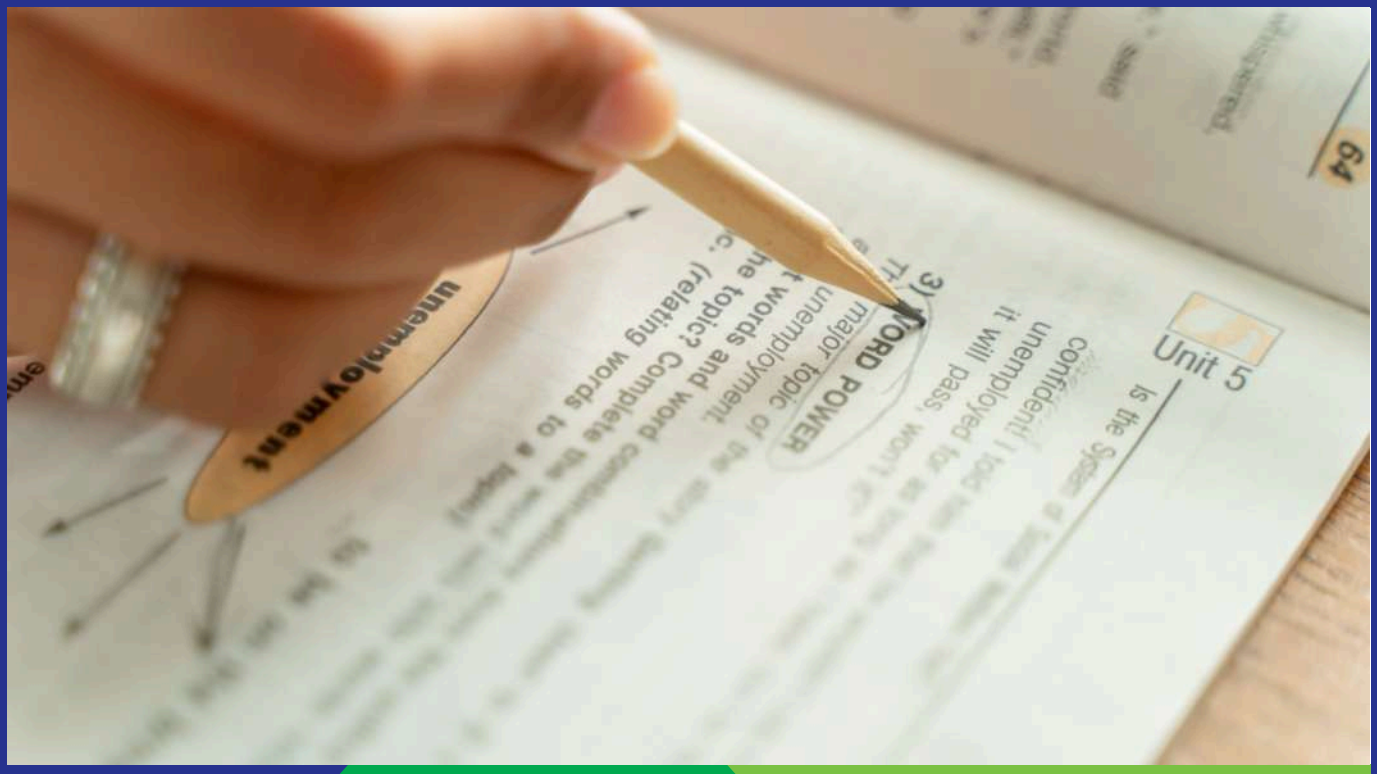
مدرسة الإبداع العلمي الدولية
INTERNATIONAL SCHOOL OF CREATIVE SCIENCE
BAHRAIN | البحرين



Curriculum Policy

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Document Information			
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Policy Statement

ISCS Bahrain's curriculum is based on the National Curriculum of England, the Bahrain Ministry of Education and BEAM's programme of learning. It leads to awards of GCSEs, iGCSEs, BTECs and A-levels, as well as appropriate school leaving certificates for MOE subjects. The school will provide a deep, broad and balanced curriculum that is knowledge and skills based and consistently offers rich, varied and highly engaging experiences inside and outside of the classroom. Extra-curricular opportunities and excursions are provided to allow all pupils to develop further and enrich and enhance our provision.

Aims

We are committed to fostering an environment where students can excel academically grounded in the nurturing of their spiritual and moral development. We do this by:

- Nurturing a love of lifelong learning
- Develop tools for learning to pursue curiosity, inquisitiveness and knowledge acquisition for personal, academic and future development
- Empowering students with a strong sense of spirituality, promoting well-being and mental hygiene.
- Nurturing morality through self-awareness, social capital and global citizenship
- Broadening horizons by developing knowledge of other cultures and traditions, inspiring respect for differences

In addition to this, the Curriculum Policy aims to ensure that the ISCS Curriculum:

- Fulfils all Bahrain MOE and accreditation requirements;
- Is broad, deep and balanced
- Prepares pupils fully for the next stage of their education, and ultimately the world's leading universities;
- Facilitates personalised provision and, where necessary, personalised curriculum pathways;
- Allows all pupils to progress rapidly and therefore achieve the highest possible academic standards;
- Allows all pupils to develop independent learning skills; allows all pupils to be consistently stretched and challenged.

Our Whole School Curriculum Intent

Our curriculum is designed to build resilient, grounded learners with the knowledge, understanding and skills to be responsible and effective members of the community locally and internationally, guided by a moral compass rooted in faith, and in doing so transform life chances in a way which supports positive outcomes for our students.
The curriculum will enable our learners to be confident, courageous members of the world, whose voices are heard and who are prepared and able to tackle the barriers that may limit them in fulfilling their ambitions.

The curriculum we create and implement is one which is inspiring, supportive and inclusive. It focusses on sequencing learning at each phase, in line with the UK National curriculum, Bahrain Ministry of Education curriculum and bespoke, holistic learning opportunities based on the school's international context. This takes students from their unique starting points to a platform from which they can succeed in higher education and the workplace.

It is responsive to our diverse and evolving context. High aspiration is at the heart of our school intention to foster **academic excellence rooted in values**.

At ISCS, our intent is for the curriculum to ensure that all our learners' needs are supported so that they can most importantly develop as young people who are well equipped to enter the workplace, whilst building their skill sets.

Practice and Procedures

For the Ministry of Education curriculum, pupils are split into native and non-native Arabic teaching groups. In addition, the curriculum includes Bahraini Citizenship, as well as Islamic Studies and Quran.

Year Group	Age	Curriculum
Foundation Stage 1 & 2	3-5	EYFS Foundation Stage Framework, Arabic, Islamic Studies & Qur'an
Year 1 – Year 2	5-7	National Curriculum Key Stage 1 MOE Curriculum & Qur'an
Year 3 – Year 6	7-11	National Curriculum Key Stage 2 MOE Curriculum & Qur'an
Year 7 – Year 9	11-14	National Curriculum Key Stage 3 MOE Curriculum & Qur'an
Year 10 – Year 11	14-16	National Curriculum Key Stage 4 MOE Curriculum & Qur'an
Year 12- Year 13	16-18	National Curriculum Key Stage 5 MOE Curriculum & Qur'an

EYFS

At ISCS Bahrain, our curriculum policy for the Early Years Foundation Stage (EYFS) embodies our commitment to providing a rich, inclusive, and child-centered learning environment. Rooted in the principles of the EYFS framework, our curriculum focuses on holistic development across seven key areas: communication and language, physical development, personal, social, and emotional development, literacy, mathematics, understanding the world, and expressive arts and design.

The first three areas are particularly important for building a strong foundation of igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are called the prime areas:

- Communication and language
- Physical development
- Personal, social, and emotional development

The next four areas help children strengthen and apply the prime areas. These are called the specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Throughout their time in Foundation Stage Two (FS2), our children partake in an ambitious curriculum, designed in a sequential way, to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs); The descriptors for these can be found following this link.

We believe in fostering a love for learning through play-based experiences, hands-on exploration, and child-led activities. Our curriculum encourages curiosity, creativity, and critical thinking, promoting active engagement and meaningful learning experiences for every child. It is also important to highlight that our plans are flexible, allowing us to respond quickly to children's new interests and / or needs.

Weaving throughout the EYFS curriculum at ISCS Bahrain, are **three Characteristics of Effective Learning.**

- **Playing and exploring;** children investigate, and experience things, and 'have a go'
- **Active learning;** children concentrate, and keep on trying, if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically;** children create and develop their own ideas, make links between ideas, and develop strategies for doing things.

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour, and observing the context of children's play is essential.

Additionally, we value the partnership between educators, parents, and the community in supporting children's learning and development. Collaboration and communication are central to our curriculum policy, ensuring that all stakeholders are actively involved in shaping and enriching the learning experiences of our students.

'What children learn is important, but how children learn is even more important, if they are tobecome learners in today's society.'
Helen Moylett

Overall, at ISCS Bahrain we provide a nurturing, stimulating, and inclusive educational foundation that empowers children to thrive and succeed in their learning journey and beyond.

Primary

At ISCS Bahrain, we are committed to providing a challenging curriculum, with high expectations.

Students in the Primary phase follow the National curriculum of England, and through a rich, diverse and exciting curriculum, our students develop into well rounded, confident learners, pursuing ‘excellence’ in all that they do.
Students are instructed in the following academic subjects:

- English
- Maths
- Science
- Topic (History and Geography)

- Bahrain Citizenship
- PSHE
- Computing
- Arabic
- Quran
- Islamic Studies
- Art
- Physical Education

Learning in the Primary phase at ISCS, encourages all children to ask questions. Therefore, critical thinking and problem solving are integral to our teaching strategy, as it is through this approach, that we instill a zest for learning.

Throughout Primary, links are made across the curriculum to ensure students are taught through a holistic methodology, which recognises that the learning experience is greatly enriched when subjects are not taught in isolation.

Key Stage 1 (Years 1 and 2)

Key Stage 1 is an important bridge between the Foundation Stage, and the more rigorous content taught in Key Stage 2. We ensure students are equipped with a strong foundation, to ensure a smooth transition into Key Stage 2. Phonics and Mathematics are provided daily, to further students' reading, writing, and problem-solving skills.

Key Stage 2 (Years 3 to 6)

In Key Stage 2, our students explore subjects in more detail, allowing them to extend and challenge their learning. The development of leadership, independent learning skills and collaboration are an integral part of the learning modules, for students of Years 3 to 6.

As students' progress throughout Key Stage 2, we ensure that they are adequately prepared by the end of Year 6, for the best possible transition to our Secondary school.

Quality Assurance

Teachers, led by the Head of Subject and Head of School are responsible for preparing long, medium and short-term planning documentation which outlines curriculum delivery according to this policy and for ensuring that this documentation is stored centrally.

Through the annual self-evaluation cycle, judgements on the quality of curriculum provision are made through:

- Lesson observations
- Planning scrutiny
- Work scrutiny
- Assessment scrutiny
- Data analysis
- Discussions about pupil progress
- Learning walks
- Curriculum Reviews
- Pupil Voice.

Staffing & Resources

The Senior Leadership Team is responsible for oversight of this policy. The document forms the central strand from which all other curriculum policies are devised. Every teaching member of staff and support staff has a responsibility to ensure they understand this policy and are clearly evidencing its action in all that they do in their planning and teaching.