



# JEDDAH PREP AND GRAMMAR SCHOOL

## Curriculum Policy

Our curriculum is exciting, innovative and stimulating. It blends a traditional grammar school education with unusual challenges designed to stretch even the most able young child.

Our whole school curriculum policy wishes to ensure that our children are able to fulfil the vision of our school.

### Our School Vision

*A diverse community dedicated to educating brave, innovative and confident children to their highest academic and creative potential.*

### JPGS definition of Learning:

*The acquisition, retention and application of knowledge and skills through explanation, experimentation or experience which leads to a transformation of thinking, increased capability and behavioural change in the future.*

This document covers the timetabled curriculum only and should be read in conjunction with the following policy documents:

- JPGS Learning and Teaching Policy
- JPGS Homework Marking and Extended Learning Policy
- JPGS Tracking, Assessment and Reporting Policy

The Early Years Foundation Stage (EYFS), UK follow a two-year programme which comprises a set standards for learning, development and care for children from Nursery (FS1) until Reception (FS2). It aims to develop each child to their full potential by offering a 'principled, play based approach to learning and development'. Pupils are exposed to appropriate play and learning experiences for their stage of development and help them develop new skills. The activities that are provided for young children will underpin the skills they need to work towards the Early Learning Goals at the end of their Reception (FS2) year at the school.

From Year 1 to Year 6 pupils are taught the basics along with a wide range of skills-based activities to broaden the mind and develop natural inquisitiveness.

Enthusiastic and knowledgeable staff from the Prep School provide the majority of the teaching with additional classroom input from Grammar School subject specialists.

Grammar School pupils are offered a broad and balanced range of subjects from Year 7 – Year 11, which will enable them to make informed decisions when they come to making their curriculum choices at A Level in Years 12 and 13. We aim to equip our pupils with the ability to be global competitors armed with qualifications that are relevant and offer currency to Higher education and later career opportunities. Our curriculum thus serves to expose our children to relevant knowledge and the skills of conceptual thinking, understanding, participation, curiosity and increased confidence.

Our curriculum balances challenge and the need to fill the gaps where necessary.

### **The Headmaster**

The Headmaster has the overarching view of the whole school curriculum. He ultimately authorises that school's curriculum.

### **Deputy Head and Assistant Head / Head of Prep**

In each phase the Heads of school work in conjunction with the Heads of Department and Year Leaders to ensure that there is horizontal and vertical alignment, assessments are appropriate, homework is consistent and that the curriculum provided is relevant. The Heads of School monitor tracking, reporting and any required interventions.

### **Heads of Departments and Year Leaders**

Departments are overseen by a Head of Department in Grammar School and Heads of Key Stage and Subject Leaders in the Prep School. They are responsible for ensuring the quality of the work provided within their department or year group. Heads of Department and Heads of Key Stage and Subject Leaders meet with their teams regularly and discuss matters arising from curriculum, including planning, delivery, content, assessment and moderation. They ensure schemes of work are in place and are being followed. They oversee the progress within their area and together with their teaching staff devise effective interventions where required.

## Teaching Staff

Teaching staff are responsible for the effective delivery of the curriculum to the pupils. The role and responsibilities of teachers are outlined in the school Learning and Teaching Policy.

## Timings of the School Day

Pupils must arrive in a timely manner for Registration.

### Grammar School

7.40am	Registration and Tutor Period	20mins
8.00am	Period 1	55mins
8.55am	Period 2	55mins
9.50am	Period 3	55mins
10.45am	Break	20mins
11.05am	Period 4	55mins
12.00pm	Period 5	55mins
12.55pm	Lunch	40mins
1.35pm	Period 6	55mins
2.30pm	End of School Day	

### Prep School

7.40am	Registration	20mins
8.00am	Period 1	55mins
8.55am	Period 2	55mins
9.50am	Break	20mins
10.10am	Period 3	55mins
11.05am	Period 4	55mins
12.00pm	Lunch	40mins
12.40pm	Period 5	55mins
1.35pm	Period 6	55mins
2.30pm	End of School Day	

- The School Day is split into six lessons of fifty-five minutes in both the Prep and Grammar Schools, whilst the Foundation Stage pupils leave at 12.50pm.□
- Both Morning Breaks and Lunch take place at separate times for the Prep and Grammar Schools.□
- Enrichment Activities are offered to pupils from Year One and above. If a child does not take part in an enrichment club on any given day, he/she should be collected at 2.30pm.□

- Pupils in Years 3 to 13 are advised to wait in or near School Reception.□
- Younger pupils must be collected from their Class Teachers.□
- The Library may be used for study at the end of the school day until 3.25pm. Pupils must not be in other areas of the school by themselves.□

## Subject Weightings

In the Early Years Foundation Stage (EYFS) the areas of learning and development are broken into seven areas. Three areas are particularly important for igniting children’s enthusiasm for learning:

- Communication and Language (CL)□
- Physical Development (PD)□
- Personal, Social and Emotional Development (PSED)□

Leaving four specific areas through which the three prime areas are strengthened and applied.

- Literacy□
- Mathematics□
- Understanding the World□
- Expressive Arts and Design□

All areas of learning and development are important and interconnected and many activities will cover many of the areas. Each area is divided into stages of development and teachers are able to identify resources and learning opportunities for individual children dependent on their developmental needs.

Key Stage 1 (Years 1 and 2)				
Subject	Year 1		Year 2	
	Mins per week	No. of periods	Mins per week	No. of periods
English	420	7	420	7
Mathematics	360	6	360	6
Science	180	3	180	3
Humanities	120	2	120	2
Arabic	180	3	180	3
LCS	60	1	60	1

Music	60	1	60	1
Art	60	1	60	1
Computer Studies	60	1	60	1
Physical Education	120	2	120	2
Swimming	60	1	60	1
PSHE	60	1	60	1
Library	60	1	60	1

Key Stage 2 (Years 3 – 6)								
Subject	Year 3		Year 4		Year 5		Year 6	
	Mins per week	No. of periods	Mins per week	No. of periods	Mins per week	No. of periods	Mins per week	No. of periods
English	420	7	420	7	420	7	420	7
Mathematics	300	5	300	5	300	5	300	5
Science	180	3	180	3	180	3	180	3
Humanities	180	3	120	2	120	2	120	2
Arabic	180	3	180	3	180	3	180	3
LCS	60	1	60	1	60	1	60	1
Music	60	1	60	1	60	1	60	1
Art	60	1	60	1	60	1	60	1
Computer Studies	60	1	60	1	60	1	60	1
Physical Education	60	1	60	1	60	1	60	1
Swimming	60	1	60	1	60	1	60	1
PSHE	60	1	60	1	60	1	60	1
Library	60	1	60	1	60	1	60	1
French	60	1	120	2	120	2	120	2

In Key Stage 1 and 2 the pupils have their class teacher for the majority of the core subjects and stay in their class groups for all subjects except Arabic where the Year Group are split into sets according to ability. From Year 3 onwards pupils take French lessons.

<b>Key Stage 3 (Years 7 – 9)</b>
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<b>Subject</b>	<b>Mins per week</b>	<b>Number of periods</b>
English	240	4
Mathematics	240	4
Science	240	4
Arabic + LCS	180	3
Geography	120	2
History	120	2

French	120	2
Art	120	2
Computer Studies	120	2
PE and Swimming	120	2
Music	60	1
PSHE / Leadership	60	1
Assembly / Tutor	60	1

In Years 7, 8 and 9 the pupils are taught in class groupings X,Y or Z for the majority of their subjects. For English and Maths they are placed in sets according to academic ability. These sets are reviewed regularly and there is movement between sets during the year which is dependent upon test results and teacher assessment. Science is taught as general Science in Year 7 and 8 and then separated into Biology, Chemistry and Physics with specialist teachers in Year 9.

Due to Ministry of Education regulations all pupils must study Arabic and Local Cultural Studies.

### IGGCSE Options

Pupils at JPGS make their IGCSE option choices midway through Year 9.

There are certain compulsory subjects: Maths, English, French or Arabic and at least one Science. The pupils then can choose 4 remaining subjects. Advice from teachers is taken along with consultation between parents and pupils.

The table below shows an example:

Language Block Choose one from:	✓	Science Block Choose one from:	✓	Option 1 Choose one from:	✓	Option 2 Choose one from:	✓	Option 3 Choose one from:	✓	Option 4 Choose one from:	✓
Arabic		Chemistry		Computer Science		Economics		Business		Physics	
French		Biology		Economics		History		Biology		Chemistry	

Physics		Business		Sociology		Geography		Art	
		IGCSE PE		Geography					
RESERVE									

The more able Maths pupils are selected to start 'Fast Track' IGCSE in Year 9 and sit their IGCSE Maths at the end of Year 10.

Each year, the pupils receive an updated options booklet which outlines the course requirements and skills developed in each subject.

<b>Key Stage 4 (Years 10 and 11)</b>		
<b>Key Stage 4 Subject</b>	<b>Mins per week</b>	<b>Number of periods</b>
English	240	4
Mathematics	240	4
Option 1	180	3
Option 2	180	3
Option 3	180	3
Option 4	180	3
Option 5	180	3
Option 6	180	3
Arabic core	60	1
LCS	60	1
PE	120	2

For pupils who are following the Additional Maths IGCSE option in Year 11 one period between 2.30pm and 3.30pm is also added to ensure they have the time to cover the curriculum.

All pupils in Years 10, 11, 12 and 13 must study Core Arabic and Local Cultural Studies as per the Ministry of Education requirements within the Kingdom.



<b>Key Stage 5 (Years 12 and 13)</b>			
<b>AS / A level</b>	<b>Mins per week per subject</b>	<b>Number of periods Y12</b>	<b>Number of periods Y13</b>
Subject	420	6	7
Core PE	60	1	1
Arabic	60	1	1
University & Career Guidance			
IPQ			

Students who are accepted into the Sixth Form begin Year 12 by making a choice of 4 subjects to study at AS Level. JPGS has an entry criteria of a minimum of 5 Bs at IGCSE level plus a minimum of C grade in both English and Maths. Students must also obtain a minimum of a B grade at IGCSE in the subject a student wishes to study.

JPGS wishes to give students the best choices later in life and so students take 4 AS Level to give them a broader choice. When they enter Year 13 they can then drop one of their AS subjects and continue to pursue 3 A2s. An example of Year 12 options can be found in the table below.

<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>
Mathematics	Physics	Chemistry	Biology
Sociology	Geography	English Language	Economics
History	Business Studies	English Literature	Computer Science
		Business Studies	ART

Each year, the pupils in Year 11 receive an Options booklet which outlines the requirements and skills for each subject. One to one interviews are conducted between a member of SLT, usually this is the Head of Sixth Form, the parents and the student in order to make the best possible choices.

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