education through an embedded whole-school approach rather than as a standalone timetabled subject. PSHE-related knowledge, skills and values are developed through relevant curriculum subjects, pastoral and wellbeing provision, assemblies and wider school experiences.

Provision is supported through relevant areas including Islamic Education, Life Skills, Physical Education, Science, Computing and AI, financial literacy, careers education, health education, safeguarding education, wellbeing activities and other cross-curricular learning opportunities.

For non-Muslim students, the Life Skills curriculum provides structured opportunities to develop personal, social and economic skills, including health and wellbeing, caring for others, staying safe, independent living, financial literacy, employment and enterprise skills.

For Muslim students, relevant aspects of personal, social, moral and values education are additionally supported through the Islamic Education curriculum.

Across the wider curriculum and school provision, students develop age-appropriate understanding and skills relating to personal wellbeing, positive relationships, healthy lifestyles, personal safety, financial literacy, responsible decision-making, independence, teamwork, communication, digital responsibility, careers awareness and preparation for future life.

## **2.6 Relationships Education and Relationships and Sex Education (RSE)**

GES provides Relationships Education and age-appropriate personal development learning through an adjusted curriculum model that reflects the school's UAE context and applicable regulatory and cultural requirements.

Relationships Education is embedded across relevant areas of the curriculum and wider school provision. For Muslim students, relevant learning relating to relationships, family, values, responsibilities and appropriate social conduct is supported through Islamic Education. For non-Muslim students, relevant provision is supported through the Life Skills curriculum. Relationships, personal safety, health and wellbeing are further reinforced through pastoral provision, safeguarding education, assemblies and the Student Wellbeing Team.

GES does not deliver a standalone Sex Education programme based on the English RSE curriculum where such content is not appropriate within the UAE cultural and regulatory context. Age-appropriate learning relating to puberty and developmental changes is provided to identified age groups through the Student Wellbeing Team. Where culturally sensitive content is required within an approved IGCSE, AS Level or A Level examination syllabus, the school follows its procedures for cultural consideration, including obtaining parental consent in advance where applicable.

Further details are set out in the separate GES Relationships Education, Health and Wellbeing Policy.



### 3. Planning

The Cambridge Curriculum and Ministry of Education (MoE) Learning Intentions are incorporated into all planning at GES, ensuring alignment with international standards while reflecting UAE national identity and culture. The Curriculum Map, spanning Year 2 to Year 13, provides an overview of topics as well as topic-based foundation subjects, integrated in a cross-curricular approach across the school. The scope and sequence demonstrates curriculum progression, skill based learning (such as financial literacy, problem solving, AI, Critical thinking etc..) and continuity in core subjects. Planning also identifies relevant opportunities for embedded PSHE, personal development, wellbeing, financial literacy, safeguarding and other cross-curricular competencies where appropriate.

#### Four-tier planning structure:

1. **Long-Term Planning:** Yearly overview outlining progression, vertical/horizontal alignment, and UAE integration.
2. **Cambridge Schemes of Work:** Cambridge Schemes of Work are used as a key reference to support curriculum planning in **English, Mathematics and Science**. They provide guidance on the sequencing and progression of Cambridge Learning Objectives, suggested teaching approaches and learning experiences. Teachers adapt the schemes to meet the needs of GES students, incorporating UAE National Identity, cross-curricular links, real-world contexts, critical thinking, inquiry and appropriate differentiation.
3. **Medium-Term Planning:** Details specific learning objectives within each subject area and highlights the connections between subjects, supporting cross-curricular links and integration of UAE culture and national values, SDG goals and Parental Involvement.
4. **Weekly Planning:** Breaks down medium-term objectives into lesson-by-lesson learning intentions, including differentiated activities, starter tasks, and assessment opportunities to meet the needs of all learners. Teachers ensure lessons focus on core competencies, SDG goals, National Identity mark UAE, and EAL strategies, providing appropriate challenge, pace, and support for every student.

This planning framework ensures a **cohesive, rigorous, and culturally relevant curriculum** that promotes student engagement, skill development, and academic progression throughout their school journey.

### 4. Core Values

Our four core values are:

#### ➤ 4.1. Innovation

- Integrate technology and digital tools to enhance learning experiences.
- Equip students with 21st-century skills including creativity, problem-solving, and computational thinking.
- Provide a stimulating environment that promotes experimentation, innovation, and design thinking.

#### ➤ 4.2. Respect

- Respect for oneself, others, the school, and the community.
- Respect for the UAE's heritage, culture, and environment.
- Foster tolerance, empathy, and global-mindedness.



## ➤ 4.3. Learning

- Encourage curiosity, questioning, and independent thought.
- Promote lifelong learning through inquiry, reflection, and application of knowledge.
- Balance academic, cultural, and sporting development.

## ➤ 4.4. Achievement

- Set high aspirations and celebrate both academic and personal success.
- Develop perseverance, diligence, and resilience.
- Recognize and value achievement in all forms—academic and non-academic.

## 5. Aims and Principles

At Global English School (GES), Al Ain, our curriculum is designed to provide every learner with the opportunity to achieve academic excellence and holistic growth in a supportive, inclusive, and innovative learning environment. It reflects our commitment to nurturing well-rounded individuals — intellectually, socially, emotionally, physically, and morally — in line with the ADEK Student Competency Framework (SCF), the UAE Vision 2031, and the UAE National Agenda.

Our curriculum aspires to develop future-ready learners who embody both the national values of the UAE—tolerance, respect, innovation, and sustainability—and our school’s core values of Innovation, Respect, Learning, and Achievement. Together, these values guide our mission to nurture compassionate, creative, and confident individuals who think critically, act responsibly, and contribute positively to the UAE community and the wider global society.

### 5.1. Our Aims and Guiding Principles

#### 5.1.1. Provide a Broad and Balanced Education

Offer a comprehensive curriculum that blends academic excellence with creativity, innovation, and critical thinking, preparing learners to thrive in a rapidly evolving global landscape.

#### 5.1.2. Integrate Dual Curriculum Requirements

Deliver the Cambridge Curriculum for English-medium subjects and the Ministry of Education (MoE) curriculum for Arabic, Islamic Studies, and UAE Social Studies, ensuring full compliance with national educational requirements and honoring the UAE’s heritage, culture, and faith.

#### 5.1.3. Promote UAE National Identity and Values

Embed the values and principles of the UAE Vision 2031 and National Agenda to instill pride in Emirati identity, culture, and Islamic values, while fostering global-mindedness and intercultural respect.

#### 5.1.4. Support Holistic Development

Cultivate intellectual curiosity, emotional intelligence, physical well-being, and moral responsibility through a variety of curricular and co-curricular experiences that promote balance and character formation.

#### 5.1.5. Ensure Inclusion and Equity

Provide differentiated learning opportunities that meet the diverse needs of all students, including



Students of Determination and Gifted and Talented learners, ensuring equal access and equity in achievement.

## **5.1.6. Foster Innovation and Future Skills**

Integrate digital literacy, research, and inquiry-based learning across all subjects to equip learners with 21st-century competencies aligned with the UAE's vision for a knowledge-based, innovative economy.

## **5.1.7. Promote Active Learning and Student Agency**

Encourage student voice, choice, and ownership through exploration, collaboration, and reflection, supporting them to become independent, lifelong learners.

## **5.1.8. Align Assessment and Progression**

Utilize ongoing, meaningful assessments to monitor student progress, inform instruction, and ensure smooth transitions between key stages, culminating in globally recognized qualifications.

## **5.1.9. Collaborate with the Wider Community**

Strengthen partnerships with parents, local organizations, and the broader community to deepen learning connections and contribute to the UAE's national development goals.

## **5.1.10. Commit to Continuous Improvement**

Regularly review and refine the curriculum to ensure it remains rigorous, relevant, and aligned with Cambridge standards, MoE mandates, and ADEK's quality framework, supporting continuous growth and innovation in education.

## **5.2. Our Curriculum Provides**

Our curriculum offers a broad, balanced, and forward-looking education that enables students to become:

- Life-long learners who are passionate about learning, demonstrate progress, and reach their full academic potential.
- Confident individuals who live safe, healthy, and fulfilling lives.
- Global citizens who contribute positively to society while being aware of local and global challenges.

## **5.3. We Aim for Our Curriculum to Develop Successful Learners Who**

- Gain essential knowledge, skills, and understanding within and across subject disciplines suited to their interests and aptitudes.
- Appreciate human achievement across languages, mathematics, science, technology, humanities, and the arts, finding personal fulfillment in these fields.
- Think critically, make connections across disciplines, and apply knowledge in creative and meaningful ways.
- Engage in appropriate learning pathways at each stage of education.
- Work both independently and collaboratively, developing communication and teamwork skills.
- Cultivate self-directed learning habits through differentiated instruction that nurtures autonomy and motivation.
- Demonstrate creativity, adaptability, and effective problem-solving skills.



## **5.4. We Aim for Our Curriculum to Develop Confident Individuals Who**

- Exhibit courage, empathy, and compassion in their interactions.
- Demonstrate resilience, adaptability, and a positive response to challenges and opportunities.
- Lead active, healthy, and balanced lifestyles.
- Understand and manage risks responsibly while maintaining emotional and physical well-being.
- Show moral integrity and uphold strong ethical values, distinguishing right from wrong.
- Communicate effectively and confidently in diverse social and cultural settings.
- Display initiative, organization, and independence in learning and life.
- Embrace curiosity, ambition, and a growth mindset to pursue continuous improvement.
- Are inspired by the natural world and human innovation, reflecting appreciation and wonder.

## **5.5. We Aim for Our Curriculum to Develop Responsible Citizens Who**

- Participate as respectful, active citizens in both local and global contexts.
- Understand the social, economic, environmental, and political challenges of an interconnected world.
- Advocate for equality, justice, and sustainability in alignment with the **UAE Vision 2031**.
- Respect diversity, human rights, and the environment, contributing to peaceful coexistence.
- Act as stewards of the planet, making informed decisions that balance present needs with those of future generations.
- Demonstrate ethical awareness, empathy, and responsibility in all aspects of life.
- Embody the values of the UAE National Agenda—innovation, cohesion, and sustainability—while striving to make a positive impact within their communities and beyond.

## **6. Curricular and Extra-Curricular Enrichment**

GES provides a diverse range of curricular and extracurricular opportunities designed to nurture students' academic, creative, and personal development. Students can participate in various clubs including the Ethara/STEAM Club, Reading Club, Sustainability Club, Arts & Crafts Club, Maths Club, Coding Club, MUN (Model United Nations)/Debate Club, Arabic Reading Club, Curiosity Club, Gavel Club and Quran Recitation Club.

The school has introduced the 'Zero Period' to provide intervention to different learner groups. The school also conducts 'Special Classes' for years 10 – 13 to support students. The school calendar incorporates numerous special projects and events, such as inter-department, intra-school, and inter-school competitions, International Day, Sports Day, community service initiatives, educational visits to museums and local institutions, and thematic enrichment days such as Innovation Day and Entrepreneurs' Day. These activities not only reinforce classroom learning but also cultivate critical thinking, creativity, leadership, collaboration, and social-emotional skills.

Students also have the opportunity to engage in After-School Paid Clubs, which include sports, martial arts, swimming, and other enrichment programs. These sessions provide additional avenues for students to explore their interests, develop new skills, and pursue their passions beyond the regular curriculum.



Through this holistic approach, GES ensures that every student benefits from a well-rounded education that balances academic excellence with personal growth, innovation, and active participation in the community.

## 7. Assessment and Progress Monitoring

GES uses Cambridge Progression Tests (Years 2–9) to monitor long-term student achievement against international benchmarks. Results are analyzed to identify strengths and learning gaps, inform curriculum adaptation, and guide individual goal setting.

External benchmarking assessments at GES provide robust validation of student achievement and attainment levels across subjects. These include GL Progress Tests (English, Math, Science) and the IBT test for Arabic (Years 4–9), as well as internationally recognized assessments such as TIMSS (Trends in International Mathematics and Science Study), PIRLS (Progress in International Reading Literacy Study), and PISA (Programme for International Student Assessment).

These assessments enable the school to monitor student progress against both national and international standards, identify areas of strength and growth, and inform data-driven instructional strategies that enhance teaching and learning outcomes.

All assessment data is maintained in the Mograsys tracking system, enabling continuous monitoring of individual and whole-school performance. Assessment focuses on progress, not comparison. Evidence is collected through photos, notes, samples, and teacher reflection.

## 8. Vetting Curriculum

At GES, all curriculum resources, textbooks, and learning materials undergo a thorough vetting process to ensure they meet the school's academic standards and adhere to the Cultural Considerations Policy of ADEK. **This process involves:**

- Reviewing all materials for accuracy, relevance, and appropriateness in line with the Cambridge Curriculum and MoE requirements.
- Ensuring content reflects and respects UAE culture, heritage, and Islamic values, promoting national identity and social cohesion.
- Checking that illustrations, examples, and references are culturally sensitive and free from bias or inappropriate content.
- Collaborating with department heads and subject leaders to align resources with learning objectives, cross-curricular links, and progression across year groups.
- Regularly updating and replacing materials to maintain academic rigour, inclusivity, and cultural alignment in all subjects.
- Year 10 – 13 – IGCSE, AS Level and A Level courses, where examination syllabus requirements include culturally sensitive topics, parental consent is obtained in advance before the relevant content is taught.

This vetting process guarantees that all students engage with high-quality, culturally appropriate learning resources that support both academic excellence and the school's commitment to UAE national values.



## 9. Inclusion and Support for Diverse Learners

GES ensures equitable access and opportunity for all students through a flexible, inclusive curriculum.

- Students with Additional Learning Needs (ALN) receive individualized support informed by teacher observation, parental consultation, and specialist recommendations.
- Teachers differentiate instruction and resources to address diverse learning styles.
- When required, the school collaborates with qualified external agencies for specialized interventions.
- The school identifies students who are gifted and talented and provides opportunities to enhance their skills and learnings further.

## 10. English as a Second Language (ESL)

As many students at GES are non-native English speakers, targeted English language support is provided to ensure fluency and confidence. Support includes:

- In-class differentiation and language scaffolding.
- Pull-out sessions, booster lessons, and reading assistance through the library program.
- Integration of Oxford Reading Tree, guided reading, and phonics-based instruction to accelerate language acquisition.

## 11. Curriculum Enhancements (2024–2025)

- Updated Whole School Curriculum Documents, including revised Medium- and Long-Term Plans for all subjects.
- Curriculum Maps showcasing vertical and horizontal alignment across all grades.
- Innovation embedded across Grades 3–8 using VR tools, AI modules, and project-based learning.
- Big Writing Curriculum continues to be fully integrated with English to enhance literacy.
- Drama curriculum aligned with Creative Writing and End-of-Term Performances.
- Weekly D.E.A.R. program and Chevron Cup Reading Challenge promoting reading culture.
- AI Curriculum (Grades 3–8) introduced Term 2, focusing on computational thinking, coding, and robotics.
- Cambridge Progression Test Interventions after school.
- Ongoing External Benchmarking (GLPT and IBT).

## 12. Conclusion

Global English School's curriculum is dynamic, inclusive, and forward-looking. It equips students with the knowledge, skills, and values to succeed academically and personally while fostering a strong sense of UAE National Identity, respect for others, and global citizenship.

GES remains committed to continuous improvement, innovation in teaching, and excellence in learning, ensuring that every student develops into a confident, responsible, and compassionate lifelong learner.