

## Curriculum Policy

Version:	1
Effective Date:	01/09/2023
Scheduled Review Date:	01/08/2024
Supersedes:	NA
Approved By:	Senior Leadership Team
Owned By:	Vice-Principal Academic
Reviewed By:	Senior Leadership Team

### **Our Vision:**

A British curriculum school, rooted in the values of the UAE, creating the leaders of tomorrow. A premium community school, empowering learners to achieve excellence and make a difference.

### **Our Mission:**

Nurturing by including all learners, prioritising their safety and happiness and promoting their character development rooted in the national values of the UAE. Empowering by providing an exciting, enriching and ambitious learning experience where students excel by fulfilling and exceeding their academic potential.

### **1. Introduction**

- The GEMS Al Barsha National School (GNS) curriculum is designed to promote high expectations, challenges and opportunities.
- We believe that the purpose of the curriculum is to inspire learners and teachers, not simply instruct them.
- We aim to create a broad and balanced curriculum that meets the needs of every student.
- We offer a curriculum that is designed to support a range of abilities through offering an appropriate menu of academic and vocational qualifications.
- We believe strongly in the importance of basic key skills such as literacy, numeracy and that these form the foundation for achieving progress in all subject areas and improve skills that facilitate social mobility and success in adult life.
- We offer opportunities to experience, enjoy and succeed in a wide range of subjects. This includes not only the formal requirements of the National Curriculum, but also the range of extracurricular activities, that the school organises in order to enrich the experiences of the students.
- We endeavor to build cultural capital in our students by providing an extensive range of opportunities beyond the classroom through educational visits and an extensive array of trips.

### **2. Aims and Objectives**

- To ensure that each student receives their curriculum entitlement through a coherently planned and sequenced curriculum from FS to year 13.
- To ensure a smooth transition in the curriculum from the Foundation Stage to the Secondary phase and our Post-16 provision.

- To outline the role of assessment and feedback to check for understanding of the curriculum.
- To outline how pedagogy underpins the curriculum.
- To outline how we personalise learning and inclusion.

### 3. Foundation Stage Curriculum

- The Foundation Stage curriculum is based on the Development Matters Framework and The UAE Ministry of Education Early Years Framework.
- Use of these frameworks enables the Foundation Stage team to plan a bilingual approach to teaching our youngest students ensuring that there is synergy between The Development Matters Framework and Ministry of Education outcomes.
- Students make links with their knowledge, skills and understanding in both Arabic and English.
- Teachers can develop learning in both languages to meet each student's individual language needs and level of development.
- The Curriculum is mapped out thematically, with Prime and Specific areas of coverage (See Appendix 1). This enables students to make wider connections across the Development Matters Framework and Ministry for Education Framework.
- Students answer an element of their Big Question each week as part of their team's plan.

### 4. Primary Curriculum

- The learning of students in Years 1 to Year 6 is derived from the National Curriculum for England.
- The curriculum enables strong links, transfer of knowledge and connections.
- Primary students follow a thematic approach to learning underpinned with purposeful outcomes and conceptual understanding.
- It is each teacher's responsibility to be an expert in the area of the curriculum they are teaching.
- Teachers are required to understand the key concepts and common misconceptions in each curriculum area in order to plan carefully and precisely.
- Half-termly core texts for each year group drive a *Big Question* alongside a science, geography or history focus.
- Teams plan so that students each week answer an element of their *Big Question*.
- Teachers create links between core and foundation subjects thematically to ensure wider connections can be made between knowledge and skills.

### 5. Secondary Curriculum

- Students in the secondary phase study the National Curriculum for England's core knowledge and skills as well as Exam Board specifications.
- Students study a wide range of National Curriculum and UAE Ministry of Education subjects across our broad 3-year KS3. Teachers ensure that appropriate knowledge, skills and understanding are taught at Key Stages 4 and 5.
- Learning is sequenced across key stages.
- Students receive relevant and appropriate careers advice, before choosing two options to take through to KS4
- Students study a range of IGCSE courses offered at Key Stage 4 and International AS and A Levels at Key Stage 5
- Pathways through Key Stage 4 and 5 are specifically tailored to individual needs to ensure alternative courses can be followed for specific cohorts of students.
- Through high quality teaching, students' knowledge and understanding is accurately assessed to discover what has been retained, including content from previous units of learning.
- In Secondary, students in all years receive Moral Education, Core PE lessons and a range of UAE Ministry of Education subjects without terminal examinations.
- As part of the Key Stage 4 curriculum, relevant content is included in subjects that do not lead to GCSE examinations.
- All students in the secondary phase are encouraged to complete Year 13 and continue to higher education.

- Suitable and appropriate qualifications are offered, preparing all students effectively for their next steps in education.

## **6. Ensuring a smooth transition through the curriculum**

- Teachers know what skills students are expected to have gained at each stage of the curriculum.
- Teachers know how these cumulatively prepare students for the next key stage in their learning from Foundation Stage to the rigors of IGCSE and IAL examinations in their subject.

## **7. Home setting into FS1**

- To ease students into the transition into school, the first two weeks of the new school year are operated as a gradual and staggered start.
- We support each student in this gradual and personalized process, enabling them to confidently adjust to their new environment.
- Teachers and leaders ensure there are frequent and valuable opportunities for parent and teacher interaction.
- We encourage parents/guardians to provide regular feedback about these important first few days at school.

## **8. Foundation Stage to Key Stage 1**

- Knowledge of child development and of the curriculums informs transition practice at the start of Key Stage 1.
- The transition from the Foundation Stage to Year 1 is based on maintaining similar approaches in the way students learn.
- The Year 1 curriculum is taught through a play-based approach.
- Teachers learning objectives and students' success criteria reflect the needs of both the Development Matters Framework and the English National Curriculum.
- Students who continue to work through the Development Matters Framework are transitioned onto the English National Curriculum when they have reached a Good Level of Development.

## **9. Key Stage 2 to Key Stage 3**

- In Key Stage 3, we build on students' achievements in Year 6 to develop the breadth and depth of their knowledge, understanding and skills.
- Students will be introduced to a wide range of subjects, developing skills they will need for lifelong learning, becoming more independent and self-aware.
- The curriculum primarily focuses on ensuring that students have essential learning skills.
- Students are given opportunities to be creative and resourceful and are encouraged to have enquiring mind.
- Students are encouraged to think for themselves, to process information, reason, question and evaluate.
- This provides the foundation for Key Stage 4 and beyond.

## **10. Key Stage 3 to Key Stage 4**

- In Key Stage 4, we aim to offer students a challenging, broad and balanced curriculum.
- This provides a range of learning opportunities, enabling all students to gain the skills and qualifications they will need to progress on to further education and employment.
- The curriculum is designed to be flexible, so that it meets the needs of every student as well as the requirements of the National Curriculum.
- We seek to secure a balance between choice and breadth.
- IGCSE science is offered in three pathways based on individual interests and abilities, including triple double and single science.
- Students' choice is valued and considered throughout their time at the school, however, the school will make the final decisions about options studied, including tier of entry (where relevant) for each student.

## **11. Key Stage 4 to Key Stage 5**

- In Key Stage 5 our aim is to encourage all students to continue their education onto Post16.
- All students have the option of following an appropriate pathway such as the International A Level qualification through our wide variety of courses.
- At the end of year 13, students sit the EmSAT (Emirates Standardized Test) exam.
- During the year, students participate in a variety of activities within and outside of the school community and examine possible future developments.
- Students in Key Stage 5 have access to careers advice and guidance to support their university applications.
- Post-16 students have access to a wide range of enrichment opportunities, including the GNS Post-16 Leadership Development Programme.

## **12. Curriculum Mapping timeline**

- The curriculum is coherently mapped from Foundation Stage to Secondary.
- Plans are developed in three stages: long-term, medium-term, and short-term.
- From year 1 to year 13, this is applied to the whole school. A Phoenix classroom platform is being installed in the school to be used for curriculum design databases.
- An LTP (Long-Term Plan) provides the teacher with a coherent outline of objectives per year level and per half-term. Plans for LTPs are developed in June and reviewed by year level teams in August
- MTP (Medium Term Plan) provides a detailed implementation plan for the half-term plan. Based on the KHDA framework, it is built based on the teacher's need to present effective teaching. The MTP are planned in June and reviewed by the year level team at the end of each term.
- An STP (Short Term Plan) is a daily lesson plan used to reflect the daily teaching and learning. The weekly STP is prepared on Tuesday and shared with the team by Friday for the following week.
- The STP of Phoenix Classroom can be downloaded by teachers and adapted to meet their students' needs.

## **13. Long Term Curriculum Planning**

- Each Foundation Stage and Primary Phase and Secondary Subject area has Long Term Plans in place mapping out the main areas of learning in each year.
- Long Term Plans are based on the Development Matters Framework, National Curriculum for England and examination board requirements.

## **14. Medium Term Curriculum Planning**

- Each Foundation Stage and Primary Phase and Secondary Subject area has Medium Term Plans in place, providing detail of the knowledge, skills and understanding taught in each unit of learning.
- Teachers must ensure that Medium Term Plans meet the needs of the cohort of students they are teaching.
- Adaptations must be made if required whilst being taught.
- The Medium-Term Plan structure focuses on:
  - Prior assessment knowledge of cohort and individual children e.g., CAT data, AEN
  - Links to the bigger picture
  - Oracy – planned vocabulary, sentence stems, opportunities for collaborative talk
  - Reading – how we will use of reading skills to learn deeply in this subject
  - Core knowledge by the end of the unit of learning
  - Checking for understanding
  - Key Questioning
  - Key Vocabulary

## **15. Short Term Curriculum Planning**

- All teachers must complete short term plans based upon their Medium-Term Plan.
- Short-term plans provide the following information:

- learning objectives
- success criteria
- differentiation
- modelling
- opportunities for checking for understanding
- progression through the medium term plan.

#### **16. Assessment in the Curriculum**

- It is only through efficient and effective assessment that we can determine if a curriculum is changing and empowering our learners.
- By using well-designed assessments that align with the curriculum, we can monitor the progress of students' learning and whether those changes have been incorporated.. (See Appendix 2)
- Assessments Identify a student's stage of development and achievement against age related expectations.
- It is a progressive process completed alongside each student. This enables the teacher to collect holistic evidence.
- See assessment policy for an outline of formative and summative assessments carried out.

#### **17. The role of pedagogy in underpinning the curriculum.**

- The pedagogy that underpins the curriculum is grounded in evidence-based research.
- Teaching is adapted to meet individual student's specific needs, prior knowledge, and current level of understanding, in relation to desired curriculum goals.
- Teachers deliver the curriculum in line with our Teaching and Learning Policy and the Teaching and Learning Checklist. (See Appendix 3) This ensures that the curriculum is challenging, relevant and meets the needs of each learner.

#### **18. Personalised learning and Inclusion**

- Teachers set high expectations for every student.
- The school will support students whose levels of achievement are below average so they can access and succeed in the curriculum.
- Teachers plan stretching work for pupils whose attainment is significantly above the expected standard.
- They have an even greater obligation to plan lessons for students who have low levels of prior attainment.
- Teachers use appropriate assessment to set targets which are deliberately ambitious.
- The curriculum in GNS is designed to provide access and opportunity for all students who attend the school.
- If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the students' parents.
- The school strives to meet the individual needs of students with special educational needs or disabilities.
- In most instances, if a concern arises suggesting that a student may have barriers to learning the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.
- Where needed, effective high-quality interventions are successfully implemented, and any gaps in knowledge are quickly addressed to ensure every child can succeed.
- High levels of challenge should be heard, seen and modelled around the school.
- Where needed, appropriate support will be given in order that all students are fully prepared for their next steps.

#### **19. Moderation and Evaluation**

- The Leadership team and subject leaders conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children.
- Book looks are also carried out to ensure clear progression is evident in books.

- They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy.
- Subject leaders monitor the way in which resources are stored and manage.
- Standardisation across the department occurs prior to the Medium-Term Plan being taught to agree / discuss 'expected' and 'exceeding' attainment.
- Post assessments, departments moderate together.
- Students receive feedback that clearly outlines areas for development and next steps.
- Afterwards, students can refine and improve their work.

## 20. Home Learning

- Home learning enables a range of skills across all areas of the curriculum in new and different contexts.
- There is an opportunity for:
  - deliberate practice
  - Embedding key knowledge and skills
  - Flipping the learning with pre-curricular tasks.
  - Engage in the curriculum outside of the school setting.
  - Revision for exams
- Relevant and appropriately challenging home and project-based learning must be provided for all students, with appropriate time given for students to complete the tasks set. (See appendix 4)

## 21. Cultural Sensitivity and withdrawal from curriculum

- The school ensures full compliance with UAE Ministry of Education Curriculum expectations. This includes:
- Providing the required numbers of teaching hours for Arabic, Islamic Studies and Social Studies and the correct alignment of course materials and year groups.
- The school believes that it is important that pupils participate in all aspects of the formal and informal curriculum.
- Teachers are sensitive to the cultural and religious traditions of its students and parent community.
- Topics such as Sex Education, Reproduction and content across the curriculum are dealt with sensitively and resources are quality assured carefully.
- Teachers communicate with parents in relation to potentially sensitive topics and provide opportunities to withdraw from relevant lessons
- Parents and carers may ask that a pupil should be wholly or partly withdrawn from Music and topics related to Sex and Relationships Education.
- Parents wishing to do so should contact the Head of School to discuss this request as the school remains responsible for supervision and for ensuring that the request does not impact on a child's attendance at school
- **Topics within an examination syllabus that can be taught but clarification MUST be sought first.**

22. World War II topics dealing with Hitler and the Holocaust or crusades.

- Erroneous information (or defamation) about Islam or the Prophet Muhammad (PBUH) and against UAE educational law.
- Drawings or pictures depicting any Islamic prophet, Allah, Angels etc.
- Strong negative emotional books.
- Pictures or drawings which violate public manners.
- Anything that promotes negative habits such as drug abuse, mixing of men and women, promiscuity, drinking alcohol etc.
- Writings on alcohol, love scenes, non-Muslim worshipping, and entertainment places (night clubs etc.)
- Negative images of family life, child abuse, foetal alcohol syndrome.
- Falsely demonstrating historical fact.
- Erroneous information (or defamation) of the government, history, heritage, or society of the UAE.
- Any pictures, drawing or mention of Pigs, pork, or pork products.
- Any mention or illustration of magic in any of its forms.
- Evolution as a factual account of Man's development
- Any detailed references to family celebrations and commemorations such as births, marriages, and funerals.
- Communism as a political movement
- Any customs that contradict the teaching of Islam.

**What is not acceptable to be taught at all**

- Teachers must avoid any of the below content during their teaching. If a topic of a certain subject contains any of the below, teachers must refrain from teaching the material and find an alternative topic that covers the same objectives.
- Swearing language
- Tribalism
- Any defamation of Islam
- Sexual language
- Racism
- Disrespectful language.

**Topics below should not be discussed with the students and avoid it during teaching or discussion. These topics must not be displayed in any image, presentation regardless the content of the lesson.**

- Sexuality
- Religious topics
- UAE politics
- Freedom of Gender, homosexuality, Pride Month, flag or anything related to one gender relationship
- Pigs or pig products
- Nudity
- Men or women wearing revealing clothes.
- Men or women wearing Swim wear.
- Any image that violates Islamic Sharia, UAE regulations, public morals or public orders.
- Alcohol and drugs.
- Anything that insults God, the prophets, the divine religions, or the UAE
- Texts, names, illustrations and data that conflict with UAE laws, Emirati culture, social values.
- Any magic content.

### 23. Sensitive topics that should be taught to meet the examination requirements.

- Teachers are not prevented from teaching all aspects of modern history, but lessons should be undertaken within the right framework through unbiased textbooks and curricula.
- Here are some of the ways you can conduct conversations on a sensitive topic to foster well-being and understanding:
  - Ask open-ended questions that get students thinking, rather than encourage them to "choose a side" on a topic
  - Reframe questions in different ways
  - Listen to students
  - Step in and mediate if students become disrespectful to one another
  - Correct any misinformation
  - Relate what students share directly back to readings or assignments to ground the discussion in well-chosen learning materials
  - Emphasize that *ideas* are different than personhood; students can disagree about an idea and still honour one another.
- Teachers are not prevented from teaching any reproduction scientific topic required for examination. Teachers are asked to be clear, formative, and direct.
- Avoid any personal topics related to the lesson content.
- Students are not allowed to speak in any other language rather than English.
- Students are not allowed to give details of any personal information.

### 24. Music classes

- Parents are permitted to withdraw their children from music lessons for religious or cultural reasons
- School administrators must schedule a meeting with parents and the music teacher to go over the details of the music program and its significance to the overall curriculum.
- The music teacher should go over the music curriculum with the parents and ask if they want to retain their child completely or partially enrolled in music classes. An agreement concerning this issue that needs to be reviewed yearly and be signed by parents and the head of school. Appendix 4
- Students who skip music class are required to spend music class with the librarian in the library. Students will do extra reading in English or Arabic.

## Appendix 1: GNS Curriculum Overview

### Foundation Stage Specific areas of learning

- Literacy
- Mathematics
- Knowledge & understanding of the world
- Expressive Arts and design.

Subject	FS1 Hours	FS2 Hours
Early Years Curriculum	9	13
Arabic	9	10
PE	1	1
Islamic	1	1
	20	25

### Primary Curriculum Model

Subject	Year 1 Hours	Year 2 Hours	Year 3 Hours	Year 4 Hours	Year 5 Hours	Year 6 Hours
English	4	5	4	6	6	6
Phonics	3	1	4	2	2	2
Mathematics	5	5	5	5	5	5
Science	1	1	2	2	2	2
Art/Hums/ Computing	1	1	2	2	2	2
Music	1	1	1	1	1	1
PE	2	2	2	2	2	2
Arabic	4	4	4	4	4	4
Islamic	2	2	2	2	2	2
Social Studies	0	1	1	1	1	1
Moral Education	0	1	1	1	1	1
	25	25	28	28	28	28

### Foundation Stage Prime and Specific Areas of Coverage

Prime Areas of Learning			
Communication and Language	Physical Development		Personal, Social and Emotional Development
Specific areas of learning.			
Literacy	Mathematics	Knowledge & understanding of the world	Expressive Arts and design.

### Secondary Curriculum Model

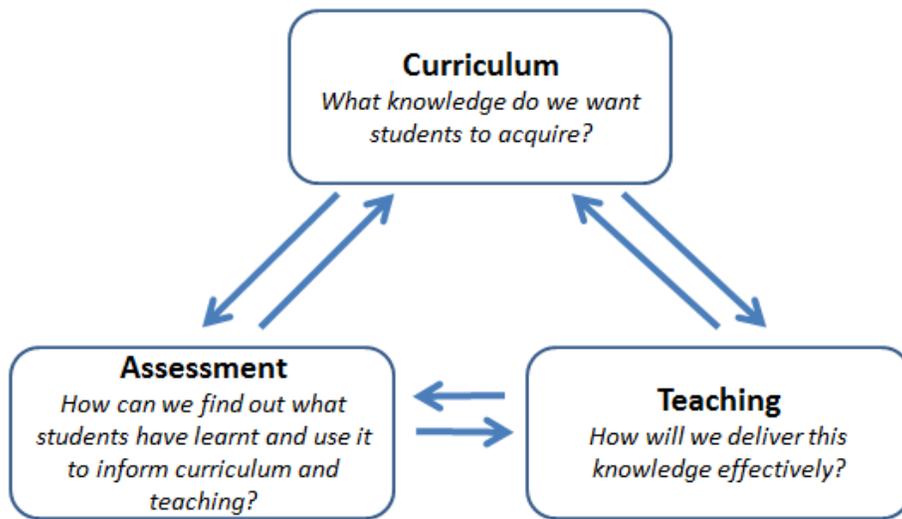
Subject	Year 7 Hours	Year 8 Hours	Year 9 Hours	Year 10 Hours	Year 11 Hours
English	5	5	5	5	5
Mathematics	4	4	4	4	5
Science	3	4	4	5	5

<b>Arabic</b>	4	3	3	3	3
<b>Islamic</b>	2	2	2	2	2
<b>Social Studies</b>	1	1	1	1	0
<b>Moral Education</b>	1	1	1	1	1
<b>PE</b>	2	2	2	1	1
<b>Humanities</b>	1	1	1	0	0
<b>Art</b>	1	1	1	0	0
<b>DT</b>	1	1	1	0	0
<b>Music</b>	1	1	1	0	0
<b>ICT</b>	1	1	1	0	0
<b>Spanish</b>	1	1	1	0	0
<b>Option 1*</b>	0	0	0	3	3
<b>Option 2*</b>	0	0	0	3	3
	28	28	28	27	27

### Post-16 Curriculum Model

<b>Subject</b>	<b>Hours</b>
A Level (2-3 Options): English Literature / Business / ICT/ Maths / Psychology / Biology /Chemistry / Sociology Or BTEC Diploma Level 3 qualifications in Business or Creative Media	10-15
Career Guidance	1
Arabic	3
Islamic	2
PE	1
Moral Education	1
Directed Study	6-11

## Appendix 2: Curriculum and Assessment Cycle



### Appendix 3. GNS Teaching and Learning Checklist

<b>Learning Objectives</b>	1. Appropriately challenging learning objectives are based on the relevant curriculum standards and students' needs. Learning objectives and success criteria are sharply focused and precise.
<b>Assessment Data</b>	2. Teachers use a wide range of assessment data, including CATS assessments, Reading Ages and SEND data to plan a range of activities to support and challenge in students' learning.
<b>Meeting Needs</b>	3. Teachers have high expectations of all students and provide appropriate levels of challenge in all learning activities. Students are able to access the knowledge, skills and understanding being taught through a wide range of strategies which may include (visual cues, thinking time...)
<b>Varied Resources</b>	4. Teachers use a wide range of resources, including (but not solely) ICT resources, to engage students and accelerate progress.
<b>Explaining and modelling</b>	5. Teachers use their subject knowledge to explain tasks and concepts clearly and model learning effectively.
<b>Checking Understanding</b>	6. Teachers use a range of strategies to check the understanding of pupils, both in relation to tasks set and the knowledge, skills and understanding being taught.
<b>No-Hands Questioning</b>	7. Teachers use no-hands questioning regularly to encourage participation and check the understanding of all students.
<b>Questioning to extend</b>	8. Teachers extend and stretch students through questioning techniques such as Pose-Pause-Pounce-Bounce.
<b>Talking for Learning</b>	9. Teachers provide students with regular opportunities to talk about their learning. - Teachers insist that students speak in clear, correct language and reinforce the need for students to answer in complete sentences and extend their answers where appropriate. Teachers provide structures and support to help students achieve this. - Students only speak in the language of instruction of the subject during the lesson.
<b>Independent and Active</b>	10. Pupils are active learners in lessons. Teachers plan varied activities to develop pupils' independence and help students do more of the cognitive work.
<b>Collaborative Learning</b>	11. Teachers provide students with the structures to work effectively in groups and ensure that all students are participating and learning from the activity.
<b>Making Connections</b>	12. Teachers check for understanding and ensure that students are able to make connections between the learning in the lesson and their learning in other subjects and in the world outside of school.
<b>Reading</b>	13. Teachers support students to develop their reading skills. - Key vocabulary is taught explicitly. Teachers ensure that key vocabulary is displayed prominently and re-visited regularly to support students' learning. - Teachers use a range of strategies to support students develop their comprehension skills, including through skimming, scanning and groupwork.
<b>Writing</b>	14. Teachers support students to produce high quality written work. - Teachers ensure that students maintain the highest standards of presentation in their written work. - Scaffolding and support is provided where appropriate to enable students to produce extended writing whilst still maintaining challenge in their learning.
<b>Progress</b>	15. Teachers track the progress of students towards their targets in lessons and over time and ensure that intervention is put in place swiftly to ensure that students make expected and better progress.

Appendix 4: Primary Home Learning

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>ENC Reading</b>	<p>Sunday – New books                      Thursday – Books collected                      10 minutes a day, minimum three times a week.</p>					
<b>ENC Spelling</b>	<p>Wednesday Spelling Test                      Thursday New Spellings                      Two spellings a day</p>					
<b>ENC Writing</b>					<p>Thursday – every fortnight set.                      30 minutes a week                      Returned the following Thursday.</p>	
<b>Maths</b>	<p>Maths Seeds updated every Monday.                      Work to be completed for Sunday                      10 minutes a day, 3 times a week.</p>		<p>Mathletics Updated every Monday work to be completed for Sunday                      15 minutes a day, minimum three times a week.</p>			
<b>Science</b>	<p>Optional Termly Project to be completed. Flexible deadline</p>				<p>Optional Half -Termly Project.                      Flexible deadline</p>	
<b>Arabic Reading</b>	<p>Assignment task through E-platform <i>Kutubee</i> every Thursday. Deadline Wednesday.                      10 minutes a day, minimum three times a week.</p>					
<b>Arabic Spelling</b>	<p>Spelling Test during <i>Ithra</i> lessons. New spellings given the same lesson.                      Two spellings a day</p>					
<b>Arabic Writing</b>	<p>Assignment task through E-platform Bravo-Bravo                      And 1 writing work sheet every Thursday to be completed by Wednesday.                      30 minutes a week</p>					
<b>Islamic</b>	<p><b>Islamic A:</b> Quran and Hadeeth memorisation (10 minutes a day), Reading Islamic stories homework.  <b>Islamic B:</b> Practising reciting the required Quran verses (10 minutes a day) set and due in for the last timetabled lesson of the week.</p>					
<b>U.A.E. SS</b>	<p>Sent Thursday due in on timetabled lesson.                      Work sheet 15 minutes. Education Games 15 minutes.</p>					

Appendix 4: Music Exemption Request

Dear Respected Parent,

The National Curriculum is built up of a set of subjects and standards used by primary and secondary schools so that children learn the same things.

It covers what subjects are taught and the standards children should reach in each subject. Music is one of the subjects that is taught from the Foundation Stage until Year 9. The national curriculum for music aims to ensure that all pupils: perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of great composers and musicians.

You are signing this agreement to confirm that you have discussed the music curriculum with the relevant teachers and leaders at GEMS Al Barsha National School and have decided to request to withdraw your child from some/all of the music curriculum.

Please complete the form below.

1. I have reviewed the music curriculum with the music teacher, and I am aware of the subject content.

**I prefer my child to have:**

2. Selected music classes as per the lesson's content.
3. No music classes at all.

The school is aware of your request and your child will be having a reading session during the assigned music classes.

This agreement will be reviewed yearly.

Date: .../...../.....

Parent's Signature

.....

Head of School Signature

.....

السادة أولياء الأمور الكرام،

يتكون المنهج الوطني من مجموعة متنوعة من الموضوعات الدراسية والمعايير الأكاديمية، التي توظفها المدارس الابتدائية والثانوية في سبيل توفير منهج دراسي موحد يتضمن كافة الموضوعات التي يجب تدريسها، والمتطلبات الأكاديمية التي يتعين على الطلبة تحقيقها. وفي هذا الإطار، تُعد الموسيقى إحدى المواد الدراسية التي يتم تدريسها لطلبة المرحلة التأسيسية وحتى السنة التاسعة، وتهدف إلى توسيع آفاق الطلبة وتعزيز فهمهم لمادة الموسيقى من خلال إطلاعهم على مقطوعات ومعزوفات تحوي أعمالاً لكبار الملحنين والموسيقيين من مختلف الحقب التاريخية، بغرض تدريب الطلبة على أدائها بحرفية عالية وفهمها بشكل عميق

وعليه، فإن التوقيع على هذا المستند يكون إقراراً بمناقشة مقرر التربية الموسيقية مع المدرس المختص وأعضاء هيئة الإدارة المعنيين، والتوصل لقرار بسحب الطالب أو الطالبة من بعض حصص التربية الموسيقية أو جميعها.

يرجى استكمال النموذج أدناه:

1. لقد اطلعت على منهج التربية الموسيقية المقرر بمساعدة مدرس الموسيقى وأنا على دراية تامة بمحتوى المادة.

وعليه، فإنني أفضل ما يلي:

- إحاق الطالب بحصص التربية الموسيقية المختارة وفقاً لمحتوى المقرر.
- عدم إحاق الطالب بأي من حصص التربية الموسيقية.

ونزولاً عند رغبة أولياء الأمور، سيتم توفير حصص قرائية بديلة للتربية الموسيقية لتقوية مهارات القراءة لدى الطلبة.

سيتم مراجعة هذه الاتفاقية على نحو سنوي لإجراء التعديلات اللازمة.

التاريخ: ...../...../.....

توقيع ولي الأمر .....	توقيع مدير المدرسة .....
--------------------------	-----------------------------