




Title : **Procedure for Curriculum Delivery
at Dukhan English School**

Status : **Current**

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Department	Prepared by	Reviewed by	Approved by
QatarEnergy Schools			
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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 procedural guidance has been developed by the Education Section (VHE) of the Human Capital Directorate (VH) and circulated for review by user departments before endorsement for use by the Executive Vice President (EVP) for Human Capital.

This document is published for use by the Education Section. This guideline provides support and guidance for implementation of the **Curriculum Policy**.

The 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. on this guideline should be forwarded to the Head, Education Section.

1. PURPOSE

1.1 To clearly outline the current curriculum procedures for Dukhan English School.

2. SCOPE

2.1 This procedure document is designed to be shared with teachers and school leaders and is accessible to parents or relevant external stakeholders, on request.

2.2 The procedures outlined in this document represent the current practice at DES.

3. DEFINITIONS/ABBREVIATIONS

QatarEnergy Schools	Dukhan English School, Mesaieed International School
VH	Executive Vice President Human Capital QatarEnergy
Senior Leaders	Members of the Senior Management Team of QatarEnergy schools
Head of School	Head of a QatarEnergy Primary or Secondary School
Staff Member	Any employee of QatarEnergy schools
Principal	Principal of a QatarEnergy school
BTEC	Business and Technology Education Council
MoEHE	Ministry of Education & Higher Education
IELTS	International English Language Testing System

4. PROCEDURES

Our curriculum procedures are derived from the National Curriculum for England and Wales, taking account of the local requirements from Qatar's Ministry of Education and Higher Education (MoEHE).

4.1 Primary Day Timings

AY 2022-2023	#	Sunday	Monday	Tuesday	Wednesday	Thursday
06:40 – 7:00		SODA (start of the day activities)				
07:00 - 07:10		Registration				
07:10 – 07:30		Phonics in KS1 and Guided Reading in KS2				KS2 Assembly
07:30 – 08:20	1					
08:25 – 09:15	2					
09:15 – 09:45		BREAK				
09:45 – 10:35	3					
10:40 – 11:30	4					
11:30 – 12:00		LUNCH				
12:00 – 13:15	5					KS1 Assembly
13:00 – 13:45			Clubs			

EYFS start daily at 07:30 and finish at 12:30.

4.2 Early Years Foundation Stage (EYFS)

We follow the current EYFS statutory framework for England for Nursery and Reception Years, which was effective from September 2021.

- The Early Years Curriculum is taught across both the Nursery and Reception years, with a contact time of five hours a day
- The curriculum is broken down as per the areas below:

Prime Areas of Learning			Specific Areas of Learning			
Communication and Language	Physical Development	Personal, Social, and Emotional Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<ul style="list-style-type: none">• Listening Attention and Understanding• Speaking	<ul style="list-style-type: none">• Gross Motor Skills• Fine Motor Skills	<ul style="list-style-type: none">• Self-Regulation• Managing Self• Building relationships	<ul style="list-style-type: none">• Comprehension• Word Reading• Writing	<ul style="list-style-type: none">• Number• Numerical Patterns	<ul style="list-style-type: none">• Past and Present• People, Culture and Communities• The Natural World	<ul style="list-style-type: none">• Creating with Materials• Being imaginative and Expressive

4.2 Key Stages 1 and 2

Key Stage 1			Key Stage 2		
Lessons	Number of weekly sessions		Lessons	Number of weekly sessions	
	Native Arabic Pupils	Non-Native		Native Arabic Pupils	Non-Native
Phonics	5	5	Guided Reading	4	4
English	5	5	English	5	5
Mathematics	5	5	Mathematics	5	5
Science	1-2	1- 2	Science	1-2	1-2
Qatar History	1	1	Qatar History	1	1
Arabic	4	0	Arabic and Islamic Studies	4	0
Islamic Studies <i>(Muslim Students only)</i>	2	2	Islamic Studies <i>(Muslim Students only)</i>	2	2
Topic	2	2	Topic	2	2
Core Skills	0	6	Core Skills	0	6
Physical Education	2	2	Physical Education	2	2
			IT	1	1
Music	1	1	Music	1	1
Library	1	1	Library	1	1
Clubs	1	1	Clubs	1	1

Notes

- All lessons are 50 minutes except for the library session (30 minutes).
- The number of sessions for Science will vary each week depending on the units being taught as there is not sufficient curriculum content for weekly Science lessons throughout the year. Also, the Science curriculum is 'chunked' and taught in continuous sequences to support learning.
- When Native Arabic pupils have Arabic and Muslim pupils have Islamic Studies lessons, Non-Native pupils will have opportunities to revisit and embed core skills in English and Mathematics.

4.3 Secondary

4.3.1 Secondary School timings

The secondary school timetable operates on 30 lessons on a single week timetable.

	#	Sunday	Monday	Tuesday	Wednesday	Thursday
07:00 - 07:25	Form time					
07:25 - 07:30	5 mins Transition					
07:30 - 08:20	1					
08:20 - 08:25	5 mins Transition					
08:25 - 09:15	2					
09:15 - 09:45	BREAK					
09:45 - 10:35	3					
10:35 - 10:40	5 mins Transition					
10:40 - 11:30	4					
11:30 - 12:00	LUNCH					
12:00 - 12:50	5					
12:50 - 12:55	5 mins Transition					
12:55 - 13:45	6					
13:45 - 14:15	7		Clubs			House / Assembly

Notes

- All lessons are 50 minutes
- A 5-minute transition time is built into the secondary school day structure to allow for movement across our large, outdoor site. This will facilitate a prompt start and end to lessons
- The Secondary school day is planned in conjunction with the Primary Phase to align staffing and bus resources and to optimise the cross-phase deployment of staff and facilities

4.3.2 Key Stage 3

The curriculum at Key Stage 3 meets the needs of our significant Native Arabic cohort whilst ensuring there is breadth in the choices available to them. All subjects are available to them in sufficient time to enable knowledge, skills and understanding to be developed to sufficient depth for GCSE option subject choices.

Years 7, 8 and 9		
#	Arabic	Non-Arabic
4		English
4		Maths
5		Biology, Chemistry, Physics
2		ICT & Computer Science
2		PE
1		History of Qatar
2		1 from Art / Music / Drama / Geography / History
2		1 from French / Music / Drama / Geography / History
22	Integrated lessons	
#	Arabic	Non-Arabic
8	Arabic & Islamic Studies	4 from: Music Art Drama History Geography Islamic Studies (Non-Native Arabic Muslims) PE
30	Total lessons	

Notes

- PSHCE is integrated into the Tutor programme and is delivered by Form Tutors
- Native Arabic speakers have a choice of which 2 of the 5 Expressive Arts subjects to take. This is to provide depth and sufficient contact such that they are able to develop sufficient proficiency in a subject to enable success at GCSE

4.3.2 Key Stage 4

The curriculum at Key Stage 4 caters for students of all abilities. It has deliberately been designed to exceed MoEHE requirements with regards to the Al Thanawiya Al Amaa (see 4.4 for more information).

Subject	Key Stage 4
English	3
Mathematics	4
Biology	3
Chemistry	3
Physics	3
Compulsory PE	2
18 lessons of Core curriculum	
Arabic	4 option choices of 3 periods each
Art	
Business	
Drama	
Economics	
French	
Geography	
History	
Islamic Studies	
Music	
PE	
12 periods of Option subjects	
30 lessons total	

Notes

- Option blocks are designed for efficiency and probably be broadly in line with student choices from the current year
- Arabic and Islamic Studies for Native Arabic students is taught in Arabic as per MoE regulations.
- Non-Native Arabic Muslim students are taught Islamic Studies in English and follow the Edexcel Islamic studies syllabus

4.3.4 Key Stage 5

The curriculum at Key Stage 5 is as broad and balanced as possible to cater for all international destinations for Higher Education. We support the students in preparing for subject specific SAT examinations.

	Year 12	Year 13
Option A	6	6
Option B	6	6
Option C	6	6
Option D	6	6
IELTS	1	0
General English Qual.	3	0
PE	2	2
30 lessons total		

Notes

- Blocks have been designed so that each pathway is catered for but with a maximum efficiency for sets
- Current option blocks in Year 12 based on student choices and Year 12 continuing to Year 13

Subject
Biology
Chemistry
Physics
ICT
Computer Science
Maths
English Language
English Literature
Arabic
Business Studies
Art
Geography
History
Islamic Studies (all Muslim students)
Psychology
Media Studies
Travel & Tourism
EPQ

Notes

- Art, Music Drama are offered as an additional option to allow for students to choose these in addition to the 4 A level choices that they can make.
- General English is a qualification allowing students to study for a non-specialist English qualification in addition to their 4 other subjects (this is for South Asian destination students who do not want to study a full AS English course, but must study English up to 12 years of education)
- IELTS is continued to be offered as a core curriculum offering for the Spring Term 2021.
- All Muslim students are taught Islamic Studies in either Native Arabic or English depending on their country of origin as per MoE regulations.
- The EPQ qualification as an AS subject is recognised by the MoEHE as a qualifying subjects for the Al Thanawiy Al Amaa and is being developed as an additional offering for students from AY 23.