



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.



BRIGHTON COLLEGE ABU DHABI

3.0 Policy Practice & Procedures

3.1 Teaching Groups & Grouping by Ability 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

3.3 Early Years Foundation Stage

Our Early Years Foundation Stage (EYFS) curriculum provides a rich, engaging and play-based learning environment that nurtures children's physical, emotional, social and cognitive development while laying



BRIGHTON COLLEGE ABU DHABI

strong foundations for future learning. Through a carefully planned balance of child-initiated play, adult-directed learning and meaningful interactions, children develop the knowledge, skills and understanding necessary for success in school and beyond. Alongside the EYFS framework, children learn Arabic and Islamic Education in line with the UAE Ministry of Education (MOE) requirements and the ADEK KG MoE Subjects Policy, and UAE Social Studies is embedded throughout the curriculum. All MOE learning is delivered through the same play-based principles, so that children experience one coherent, joined-up curriculum.

Our approach is underpinned by the principles of the Curiosity Approach, which encourages children to become independent, inquisitive and confident learners. Inspired by the wonder and awe of childhood, we create enabling environments filled with authentic resources, open-ended opportunities and invitations to explore. Children are encouraged to ask questions, investigate, problem-solve, take risks and develop a lifelong love of learning through hands-on experiences and purposeful play. Learning is driven by children's interests and fascinations, enabling practitioners to build on prior knowledge and create meaningful, engaging learning opportunities that reflect the needs and interests of each child.

The EYFS curriculum is guided by four overarching principles which shape our practice:

- Every child is a unique child, continually learning and capable of being resilient, confident, capable and self-assured.
- Children learn to be strong and independent through positive relationships, where adults provide support, encouragement and high-quality interactions.
- Children learn and develop well in enabling environments, where experiences respond to their individual needs and interests.
- Children develop and learn at different rates, and teaching is adapted to ensure all children are supported and challenged appropriately.

The EYFS framework identifies seven interconnected areas of learning and development, all of which are essential to children's growth and achievement. The three prime areas form the foundations for all future learning and are at the heart of our curriculum:

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

These prime areas are strengthened and applied through the four specific areas of learning:

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

MOE Subjects in the Early Years



BRIGHTON COLLEGE ABU DHABI

Arabic and Islamic Education are an integral part of our EYFS curriculum and are taught through a play-based, hands-on approach that reflects the principles of the Curiosity Approach. MOE subject teachers and EYFS teachers plan collaboratively. This means children meet Arabic language and Islamic values through purposeful play, songs, stories, role play and enabling environments, as well as through focused adult-led sessions.

- **Arabic** develops children's listening, speaking, early reading and mark-making in Arabic. It supports both native and non-native speakers to build confidence and a love of the language.
- **Islamic Education** for Muslim children nurtures an understanding of Islamic values, manners and practices in a way that is meaningful and age-appropriate.

UAE Social Studies is not taught as a separate subject. Instead, it is embedded across the curriculum, particularly through Personal, Social and Emotional Development, Communication and Language, Understanding the World and Expressive Arts and Design. Children explore UAE identity, culture, heritage, values and national celebrations through topics, stories, role play, enabling environments and events such as UAE National Day and Flag Day. This gives them a strong sense of belonging and respect for the UAE as part of their everyday learning.

By weaving MOE learning through the seven areas of learning, we ensure children develop a strong sense of cultural identity alongside the knowledge and skills set out in the EYFS framework.

Through a curriculum that values curiosity, creativity, exploration, and discovery, children develop the confidence, independence, resilience, and learning skills needed to thrive. Our EYFS provision ensures that every child is supported to become an active, engaged learner who is well-prepared for a successful transition into Key Stage 1 and lifelong learning.

3.4 Year 1 & 2

In Years 1 and 2, pupils continue their learning journey through a curriculum that builds upon the strong foundations established in the Early Years Foundation Stage. Rooted in the principles of active learning, purposeful play, and child-centred teaching, our approach recognises that young children learn most effectively when they are engaged, motivated, and able to make meaningful connections in their learning. Through a carefully balanced combination of practical experiences, direct teaching, exploration, and independent application, pupils develop secure knowledge, skills, and understanding across the curriculum.

Our curriculum encompasses the English National Curriculum alongside Arabic, Islamic Studies, Moral Education, and Social Studies, ensuring that pupils receive a broad, balanced, and culturally relevant education. Learning experiences are designed to promote curiosity, creativity, resilience, and independence, whilst developing pupils' ability to think critically, solve problems, collaborate effectively, communicate confidently, and apply their learning in a range of contexts.



BRIGHTON COLLEGE ABU DHABI

In Year 1, pupils experience a carefully planned and nurturing transition from the EYFS into Key Stage 1. The EYFS Profile, alongside ongoing assessment and observation, provides teachers with valuable information about each child's strengths, interests, and next steps in learning. This enables staff to build on prior attainment, identify any gaps in understanding, and ensure continuity and progression within a broader and increasingly structured curriculum. High-quality assessment for learning supports responsive teaching and helps children recognise and celebrate their progress, maintaining confidence, enthusiasm, and a positive attitude towards learning.

The four guiding principles of the EYFS continue to underpin practice in Year 1. During the first term, children benefit from a seamless transition that combines focused teaching with opportunities for play-based exploration and continuous provision. Learning environments remain rich in opportunities for investigation, creativity, collaboration, and discovery, enabling children to continue developing the characteristics of effective learning whilst becoming increasingly confident and independent learners.

In Year 2, pupils continue to benefit from an approach that values active and experiential learning while gradually preparing them for the increased independence and academic expectations of Key Stage 2. The curriculum builds upon the play-based foundations of EYFS and Year 1, providing opportunities for pupils to deepen their understanding, apply key skills across subjects, and demonstrate increasing levels of responsibility for their learning. As children move towards the end of Key Stage 1, they consolidate essential literacy, numeracy, communication, and learning skills, ensuring they are well prepared for the next stage of their educational journey.

Throughout Years 1 and 2, our curriculum reflects our commitment to fostering curious, confident, and capable learners who are equipped with the knowledge, skills, and dispositions needed to thrive both academically and personally.

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 the National Curriculum Key Stage Two. This curriculum prepares the pupils with 21st Century skills suitable for entry to the Senior School. The academic rigour of the 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.



BRIGHTON COLLEGE ABU DHABI

Prep class teachers deliver the majority of subjects with the exception of Arabic and Islamic Studies, PE and Music, MFL, Drama (Y5-6) 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.

3.6 Senior School

The overall curriculum at BCAD can be characterised as ambitious, broad, academically rigorous and notably resistant to the curriculum narrowing that is increasingly evident in many schools. From Year 7 through to Year 13, pupils experience a curriculum that balances academic excellence with creativity, personal development, physical education and wider intellectual enrichment.

The curriculum is exceptionally broad, academically ambitious and largely well balanced. The strongest feature is the school's commitment to maintaining breadth throughout Key Stage 3 whilst simultaneously preparing pupils successfully for GCSE and A Level study. Pupils benefit from a rich educational experience that values scholarship, creativity, physical wellbeing and personal development in equal measure.

Overall, the curriculum can be judged as a significant strength of the school: broad in scope, ambitious in intent and highly effective in preserving a genuinely holistic education from Year 7 to Year 13.

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 Heads of Years 7-13. 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.



BRIGHTON COLLEGE ABU DHABI

The curriculum demonstrates a clear commitment to developing well-rounded pupils whilst maintaining high academic standards. Core subjects are strongly protected throughout the school, with English, Mathematics and Science receiving significant curriculum time. At the same time, pupils retain access to a wide range of humanities, languages, creative arts and co-curricular subjects, ensuring that breadth is maintained alongside academic challenge.

Particular strengths include:

- A broad and balanced Key Stage 3 curriculum.
- Strong provision for Modern Foreign Languages.
- Continued investment in Art, Music, Drama and Design Technology.
- Dedicated Reading and Philosophy programmes in the lower years.
- Universal access to Triple Science at GCSE.
- A broad and academically prestigious A Level offering.

3.6.1 Year 7-9 (Lower Senior School)

The curriculum in Years 7 and 8 represents one of the strongest aspects of the school's provision. Pupils study English, Mathematics, Science, French, Spanish, History, Geography, Art, Music, Drama, Design Technology, Computing, Philosophy, PSHE and Physical Education, alongside dedicated Reading and wider pastoral programmes.

Core subjects are appropriately prioritised, with English and Mathematics receiving four periods each and Science three periods. Languages also receive significant curriculum time, demonstrating the school's commitment to developing linguistic confidence and international awareness. Importantly, the curriculum preserves substantial time for the humanities and creative arts, avoiding the early specialisation seen in many schools.

The inclusion of both Reading and Philosophy is particularly noteworthy. These elements contribute significantly to pupils' vocabulary development, critical thinking, cultural literacy and intellectual curiosity. Such provision aligns strongly with the College's aspiration to develop scholarly and reflective learners.

A potential question for further review is whether the allocation of four Physical Education periods remains proportionate when compared to subjects such as History, Geography and Computing, which typically receive fewer lessons. Whilst the emphasis on physical wellbeing is commendable, it would be valuable to consider whether additional curriculum time in certain academic disciplines might further strengthen knowledge acquisition and disciplinary understanding.



BRIGHTON COLLEGE ABU DHABI

Year 9

Year 9 serves as an effective bridge between Key Stage 3 and GCSE study. The curriculum becomes increasingly academic, with English and Mathematics expanding to seven periods and Science transitioning to separate Biology, Chemistry and Physics. Pupils continue to study a broad range of foundation subjects whilst simultaneously preparing for future GCSE pathways.

This structure reflects a highly ambitious academic model and provides excellent preparation for Key Stage 4. Pupils develop deeper subject knowledge whilst retaining exposure to the arts, humanities and languages. This breadth ensures informed option choices and supports a genuinely holistic educational experience.

However, the combination of separate sciences, increased core subject allocation and continued participation in all foundation subjects may create significant curriculum demands. An important aspect of any future audit should therefore be an evaluation of pupil workload, assessment burden and whether sufficient curriculum depth is achievable across all subjects.

Humanities Provision

History and Geography remain protected throughout Key Stage 3, ensuring that pupils continue to develop historical understanding, geographical awareness and critical thinking skills. This is a clear strength, particularly given the importance of these disciplines in developing cultural and global awareness.

Nevertheless, when compared with the substantial allocation afforded to English, Mathematics and Science, there may be merit in exploring whether additional curriculum time could be allocated to the humanities, particularly in Year 9. Increased curriculum time could support deeper disciplinary enquiry and further enhance scholarship within these subjects.

Modern Foreign Languages

The curriculum places considerable emphasis on language learning, with French and Spanish featuring prominently and German available in Year 9. This represents a significant strength and reinforces the school's commitment to producing globally minded pupils.

Many schools have reduced language provision in recent years; therefore, the continued prominence of languages within the curriculum should be regarded as a strategic advantage. It supports academic breadth, cultural understanding and future university opportunities whilst complementing the international context of the school.



BRIGHTON COLLEGE ABU DHABI

Creative and Performing Arts

Art, Music and Drama are sustained throughout Key Stage 3 and continue to feature prominently within the GCSE and A Level options programme. This demonstrates a clear commitment to nurturing creativity alongside academic achievement.

The protection of these subjects is particularly commendable given the reduction of arts provision seen elsewhere. Their inclusion contributes not only to pupils' cultural development but also to confidence, collaboration, communication and problem-solving skills.

3.6.2 Senior School (Upper Senior and Sixth Form)

The Key Stage 4 curriculum reflects a highly academic philosophy. All pupils continue to study English, Mathematics and the three separate sciences alongside Physical Education and PSHE, whilst choosing from a broad range of option subjects that include Humanities, Languages, Business, Computing, Design Technology, Art, Music, Drama and Photography.

A particularly distinctive feature is the universal Triple Science model. This is relatively uncommon and reflects the school's ambitious academic expectations. It provides pupils with strong scientific grounding and maximises future post-16 opportunities.

As part of a longer-term curriculum review, it may be beneficial to evaluate the impact of compulsory Triple Science on curriculum flexibility, pupil wellbeing and option uptake. Specifically, consideration could be given to whether all pupils benefit equally from this model and whether there are any unintended consequences for participation in the arts or other option subjects.

Sixth Form (Years 12-13)

The Sixth Form curriculum offers an impressive breadth of A Level subjects including Mathematics, Further Mathematics, English, History, Geography, Economics, Business, Politics, Psychology, the Sciences, Computer Science, Languages, Music, Drama, Art and Design Technology.

This breadth compares favourably with leading British independent schools and ensures that pupils have access to a wide range of academic and creative pathways. The curriculum clearly supports diverse university and career aspirations whilst maintaining academic excellence.

Whilst the timetable demonstrates the strength of subject provision, a future audit may wish to explore the extent of wider Sixth Form enrichment, including research opportunities, super-curricular engagement, university preparation, leadership development and emerging areas such as artificial intelligence and digital literacy. These areas increasingly distinguish exceptional post-16 provision.



BRIGHTON COLLEGE

ABU DHABI

Curriculum coverage minutes

**the college curriculum may change based on regulator direction/compliance

Age	Curriculum	Area of Learning	Hours (2 week allocation)
3-4	Early Years Foundation Stage	EYFS Exploration	10
		RWI Phonics	2
		EYFS Literacy	4
		EYFS Maths	4
		EYFS Understanding the World	2
		EYFS Communication & Language	2
		EYFS Physical Development	2
		PE	3
		Library	2
		Music	2
		Arabic	10
		Islamic	4
4-5	Early Years Foundation Stage	RWI Phonics	8
		EYFS Literacy	6
		EYFS Maths	6
		EYFS Understanding the World	2
		EYFS Personal Social Emotional Development	2
		PE	3
		Library	2
		Music	2
		Arabic	10
		Islamic	4
5-6	National Curriculum Key Stage One	English	8
		RWI Phonics	8
		Library	2
		Mathematics	6
		Science	2
		Humanities	2
		STEAM	2
		Computing	2
		Physical Education	3
		Arabic	10
		Islamic studies	4



BRIGHTON COLLEGE

ABU DHABI

		PSHME	3
		CCA	2
		Assembly	2
6-7	National Curriculum Key Stage One	English	8
		RWI Phonics	8
		Library	2
		Mathematics	6
		Science	2
		Humanities	2
		STEAM	2
		Physical Education	3
		Arabic	Arabic A (8) Arabic B (6)
		Islamic studies	Islamic A (4) Islamic B (2)
		Social Studies	2
		Computing	2
		PSHME	3
		CCA	2
		Assembly	2

Age	Curriculum	Area of Learning (*) indicates specialist used	Hours (2 week allocation)
7-9	National Curriculum Key Stage Two	English	10
		Mathematics	8
		Science*	4
		Humanities	3
		STEAM*	2
		MFL* (Spanish/French/Mandarin)	2
		Music *	2
		AI Literacy	2
		Computer Science *	2
		Physical Education	3
		Arabic *	8 (A) or 6 (B)
		Islamic Studies *	4 (A) or 3 (B)
		Social Studies	2
		PSHME	2
		Assembly	1
		English	10
		Mathematics	8
		Science*	4



BRIGHTON COLLEGE

ABU DHABI

9-11	National Curriculum Key Stage Two	Humanities	4
		STEAM*	2
		MFL* (Spanish/French/ Mandarin)	2
		Computer Science	2
		Drama	1
		AI Literacy	2
		Physical Education	3
		Arabic *	7 (A) or 6 (B)
		Islamic Studies *	3
		Social Studies	2
		Music	2
		PSHME	2
		Assembly	1

Age	Curriculum	Area of Learning	Hours 2 week allocation
		Art	3
		Assembly Tutor Time	3
		Computer Science	3
		Design and Technology	3
		Drama	2
		English	7
		French	4
		Geography	2
		German	4
		History	2
		Islamic Studies Native	2
		Mandarin	4
		Mathematics	6
		Ministry Arabic Native	6
		Ministry Arabic Non-Native	5
		Music	2
		Philosophy	1
		PHSME	1
		Physical Education (Games)	4
		Read	1
		Science lower	6
		Social Studies Native	2
		Social Studies Non-Native	2
		Spanish	4



BRIGHTON COLLEGE

ABU DHABI

		Supervised study	1
13-14	National Curriculum Key Stag Three (Inclusive of KS4 Science and Maths)	ACE	4
		Art	2
		Assembly Tutor Time	2
		Biology	3
		Chemistry	3
		Computer Science	2
		Design and Technology	2
		Drama	2
		English	5
		French	4(A) 3 (B)
		Geography	2
		German	4(A) 3 (B)
		History	2
		Islamic Studies Native	3
		Mandarin	4(A) 3 (B)
		Mathematics	3
		Ministry Arabic Native	6
		Ministry Arabic Non-Native	5
		Music	2
		PHSME	1
		Physical Education (Games)	4
		Physics	3
		Social Studies Native	3
		Social Studies Non-Native	2
		Spanish	4(A) 3 (B)
		Supervised study	1
14-16	National Curriculum Key Stag Four	Academic PE	4
		ACE	4
		Arabic GCSE	4
		Art	4
		Assembly Tutor Time	4
		Biology	4
		Business Studies	4
		Chemistry	4
		Computer Science	4
		Drama	4
		DT Textiles	4
		DT Timbers	4
		English	8
		French	4



BRIGHTON COLLEGE

ABU DHABI

		Geography	4
		German	4
		History	4
		Islamic Studies Native	2
		Mandarin	4
		Mathematics	6
		Ministry Arabic Native	6
		Ministry Arabic Non-Native	5
		Music	4
		Photography	4
		PHSME	1
		Physical Education (Games)	2
		Physics	4
		Science Trilogy	4
		Social Studies Native	3
		Social Studies Non-Native	3
		Spanish	4
		Supervised study	5
16-18	National Curriculum Key Stag Four	Academic PE	11
		Art	11
		Assembly Tutor Time	3
		Biology	11
		Business Studies	11
		Chemistry	11
		Computer Science	11
		DT Timbers	11
		Economics	11
		English	11
		French	11
		Further Mathematics	11
		Geography	11
		Government and Politics	11
		History	11
		Mandarin	11
		Mathematics	11
		Ministry Arabic Native	6
		Ministry Arabic Non-Native	5
		Music	11
		PHSME	1
		Physical Education (Games)	1
		Physics	11



BRIGHTON COLLEGE ABU DHABI

	Psychology	11
--	------------	----

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

6. Staffing and Resources



BRIGHTON COLLEGE ABU DHABI

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:

On behalf of the Governors:

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	New Policy	DC	Dec 2024
2.0	Update on hours	DHAs	September 2026



BRIGHTON COLLEGE

ABU DHABI

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.