



1. Policy Statement

Brighton College Abu Dhabi follows the guidelines and expectations of the UK National Curriculum, leading to the award of International GCSE and A-Level. The school will provide a deep, broad and balanced curriculum that consistently offers rich, varied and highly engaging lessons and extra-curricular opportunities to allow all children to develop their skills and abilities to their full potential.

2. Policy Aims

The curriculum at Brighton College Abu Dhabi is designed to:

- Engender a love of learning
- Develop a foundation of knowledge and body of skills with which to understand and question the world our pupils live in and to prepare pupils, through an innovative approach to education, for their future
- Develop an awareness of, and appreciation of, the moral and spiritual dimension in our lives (within the confines of the local cultural context)
- Develop an enthusiasm for the world beyond the classroom – in particular, sport, music and the performing arts
- Develop a respect for difference in others and a recognition that the efforts and achievements of every individual in our community are valued equally.

In addition to this the Curriculum Policy aims to ensure that the curriculum of Brighton College Abu Dhabi:

- Fulfils all ADEK and accreditation curricular requirements
- Is broad, deep and balanced
- Provides an education that aligns with the academic standards of Brighton College UK (supporting and aligning to the local cultural context expectations)
- Prepares pupils fully for the next stage of their education, and for a high number of pupils, the world's leading universities
- Facilitates individualised provision and, where necessary, individualised 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.



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3.0 Policy Practice & Procedures

3.1 Teaching Groups, Class Sizes & Grouping by Ability

Class sizes within Brighton College Abu Dhabi are on average a maximum size of 24 pupils per class, exceptional circumstances notwithstanding. In the Pre-Prep and Prep School (FS1 to Year 6), pupils are taught predominantly by their class teacher, who have responsibility for their pastoral and academic progress, but also have several lessons taught by subject specialist teachers.

Specialist teaching is provided where practical, giving pupils the opportunity to experience teachers who have in-depth knowledge and a passion for their subject specialism to lead and teach them. Pupils will be well prepared for the regionally expected summative GL assessments that they will sit at the end of Year 6.

In the Senior School (Year 7- Year 13), pupils are placed in vertical Houses for their pastoral care but are taught in year groups for academic subjects. Teaching within the College is predominantly in mixed ability, with some academic grouping of the core subjects (principally Science and Mathematics) in Senior School.

For the Ministry of Education curriculum, pupils are split into native and non-native Arabic teaching groups. In addition, the curriculum includes Social Studies, as well as Islamic Studies (for Muslim pupils).

3.2 National Curriculum Coverage

Year Group	Age	Curriculum
Pre-Prep - FS1	3-4	Early Years Foundation Stage
Pre-Prep - FS2	4-5	Early Years Foundation Stage
Pre-Prep Year 1	5-6	National Curriculum Key Stage One
Pre-Prep Year 2	6-7	National Curriculum Key Stage One
Prep Year 3	7-8	National Curriculum Key Stage Two
Prep Year 4	8-9	National Curriculum Key Stage Two
Prep Year 5	9-10	National Curriculum Key Stage Two
Prep Year 6	10-11	National Curriculum Key Stage Two
Year 7	11-12	National Curriculum Key Stage Three
Year 8	12-13	National Curriculum Key Stage Three
Year 9	13-14	National Curriculum Key Stage Three (KS4 Science and Maths in Year 9)
Year 10	14-15	National Curriculum Key Stage Four
Year 11	15-16	National Curriculum Key Stage Four
Year 12	16-17	National Curriculum Key Stage Five
Year 13	17-18	National Curriculum Key Stage Five



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3.3 Early Years Foundation Stage

The rich, play-based Early Years Foundation Stage curriculum supports children's physical, emotional, social and linguistic development, whilst also providing the foundations for English and Maths. Knowledge, skills and understanding are developed through children's interests.

The 'Early Years Foundation Stage' (EYFS) has four guiding principles that shape our practice. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in different ways and at different rates.

There are seven areas of learning and development in the EYFS. All areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The framework sets out the three prime areas of learning that underpin everything in the early years:

- communication and language
- physical development
- personal, social and emotional development

The four specific areas help children to strengthen and apply the prime areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

3.4 Year 1 & 2

In Years 1 and 2, pupils continue their learning journey through a curriculum that is based on the educational philosophy of progressive play and active learning. Children will build on and consolidate their learning through practical work, practice and the opportunity to use their learning. This approach will help create flexible, creative, and proactive pupils who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups.



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The curriculum covers a wide range of subjects encompassing the UK National Curriculum, Moral Education, Social Studies, Arabic and Islamic studies.

In Year 1, pupils move from the Early Years Foundation Stage into Key Stage 1. The end of Foundation Stage assessment (the Foundation Stage Profile) provides a clear benchmark of children's attainment. The assessment profile, together with ongoing teacher assessment, informs planning and teaching across the broader Year 1 curriculum. This assessment profile enables teachers to identify any gaps in understanding that need to be addressed to secure progression in learning. Helping children to recognise their progress maintains their enthusiasm and motivation.

In Year 1, the four principles of the EYFS will form the underlying foundation of curriculum coverage. During the first term, as part of a seamless transition, lessons will take the form of small group work with continuous provision being in place based on children's interests and curriculum areas.

In Year 2 the curriculum initially dovetails with the play-based learning of the Early Years and Year 1, with its formality increasing as pupils ready themselves for transition into Key Stage 2. Year 2 takes children through to the end of Key Stage 1 and is the time when most secure many of their early key skills.

3.5 Years 3 – 6

In Years 3 to 6 the pupils will continue to build on and develop their knowledge, skills and understanding through a learning focused curriculum that prepares the pupils with 21st Century skills suitable for entry to the Senior School at age 11. The academic rigour of the Brighton College curriculum in the core subjects will be balanced with an interest driven, cross-curricular approach in the foundation subjects to emphasise independent enquiry and a love of learning. Pupils follow a rich and balanced curriculum and cocurricular offering which inspires pupils to be enterprising and innovative in their learning.

Assessment is embedded into the curriculum through both formative and summative tasks which will allow teachers to know their pupils in depth and carefully monitor, track and plan for their progress. Pupils will be increasingly encouraged to recognise their progress and to begin to develop more independent ways of working. Motivation and enthusiasm are therefore maintained, as are the strong home-school links and clear lines of communication.

Prep class teachers deliver the majority of subjects with the exception of Arabic and Islamic Studies, PE and music, MFL, STEAM and Computer Science. Modern technology and innovative online resources are used to add value to the learning process to allow pupils to complete tasks/projects independently and to high standards.



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3.6 Senior School

The curriculum is taught by subject specialists throughout the Senior School ensuring pupils receive the best possible learning experience. Biology, Chemistry and Physics are taught in specialist laboratories and dedicated rooms are also used for Design and Technology, Art, Drama, Music and ICT. Physical Education is a core subject throughout the Senior School and a wide range of indoor and outdoor, team and individual sports are taught with an emphasis on personal health and fitness.

The school also has an extensive programme of co-curricular activities which extend and complement the timetabled curriculum. Subject departments run clubs before school, lunch time or an afterschool slots and there are an especially wide variety of drama, sporting fixtures and music activities available.

Attention to the individual pupil and to his or her educational development is paramount through all years of the curriculum: individual needs are always taken into account and success is achieved through outstanding teaching and learning, systematic tracking of progress and the setting of appropriate targets by the pupils' house tutor, housemaster/mistress and the Assistant Heads of Years 7-9; 10-11 and 12-13. Our expectations are that pupils will play a full part in their own progress and development as they become independent learners. Parents will receive regular reports in various formats at appropriate times in the school year and will have the opportunity to meet with their sons and daughters' teachers. We actively encourage all pupils to attend Parents' Evenings, dates of which are on the school calendar, which can be found on the school's website.

3.6.1 Year 7-9 (Lower Senior School)

In Years 7 and 8, all pupils study English, Arabic, mathematics, science, art, design and technology, drama, history, geography, ICT, music and physical education (including games and swimming). Pupils will also choose a language: either French or Spanish. Core Moral Education, Social Studies, Islamic studies and regular PSHME are calendared also.

As in the prep school assessment is embedded into the curriculum through both formative and summative tasks which will allow teachers to know their pupils in depth and carefully monitor, track and plan for their progress. Pupils should, with the assistance of their House master and tutor, take ownership of their learning, should recognise their strengths and weaknesses and have the tools to address these.

In Year 9, there is a greater focus on helping pupils decide the subjects they will eventually take to GCSE. From the beginning of the year pupils are asked to consider what they are doing and are offered support from their tutor, house master and the deputy Head Academic as the year progresses.



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Age	Curriculum	Area of Learning	Minutes per Week
3-5	Early Years Foundation Stage	EYFS Integrated Curriculum	1110
		Literacy and Phonics	120
		Music	80
		Physical Education	80
		Arabic	40
5-6	National Curriculum Key Stage One	English	260
		Guided Reading	160
		Handwriting	80
		RWI Phonics	160
		Library	40
		Mathematics	240
		Science	80
		Humanities	80
		Art/DT	80
		Physical Education	80
		Arabic	120
		Islamic studies	40
		PSHME	100
		CCA	80
		Assembly	40
6-7	National Curriculum Key Stage One	English	200
		Guided Reading	100
		Handwriting	20
		RWI Phonics	160
		Library	40
		Mathematics	200
		Science	80
		Humanities	80
		Art/DT	80
		Physical Education	80
		Arabic	160 (Native) or 80 (Non)
		Islamic studies	120
		Social	40
		Moral	80
		PSHME	100
		CCA	80
		Assembly	40



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Advising staff will act on advice from Heads of Departments as to the pupil's suitability for courses at Key Stage 4. GCSE (KS4) Science and mathematics start in Year 9.

3.6.2 Senior School (Upper Senior and Sixth Form)

As the pupils move into Key Stage 4 and beyond, pupils build on the Senior Lower programme and additional subjects such as Business, Economics, Government & Politics and Psychology are included. All details regarding courses are published annually in our GCSE and A Level options guides.

Curriculum coverage minutes

Age	Curriculum	Area of Learning (* indicates specialist used)	Minutes per Week
7-9	National Curriculum Key Stage Two	English	320
		Mathematics	320
		Science*	120
		UK National Curriculum (Humanities, Art, D&T)	320
		STEAM*	40
		MFL* (Spanish/French/Mandarin)	40
		Music *	40
		Computer Science *	40
		Physical Education	80
		Arabic *	240 or 160
		Islamic Studies *	120 or 80
		Social Studies	40
		Moral Education	40
		PSHME	40
Assembly	40		
9-11	National Curriculum Key Stage Two	English	320
		Mathematics	320
		Science*	120
		UK National Curriculum (Humanities, Art, D&T)	200
		STEAM*	40
		MFL* (Spanish/French)	40
		Mandarin *	40
		Computer Science *	NA
		Physical Education	80
		Arabic *	200 or 160
		Islamic Studies *	80
		Social Studies	40



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	Moral Education	40
	Music *	40
	PSHME	40
	Assembly	40

Age	Curriculum	Area of Learning	Minutes 2 week
11-13	National Curriculum Key Stag Three	ACE	280
		Art	120
		Assembly Tutor Time	80
		Computer Science	120
		Design and Technology	120
		Drama	80
		English	400
		French	240
		Geography	160
		German	240
		History	160
		Islamic Studies Native	160
		Mandarin	240
		Mathematics	400
		Ministry Arabic Native	400
		Ministry Arabic Non-Native	320
		Music	120
		Philosophy	80
		PHSME	80
		Physical Education (Games)	240
		Read	80
		Science lower	400
		Social Studies Native	80
Social Studies Non-Native	160		
Spanish	240		
Supervised study	80		
13-14	National Curriculum Key Stag Three (Inclusive of KS4 Science and Maths)	ACE	240
		Art	120
		Assembly Tutor Time	80
		Biology	160
		Chemistry	160
		Computer Science	120
		Design and Technology	120



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		Drama	120
		English	360
		French	240 (A) 200 (B)
		Geography	160
		German	240(A) 200 (B)
		History	160
		Islamic Studies Native	160
		Mandarin	240 (A) 200(B)
		Mathematics	360
		Ministry Arabic Native	320
		Ministry Arabic Non-Native	320
		Music	120
		PHSME	80
		Physical Education (Games)	240
		Physics	160
		Social Studies Native	80
		Social Studies Non-Native	160
		Spanish	240(A) 200(B)
		Supervised study	80
14-16	National Curriculum Key Stag Four	Academic PE	280
		ACE	280
		Arabic GCSE	280
		Art	240
		Assembly Tutor Time	80
		Biology	240
		Business Studies	280
		Chemistry	240
		Computer Science	200
		Drama	280
		DT Textiles	280
		DT Timbers	280
		English	720
		French	280
		Geography	280
		German	280
		History	280
		Islamic Studies Native	160
		Mandarin	280
		Mathematics	320 (Y10)
Ministry Arabic Native	320		
Ministry Arabic Non-Native	320		



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		Music	280
		Photography	240
		PHSME	80
		Physical Education (Games)	240
		Physics	240
		Science Trilogy	240
		Social Studies Native	80
		Social Studies Non-Native	160
		Spanish	280
		Supervised study	160 (Y10)
		16-18	National Curriculum Key Stag Four
Art	480		
Assembly Tutor Time	80		
Biology	640		
Business Studies	640		
Chemistry	640		
Computer Science	640		
DT Timbers	640 (Y12) 640		
Economics	640		
English	1280		
French	600 (Y12) 720		
Further Mathematics	800		
Geography	640		
Government and Politics	640		
History	640		
Mandarin	560 (12) 600		
Mathematics	640		
Ministry Arabic Native	320		
Ministry Arabic Non-Native	320		
Music	480		
PHSME	80		
Physical Education (Games)	140		
Physics	640		
Psychology	640		
Science Trilogy	640		



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4. Assessment and Record Keeping

Teachers in conjunction with their Heads of Department 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 on the college network.

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

- Lesson observations
- Curriculum Mapping and College overview
- Moderation (Internal and external)
- Benchmarking Assessments (CAT4)
- Regional Summative assessments (GL Progress Tests)
- Planning scrutiny
- Work scrutiny
- Assessment scrutiny
- Data analysis
- Discussions about pupil progress
- Learning walks

Records of these judgements are stored centrally within the annual evidence base that informs the College's Self Evaluation Form (SEF) and College Development Plan (CDP).

5. Inclusive Curriculum

Every effort is made to meet the curriculum needs of all pupils across the College. Inclusion teachers and learning support teams work with leaders and teachers to assess and identify pupils that may benefit from adapting the curriculum to meet the needs and extension requirements for their learning.

This includes but is not limited to:

- Engagement of External Professionals
- EAL adaption and support
- Identification and opportunities for AGT pupils
- Invite only CCA's for selected pupils
- Year 9 Brighton Diploma
- EPQ



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6. Staffing and Resources

The CLT is responsible for oversight of this policy in conjunction with the relevant Heads of School. 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.

7. Associated Documents

The following documents/policies should be referred to in consultation with this document:

- Teaching and Learning
- Inclusion
- Marking and feedback.

8. Monitoring and Review

This policy is to be reviewed and checked annually by the CLT.

9. Approved by

Head Master on behalf of the College:



Chair on behalf of the Governors:





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Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	New Policy	DC	Dec 2024

Brighton College Abu Dhabi Policies and Guidelines

Policy Statement

Brighton College Abu Dhabi policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.