







Title: **Policy for Curriculum in QatarEnergy Schools**

Status: **Current**

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Department	Prepared by		Reviewed by	Approved by
Human Capital Education				 Digitally signed by ABDULAZIZ MOHAMMED A E AL-MANNAI Date: 2022.04.18 11:55:24 +03'00'
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*“Our vision is for our students to be high achieving, healthy and happy individuals, well prepared to take their place as global citizens and leaders of the future.”*

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## **FOREWORD**

This document has been developed by the Education Section (VHE) of the Human Capital Directorate (VH) and circulated for review by stakeholders before endorsement for use by the Executive Vice President (EVP) for Human Capital.

This document is published for use by the Education Section of the Human Capital Directorate. This policy is an operational/business level policy which is aligned with The Qatar National Vision 2030 and also supports the QatarEnergy values. The policy document also need to be considered alongside the Procedure for Curriculum Delivery and the Policy and Procedure for Managing Teaching and Learning in QatarEnergy Schools.

This document in its present form reflects, as far as possible, the current corporate requirements.

This document is subjected to periodic review to re-affirm its adequacy or to conform to any changes in the corporate requirements or to include new developments on its subject matter.

All comments/views, recommendations etc. regarding this document should be forwarded to the Head, Education Section.

## **POLICY STATEMENT**

At QatarEnergy Schools, we seek to develop the whole child, enabling all students to become balanced, tolerant, adaptable and responsible members of their community with high self-esteem and in order to prepare them for them to become global citizens and leaders of the future. In order to achieve this, we aim to deliver a broad, balanced curriculum following the National Curriculum programmes of study within our international context and meeting the cultural needs of all our students.

### **1. PURPOSE**

- 1.1 The purpose of this policy to define the student's learning entitlement at QatarEnergy Schools and to ensure that all stakeholders understand this entitlement and can therefore support our students on their learning journeys.
- 1.2 The policy reinforces our commitment to a broad and balanced education for all students and outlines how we will enable students to develop knowledge, understand concepts and acquire skills and be able to apply these in relevant situations.
- 1.3 The policy outlines procedure via the aligned document, 'Procedure for Curriculum Delivery in QatarEnergy Schools', whereby the curriculum will support students' spiritual, moral, social and cultural development as well as their physical development.
- 1.4 The purpose of this policy is to reinforce our commitment to promoting positive attitudes to learning and ensure equal access to learning, with high expectations for all students and appropriate levels of challenge and support.
- 1.5 The policy and procedure documents reflect the requirements of the National Curriculum programmes of study and include reference to the requirements of the Ministry of Education and Higher Education with regard to Islamic Studies, Arabic and Qatar History.

## **2. SCOPE**

- 2.1 This Policy applies to QatarEnergy schools and as such includes all students regardless of age. It is acknowledged that curriculum delivery will vary according to the age range of students, however a consistent approach to 'what good teaching looks like', will be shared across the schools.
- 2.2 The expectation is that non-teaching staff are aware of policy and procedure and of the schools commitment to improving levels of attainment and achievement. Classroom assistants play a key part in supporting personalised learning and need access to relevant training and documentation to support this role.
- 2.3 The Policy will be shared with parents, this is particularly relevant with regard to home learning, recording and reporting of student's progress.

## **3. DEFINITIONS/ABBREVIATIONS**

Schools	- QatarEnergy schools at Dukhan and Mesaieed
Principal	- Principal of a QatarEnergy School
Senior Leader	- Member of school senior management team
Middle Leader	- Member of staff with leadership responsibility for faculty/department/key stage/subject
Teacher	- All those employed by QatarEnergy who have teaching responsibility be it full time or part time, temporary or permanent in a paid capacity
MoEHE	- Ministry of Education and Higher Education

## **4. RESPONSIBILITIES**

### **4.1 Principal**

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is in line with MoEHE requirements.
- Proper provision is in place for students with different abilities and needs, including children with SEN

### **4.2 The Heads of School**

The Heads of School are responsible for the implementation of provision and day-to-day management of this process. They will monitor the quality of teaching and learning within their areas of responsibility and ensure there is support and training to maintain high standards.

### **4.3 Senior Leaders/Middle Leaders**

Will have responsibility for ensuring the curriculum is meeting the needs of all learners and that agreed operating principles are delivered consistently across

faculties/departments/key stages/subjects. This to include monitoring and evaluation of the quality of teaching and learning and tracking the progress of students.

#### 4.4 Teachers

Teachers are responsible for applying the school's teaching and learning policy and procedures and will ensure that the curriculum is implemented in accordance with this policy.

### 5. COMPLIANCE

Any matters concerning the implementation of this Policy in any particular school should be raised with the Principal or Senior Leaders with a view to reaching a mutually workable solution. Any matters of non-compliance should be raised with the Head of Education.