



DGPS Curriculum Policy 2025-2026

Vision & Values

Learning Together, Growing Together

At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We are dedicated to providing stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

DGPS Way

At Dove Green Private School, we are:

Determined learners
Global thinkers
Positive achievers
Striving for success

Rationale

At Dove Green Private School, we are committed to providing students with a high-quality education which promotes a love of life-long learning by inspiring, motivating and engaging a future generation of learners. Our curriculum is designed in line with the National Curriculum for England. It promotes high standards of academic achievement while fostering personal growth, creativity, independence, and respect for others. We aim to equip students with the knowledge, skills, and values they need to become responsible global citizens.

Curriculum Aims

The curriculum at DGPS aims to:

- Provide a broad, balanced, and ambitious curriculum that meets the needs of all learners.
- Ensure all statutory requirements of the National Curriculum for England are met.
- Develop students' knowledge, skills, and understanding progressively over time.
- Prepare students for the next stage of education, employment, or training.
- Promote the spiritual, moral, social, and cultural development of students.
- Foster British values and international mindedness, appropriate to our context.

Curriculum Structure

Early Years Foundation Stage (EYFS):

- Curriculum based on the *EYFS Framework*, covering the seven areas of learning.
- Emphasis on language development, early literacy, numeracy, and social skills.

Key Stages 1 and 2 (Primary):

- Core Subjects: English, Mathematics, Science.
- Foundation Subjects: History, Geography, Art & Design, Design & Technology, Music, Physical Education, Computing, and a Modern Foreign Language (KS2).
- Personal, Social, Health and Economic (PSHE) Education, including Relationships Education.
- UAE Social Studies and Moral Education

Key Stage 3 (Years 7–9):

Full range of National Curriculum subjects.

- Opportunities for project-based learning and cross-curricular links.
- Emphasis on literacy, numeracy, and critical thinking

Key Stage 4 (Years 10–11):

Core subjects: English Language and Literature, Mathematics, Science (combined or separate).

- Optional subjects leading to GCSE or IGCSE qualifications.
- Continued PSHE, PE, and Moral Education.
- Careers Education and Guidance.

Teaching and Learning (see Teaching and Learning Policy)

Our curriculum is delivered through high-quality teaching that:

- Personalises learning to meet diverse learning needs
- Encourages independence and resilience
- Uses assessment to inform planning and improve outcomes
- Embeds literacy and numeracy across subjects.
- Incorporates digital learning tools and methodologies.

Inclusion and Equal Opportunities (see Inclusion Policy)

We are committed to ensuring equality of access to the curriculum for all students, including those with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), English Language Learners (ELL) and those who are gifted or talented.

Adaptations and personalised support are provided as needed to ensure all students can thrive. Students arriving with significant English language needs, who would struggle to access the curriculum are supported with English Language Lessons, targeted at their current level of acquisition.

Alternative Pathways

In the Foundation Stage and Primary School, students are supported by class and individual learning assistants to access learning. Personalised learning opportunities are provided for those students who are working significantly below the level expected for their chronological age.

In Secondary School, students are supported through pathways appropriate to their ability.

Vocational – access to most areas of the curriculum with a focus on key life skills, leading to ASDAN awards in KS4. Students access support from individual learning support assistants.

Standard – access to all areas of curriculum. Students may need additional support from the inclusion team. Combined pathway of A levels and BTECs post 16 if required.

Academic - access to all areas of curriculum with no support required. A level pathway at post 16.

Scholar – access to all areas of curriculum with possibility of studying for an additional iGCSE. Focus on potential admission to foundation courses at university post 16 or three/four A levels.

Assessment and Reporting (see Teaching and Learning Policy)

Assessment is integral to teaching and learning. It includes:

- Formative assessment (ongoing) to support progress.
- Summative assessment (e.g., end-of-topic tests, external exams).
- Standardised testing (e.g., GL Assessments, CAT4, Progress Tests) for benchmarking.
- Reports and parent meetings to share progress.

Monitoring and Evaluation (see Quality Assurance Policy)

The curriculum is monitored and reviewed regularly by:

- Senior Leadership Team (SLT)
- Heads of Department and Subject Leaders
- External inspections

Evaluation considers student outcomes, engagement, coverage, and feedback from all stakeholders.

Signed:

A handwritten signature in black ink, appearing to read 'C. Seeley', with a long horizontal flourish underneath.

Print Name: Christopher Seeley

Designation: Principal

Date: October 2025

Next Review: September 2026