



Curriculum Policy

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Knowledge Gate International School

Curriculum Policy

1. Statement of Principle

The overall aim of Knowledge Gate International School (KGIS) is, through education, to maximise the life chances of all our students by equipping them with the confidence to become pioneers of their own future. We wish to raise aspiration and create opportunity. Through doing these things, we improve the wellbeing of our local community.

The School curriculum comprises a broad range of high quality learning experiences planned for students collectively and individually. In conjunction with excellent teaching that impacts positively on learning and progress, our curriculum enables all students to respond to the opportunities and challenges of a rapidly changing world.

We define the curriculum as:

- The body of knowledge and understanding which students are entitled to receive in lessons and via home study whilst at the School.
- The learning skills, cultural capital and dispositions which are developed through our teaching and learning approach.
- The concept of the 'wider curriculum' by which we mean the entire range of learning experiences students encounter at school, not just those relating to their academic subjects.

Our curriculum is based upon the following principles:

- Learning is empowering – our curriculum is a moral entitlement and a vehicle for addressing low aspirations and creating hope.
- Powerful knowledge – the knowledge we teach is carefully chosen, logically sequenced and cumulative in its delivery.
- Breadth and balance – our curriculum is kept as broad as possible. Learning is valued for its own sake and not merely as a route to examination success. Lessons are enriched by a range of carefully selected and targeted additional activities.
- Cultural capital – our curriculum provides students with a body of knowledge and thinking that will help them to become educated and active citizens. We expose students to 'the best that has been thought and said' and help to engender an appreciation of human creativity and achievement.

The School's curriculum is founded upon a strong academic core and the requirements of the Cambridge International Curriculum and the Oman Ministry of Education Curriculum for Arabic, Islamic Studies and Social Studies. Where students are given more opportunity to personalise their curriculum (Key Stages 4 and 5) a balance is reached between maintaining curriculum breadth and allowing students to specialise in areas of strength and interest.

Our curriculum has been coherently planned and sequenced. Subject specific content is mapped in long term plans across our all through school. Plans for each subject make clear the learning objective of each lesson and the knowledge and skills to be gained. Consideration is given to the selection and sequencing of knowledge to be taught and how each unit of study and lesson builds on prior learning. Across all subjects we ensure that students make connections through coherent sequencing, there is a low cognitive load demand and an interleaving of knowledge to facilitate retrieval opportunities.

2. Purpose and Aims of our Curriculum

We start with the principle that all our students are equal and have an equal entitlement to learn. The creative design of our curriculum and its high-quality implementation are integral to our high expectations for every student at KGIS.

Knowledge gained in isolation from wider life experiences is of limited value and impact. Poorly sequenced knowledge acquisition can cause confusion. We believe that knowledge acquisition must be planned, embedded, developed and reinforced to ensure that knowledge is useful and can be applied by our students in their lives at and beyond school. Our curriculum not only provides knowledge for students but teaches them how best to use this knowledge throughout their lives.

As they progress through the School, students' ability to apply knowledge and accrue new knowledge grow exponentially, educating them in independence, thoughtfulness and character at every stage of their development.

Through a growth mindset approach, we encourage students and staff not to be afraid of making mistakes. Life is a journey and we acquire new knowledge and learn new application techniques with every mistake we make.

We aim to provide all students with access to the best that has been thought and said, but also to help them comprehend that whilst knowledge is powerful it is also contested, insecure and evolving. We encourage our students to see themselves as contributing to scholarship.

We secure concepts in English and Maths in early phases so enabling the acquisition of core knowledge in subjects across the curriculum.

An enriched vocabulary enables a better understanding of concepts and ideas and we facilitate access to knowledge beyond our students' daily experiences. We do this by expanding their cultural capital and the breadth of their vocabulary. Students are all readers, exposed to a variety of texts both fiction and non-fiction, a range of creative arts experiences and thoughtfully planned learning outside the classroom.

3. Curriculum Content

The curriculum is devised with the needs and aspirations of students at the centre of our planning. The background knowledge and prior learning of students are taken into consideration during curriculum design and revision.

The curriculum is not static. It is amended in relation to changes in students' learning needs as identified by staff, parents and students themselves.

Students, parents and governors are kept informed of the key assumptions and decisions underpinning our curriculum. Students are given the opportunity to comment regularly upon their learning (including the curriculum) and to suggest ways in which it might be improved.

In order to help tailor the curriculum to the particular needs of KGIS students we do the following:

- Identify a small number of learning priorities which feature across all subjects and lessons. These are key learning dispositions identified by teachers which we believe all students at the School will benefit from improving further. Our whole school learning priorities are Memory, Vocabulary, Resilience and Reading.

- In addition, each subject has its own subject specific learning concepts. These concepts comprise the core aspects of learning which teachers believe are necessary for students to become highly skilled in their subjects and to be able to recall, interpret and apply learning. It is the responsibility of departments to identify these concepts and embed them into lessons across all year groups.

We recognise that the curriculum is much more than the content of lessons. Engagement with extra-curricular opportunities is encouraged at every stage in a student's KGIS career. These opportunities include clubs, the Duke of Edinburgh International Award Scheme, LAMDA, Model United Nations, UK Sports Leaders, trips, performances, Inspired student activities, exchange programmes and global competitions.

4. Character Development

Our curriculum and wider educational provision aim to develop the following character traits in our students:

- Determination and resilience
- Ambition
- A healthy work ethic which takes account of their own wellbeing
- Respect for the learning of others
- Moral awareness and tolerance
- Creativity and imagination
- Fulfilment and love of learning.

5. Curriculum Choices

Up to and including Key Stage 3 we aim to provide all KGIS students with a broad and balanced curriculum incorporating the full range of Cambridge International Curriculum subjects and more. It is key to our philosophy that all students receive their entitlement to the widest range of available subjects, taught to the highest standard. This helps develop intellectual curiosity and gives our students life choices.

Our curriculum at Key Stages 4 and 5 is as broad as we can make it, based upon the interests and aspirations of our students. We endeavour to ensure that our KS4 and 5 curriculum provides a rich learning experience for all in its own right. Within this overall offer we ensure a wide representation of arts, humanities, social sciences, languages and sports courses.

We passionately believe in giving students the confidence and information to make informed decisions about their curriculum entitlement. This is enacted first as students move into Key Stage 4 and then again as they begin their post 16 courses. Finally, we recognise our responsibility to provide our students with the best possible advice before they move on to university or employment.

In preparation for each key point of choice for students, we commit to providing all students with internal careers and university guidance of the highest quality. This is supplemented by expert careers and university support from Inspired Education Group.

6. The Principles of Curriculum Design at KGIS

Principles of Curriculum Design at Knowledge Gate International School

Step 1

Subject Leads (in partnership across Primary and Secondary phases) consider the content of their subject disciplines to decide in which order knowledge and skills should be taught. Some disciplines have knowledge and skills which are more cumulative, others are more hierarchical. Here are considerations made when creating curriculum plans:

Specificity: Cumulative, Hierarchical, Spiral, Simple to Complex, Chronological, Whole to Part



Step 2

Subject Leads ensure that the order of teaching allows for a low cognitive load demand, connections to be made from coherent sequencing and opportunities for regular retrieval to ensure that knowledge is committed to long term memory:

Cognitive Load Demand

Coherence and Connections

Revisiting Knowledge



Step 3

Our curriculum planning is regularly reviewed and adapted. Impact is measured through assessment and student responses.

Assessment of curriculum knowledge identifies gaps and misconceptions.



Step 4

Following assessment, teachers evaluate curriculum plans to ensure we are meeting the needs of our students.

Students learn about physical and mental health through weekly PE lessons, PSHE lessons and Themed Days/Weeks. PSHE and SMSC are delivered through the following means:

- PSHE delivery in Homeroom time
- Termly themed days and weeks
- Wide range of extra-curricular activities
- Weekly assembly
- Programme of trips and external speakers

KGIS Universal Islamic Values

The school values are:

Excellence

Integrity

Trust

Support

Solidarity

Benevolence

Equality

Gratitude

Accountability

Courage

Our values are constantly referred to by staff and appear in assemblies and HouseMail. Through our values, students are educated in caring for their own welfare and that of others.

British Values and Citizenship

The School actively promotes British Values through assemblies, Homeroom time, PSHE lessons and the KGIS Universal Islamic Values. Our Student Council structure allows students to elect representatives and experience representative democracy. Student Leaders have the opportunity to exercise leadership skills.

Students learn about active citizenship through assemblies, PSHE lessons, themed days/weeks and Homeroom time. Our House system creates opportunities for volunteering, fundraising and community participation. In addition we take advantage of a range of additional opportunities for students through our membership of Inspired Education Group, BSME and COBIS.

House System

We have a House system which acts as a key extra-curricular activity teaching students the importance of teamwork, collaboration and consideration for others. All students are in one of our four houses, chosen by our students to represent local wildlife in Oman:

Dolphin House

Scorpion House

Oryx House

Turtle House

Extended Curriculum

The School offers a wide ranging programme of curriculum extension activities. They are designed to nurture, develop and stretch students' talents and interests. Some examples of the clubs and activities offered to students include: chess, board games, drama (LAMDA), science, design, dance, debating and sports. The School hosts an annual Winter concert and musical theatre production.

Homeroom Time

Homeroom time takes place on five days each week between 7:40am and 8:05am. Over the five days, the following activities will take place:

- Assembly
- Literacy and Reading
- HouseMail and House Competitions
- PSHE and Wellbeing

10. Careers

The School's curriculum must prepare students for the society in which they will live and the labour market in which they will work. The local, national and international labour markets are constantly evolving, spurred on by globalisation and technological development. It is vital that we prepare our students for these changes and support them in making informed and aspirational curriculum, higher education and career choices. Through access to careers and university guidance, we encourage students to consider the full range of educational and employment opportunities open to them and our broad and balanced curriculum maximises students' potential career pathways.

11. Curriculum Adaptation

Throughout the School, all students have equal access to the curriculum, including disadvantaged students and those with SEND. Intervention sessions are generally timetabled outside of lesson time or rotated so that students do not miss the same subject each week. Where students are temporarily withdrawn from part of the standard curriculum to receive additional support, this is time-limited and its impact evaluated. The membership of intervention groups is generally dynamic, with students returning to study the standard curriculum once they have made sufficient progress.

12. Evaluating the Curriculum

During each cycle of monitoring, evaluation and review (MER), the School evaluates the quality of its curriculum in three key aspects:

Intent

Review of curriculum planning documents (long and short term planning) – to ensure that the

curriculum is ambitious for and accessible by all students and that knowledge is purposefully selected and logically sequenced.

Implementation

Discussions with middle leaders and teachers – to evaluate their understanding of curriculum intent and how this is being translated into practice

Lesson observations/Learning walks – to evaluate how lessons contribute to the quality of education

Book scrutiny – to evaluate how curriculum intent is being converted into practice

Discussions with students – to evaluate the progress that students are making in terms of knowing more, remembering more and being able to do more.

Impact

Review of attainment and progress data – to evaluate the likely academic outcomes for students

Book scrutiny – to evaluate the quality of students' work and how well students are progressing through the curriculum.

The findings of each MER cycle are shared with the Senior Leadership Team and School Board.