



**CHEL TENHAM**  
MUSCAT

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## Curriculum Policy

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# 1. Curriculum Principles

## 1.1 Cheltenham Muscat Curriculum

The curriculum at Cheltenham Muscat incorporates all planned activities the School organises to promote learning, the personal growth and development of the students. It is grounded in the Cambridge Curriculum programme and adapted to be appropriately supportive, challenging and rigorous for the range of students attending the school. At its heart are the core values of a Cheltenham education; Character, Community, Curiosity, Creativity and Continuous Excellence. It also includes the 'hidden curriculum', which is what the students learn from assemblies, the school's overarching attitudes and values, the way the students are treated and the way they are expected to behave – with a view to developing in them the qualities of compassion and international mindedness.

## 1.2 Purpose of the Curriculum

The curriculum is the means by which the School achieves its objective of educating students in the knowledge, skills and understanding they need in order to lead fulfilling and purposeful lives and to become life-long learners. Through the curriculum offered, we seek to promote the spiritual, moral, cultural, emotional and physical development of our students, and prepare them for future opportunities and responsibilities. We value innovation in all elements of the curriculum – from the material covered, to the way lessons are taught, to the manner in which programmes and units of work are planned. We aim to develop an innovative mind-set in our teachers and students, developing attributes such as independence, creativity, confidence, and the ability to problem-solve; enterprise and entrepreneurship are also recognised and valued.

## 1.3 Objectives of the Curriculum

The underlying objectives of the Cheltenham Muscat curriculum are:

- Provide learning opportunities which are appropriately ambitious for each individual learner.
- Ensure a broad, balanced and engaging curriculum which prepares students for life beyond school.
- Nurture a love of learning and enthusiasm for further study to encourage lifelong learning.
- Encourage students to develop character, creativity and curiosity.
- Promote the values of community and continuous excellence
- Equip each student with the knowledge, skills and confidence in themselves to communicate effectively and actively identify and pursue their passions.

## 1.3 Delivery of the Curriculum

The curriculum is delivered through class-based lessons, as well as school trips, workshops, visiting speakers and other experiences. It is extended through the many extra-curricular activities and opportunities the school organises to enrich the students' experience.

## 1.4 Curriculum Review

The curriculum is reviewed annually by the academic leadership team in order to ensure that it remains relevant and fit for purpose. In all respects, the curriculum, its development and review, is approached as a collaborative and constantly evolving process, rather than something that is fixed.

## 1.5 Local Curriculum Requirements

It is a requirement of the Oman Private Schools Authority that certain compulsory lessons are part of the curriculum. This covers Arabic, Islamic Studies and Social Studies for Arab passport holders. Details of these requirements are included in the curriculum allocation tables in the following section.

# 2. Pre-Prep

## 2.1 KG1 and KG2

The curriculum for KG1 and KG2 underpins all future learning by supporting, fostering, promoting, and developing:

- positive attitudes and dispositions towards learning
- self-confidence and self-esteem
- respect for others as well as oneself
- social skills and emotional well-being
- a sense of community
- language for communication and critical thinking
- pre-reading and writing skills
- problem solving, reasoning and numeracy skills
- physical skills
- creative skills

### 2.1.1 UK Framework

The curriculum in the Foundation Stage meets the requirements set out in the revised *Statutory Framework for the Early Years Foundation Stage*, published in September 2014, revised September 2021. Curriculum planning focuses on the Early Learning Goals, which includes seven prime and specific areas of learning and development.

### 2.1.2 Prime areas

**Communication and language** development involve giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of healthy activity, and to make healthy choices in relation to food.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behavior in groups; and to have confidence in their own abilities.

### 2.1.3 Specific areas

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding, and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

**Expressive arts and design** involve enabling children to explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Each area of learning shows progression through a sequence of stepping stones, which lead to Early Learning Goals. Early Learning Goals establish expectations for children to reach by the end of the Foundation Stage. Children explore the Early Learning Goals through play-based activities, which can take the form of adult-focused sessions, adult-initiated sessions, or child-initiated activities. Children will be exposed to a range of learning experiences and will access the curriculum both indoors and outdoors.

### 2.1.4 Specialist Teaching

Pupils in KG1 and KG2 also benefit from specialist teaching in Arabic, PE and Swimming.

## 2.2 Grades 1 and 2

### 2.2.1 Overview

The curriculum for Grade 1 and Grade 2 builds on the enjoyment for learning fostered in the Early Years Foundation Stage. The curriculum encompasses all the areas of learning outlined in the introduction to this

policy. From the age of 5, we principally follow the Cambridge Primary Programme enhanced by the curriculum outcomes of Cheltenham College.

The curriculum is further enhanced by the teaching of Arabic Language, Islamic Studies, Life skills and Social Studies. We take care to ensure there is always enough flexibility within our curriculum to tailor learning journeys to each child's individual interests and needs.

Children are taught in mixed-ability classes with activities differentiated to meet individual academic needs and learning styles. Classes remain small and familiar, with children encouraged to apply the concepts they learn in class to independent and creative work.

### 2.2.2 Cross-Curricular Approach

In Grade 1 and Grade 2, Cheltenham Muscat adopts a combination of discrete and cross curricular planning. Much of the learning within Years 1 and 2 is delivered through topics and themes. A cross-curricular and thematic approach to teaching and learning enables pupils to apply their knowledge in a range of contexts. Children can make strong links between subjects and view learning as connected, relevant and purposeful. The curriculum in Grade 1 and Grade 2 remains broad and balanced to capture the interests of pupils and stimulate their creativity.

### 2.2.3 Curriculum Allocations

Curriculum time is allocated to subjects as shown in the table below:

Subject	Arab Passport Holders		Arab Passport Holders MOE Requirement		Non-Arab Passport Holders	
	Lessons/Week	Minutes/Week	Required Minutes	Difference	Lessons/Week	Minutes/Week
English	5	300	240	60	5	300
Maths	5	300	240	60	5	300
Arabic	5	300	440	-140	3	180
Islamic Studies	2	120	200	-80	0	0
Science	2	120	120	0	5	300
Topic	1	60	0	60	1	60
Computing	1	60	70	-10	1	60
PE	1	60	40	20	1	60
Swimming	1	60	0	60	1	60
Music	1	60	40	20	1	60
Art and Design	1	60	40	20	1	60
Total	25	1500			25	1500

### 3. Lower Prep

The curriculum is planned in three phases: collaboration, discussion and reflection. There are two layers to the planning in Lower Prep; long-term overview and week-by-week short-term planning.

Long-term plans are recorded in a curriculum map of learning objectives which is aligned with Cambridge Curriculum requirements and uses these as the foundations of a broader, bespoke Cheltenham curriculum. Weekly planning provides guidance to teachers on the method of delivery for each lesson, the resources used and the key questions that should form the basis of teaching for each session. This process should always be initiated through collaborative discussion.

#### 3.1 Grade 3 Curriculum Allocations

Curriculum time is allocated to subjects as shown in the table below:

Subject	Arab Passport Holders		Arab Passport Holders MOE Requirement		Non-Arab Passport Holders	
	Lessons/Week	Minutes/Week	Required Minutes	Difference	Lessons/Week	Minutes/Week
English	5	300	240	60	5	300
Maths	5	300	240	60	5	300
Arabic	5	300	440	-140	3	180
Islamic Studies	2	120	200	-80	0	0
Science	2	120	120	0	2	120
Humanities	2	120	120	60	6	300
Computing	1	60	70	-10	1	60
PE	2	60	40	20	1	60
Swimming	1	60	0	60	1	60
Music	1	60	40	20	1	60
Art and Design	1	60	40	20	1	60
Social Studies	1	60	80	-20	0	0
Library	1	60	0	60	1	60
French	1	60	0	60	2	120
Life Skills	5	100			5	100
Total	30	1900			30	1900

### 3.2 Grade 4 Curriculum Allocations

Curriculum time is allocated to subjects as shown in the table below:

Subject	Arab Passport Holders		Arab Passport Holders MOE Requirement		Non-Arab Passport Holders	
	Lessons/Week	Minutes/Week	Required Minutes	Difference	Lessons/Week	Minutes/Week
English	5	300	240	60	5	300
Maths	5	300	240	60	5	300
Arabic	4	240	280	-40	3	180
Islamic Studies	2	120	200	-80	0	0
Science	2	120	120	0	2	120
Humanities	2	120	120	60	6	300
Computing	1	60	70	-10	1	60
PE	2	60	40	20	1	60
Swimming	1	60	0	60	1	60
Music	1	60	40	20	1	60
Art and Design	1	60	40	20	1	60
Social Studies	2	120	80	-20	0	0
Library	1	60	0	60	1	60
French	1	60	0	60	2	120
Life Skills	5	100			5	100
Total	30	1900			30	1900

### 3.3 Grade 5 Curriculum Allocations

Curriculum time is allocated to subjects as shown in the table below:

Subject	Arab Passport Holders		Arab Passport Holders MOE Requirement		Non-Arab Passport Holders	
	Lessons/Week	Minutes/Week	Required Minutes	Difference	Lessons/Week	Minutes/Week
English	4	240	240	0	5	2400
Maths	5	300	240	60	5	300
Arabic	4	240	280	-40	3	180
Islamic Studies	2	120	200	-80	0	0
Science	2	120	120	0	2	120
Humanities	1	60	120	60	3	180
Computing	1	60	70	-10	2	120
PE/Swimming	3	180	40	20	3	180
Music	1	60	40	20	1	60
Art and Design	1	60	40	20	1	60
Social Studies	2	120	80	-20	0	0
Library	1	60	0	60	1	60
French	2	60	0	60	2	120



DT	1	60	0	60	1	60
Spanish	0				2	60
Life Skills	5	100			5	100
Total	30	1900			30	1900

## 4. Upper Prep

The Upper Prep curriculum follows the Cambridge Lower Secondary Programme, with adaptations to ensure that our offering reflects our context as a Cheltenham school based in Oman. The programme is personalised to suit the needs of each student and cohort moving through the school.

Our highly experienced and qualified teachers develop learners who are confident responsible, reflective, innovative, and engaged. Pupils receive personalised guidance from their dedicated tutor during daily sessions. The curriculum will remain broad and balanced, and all subjects are taught by specialist teachers.

Curriculum planning is carried out in two distinct layers, with all subjects creating long-term, medium-term and short-term plans for all courses taught. Long-term plans take the form of curriculum overviews for the year and show progression of learning objectives within the year and from year-to-year.

Medium-term planning takes the form of schemes of work for each individual unit taught. These outline the purpose of learning and a chronological plan of how content will be delivered, what resources are used, what homework will be set and details of how learning will be assessed. These schemes of work should be reviewed before being used for teaching each year to ensure that they are best suited to the students in each new cohort.

Schemes of work must always include the following core elements:

- The lesson number or date in sequence
- The learning objective(s) for each lesson
- The activities planned and resources required
- Details of any homework set
- Details of any additional resources provided to students to promote further study/investigation beyond the classroom

### 4.1 Grade 6 Curriculum Allocations

Curriculum time is allocated to subjects as shown in the table below:

Subject	Arab Passport Holders		Arab Passport Holders MOE Requirement		Non-Arab Passport Holders	
	Lessons/Week	Minutes/Week	Required Minutes	Difference	Lessons/Week	Minutes/Week
English	4	240	240	0	4	240
Maths	5	300	240	60	5	300
Arabic	4	240	280	-40	3	180

Islamic Studies	2	120	200	-80	0	0
Science	3	180	120	0	3	180
Humanities	1	60	120	60	3	180
Computing	1	60	70	-10	2	120
PE/Swimming	2	120	40	20	2	120
Music	1	60	40	20	1	60
Art and Design	1	60	40	20	1	60
Social Studies	2	120	80	-20	0	0
Library	1	60	60	60	2	120
French	2	60	0	60	2	120
DT	1	60	0	60	1	60
Spanish	0	0	0	0	2	60
Life Skills	5	100			5	100
Total	30	1900			30	1900

#### 4.2 Grades 7 and 8 Curriculum Allocations

Curriculum time is allocated to subjects as shown in the table below:

Subject	Arab Passport Holders		Arab Passport Holders MOE Requirement		Non-Arab Passport Holders	
	Lessons/Week	Minutes/Week	Required Minutes	Difference	Lessons/Week	Minutes/Week
English	5	300	240	60	5	300
Maths	5	300	240	60	5	300
Arabic	4	240	280	-40	3	180
Islamic Studies	2	120	200	-80	0	0
Science	3	180	120	0	3	180
Humanities	1	60	120	60	3	180
Computing	1	60	70	-10	2	120
PE/Swimming	2	120	40	20	2	120
Music	1	60	40	20	1	60
Art and Design	1	60	40	20	1	60
Social Studies	2	120	80	-20	0	0
Library	0	60	0	60	1	60
French	2	60	0	60	2	120
DT	1	60	0	60	1	60
Spanish	0	0	0	0	2	60
Life Skills	5	100			5	100
Total	30	1900			30	1900

## 5. Seniors

Cheltenham Muscat offers the IGCSE programme before pupils progress to the Sixth Form. This follows the Edexcel examination syllabus for all subjects other than Art and Design Technology which follow the Cambridge International Examinations syllabus.

### 5.1 Two and Three Year GCSE Programmes

The standard Omani education system provides twelve years of formal education for students, rather than the more internationally standard thirteen years. As a result, students in Term 1 of Grade 10 are given the option to continue their progress towards completion of GCSE certificates a year younger than internationally expected or to select a three year programme. In choosing the second option, students continue their studies through to the end of Grade 10 before joining a bespoke final IGCSE year class. This allows them additional time to learn content, develop examination technique and to mature. It also allows students the option to study separate sciences in a suitable time frame, with the additional content covered in the third year of their course.

Curriculum planning expectations for the Seniors phase are identical to those in the Upper Prep phase. These should clearly show progression towards and of IGCSE programme learning outcomes and assessment requirements.

### 5.2 Grades 9 and 10 Curriculum Allocations

Curriculum time is allocated to subjects as shown in the table below:

Subject	Arab Passport Holders		Arab Passport Holders MOE Requirement		Non-Arab Passport Holders	
	Lessons/Week	Minutes/Week	Required Minutes	Difference	Lessons/Week	Minutes/Week
English	5	300	240	60	5	300
Maths	5	300	240	60	5	300
Arabic	3	180	240	-60	3	180
Islamic Studies	2	120	160	-40	0	0
Social Studies	1	60			0	0
Biology	2	120			2	120
Chemistry	2	120			2	120
Physics	2	120			2	120
Option A	3	180			3	180
Option B	3	180			3	180
Option C	3	180			3	180
Option D	0	0			3	180
PE	2	120			2	120
Life Skills	5	100			5	100
Total	30	1900			30	1900

### 5.3 Curriculum Make Up

All students study English Language and Mathematics as core subjects through to IGCSE level. Students are given the choice whether to study English Literature in addition to English Language, and whether English Language should be substituted for English as an Additional Language at the start of their final year of study.

#### 5.3.1 Science Curriculum

All students are expected to study for Double Award Science and receive specialist teaching in each science. Students are given the option to study separate sciences if they choose to pursue the three year GCSE programme (see below).

#### 5.3.2 Options Choices

Arab students study Arabic to accredited level, whether as a first or second language. In addition they are able to select three options subjects. Non-Arab students may choose four options subjects.

In choosing their options students can select from the following IGCSE courses, subject to combinations being available within timetable restrictions and sufficient students selecting the subject to ensure viability:

- Biology
- Chemistry
- Physics
- Business
- Economics
- Psychology
- Geography
- Art
- Design Technology
- Music
- PE
- History
- Drama
- Computing
- ICT

## 6. Sixth Form

### 6.1 A Level and GED Programmes

Cheltenham Muscat offers students the opportunity to study for three or four international A levels. This is the primary curriculum offering in line with our ethos as a British school in Oman. Students are expected to achieve a grade 6 or above in the subjects they choose for A level in order to be admitted to the course. This is enforced at the discretion of the Principal.

The GED programme is offered as an alternative for those students for whom A levels are not a suitable academic fit, or who wish to move on to universities within Oman following the traditional local pathway.

### 6.2 Curriculum Planning Expectations

Curriculum planning expectations for the Seniors phase are identical to those in the Upper Prep phase. These should clearly show progression towards and of A Level/GED programme learning outcomes and assessment requirements.

### 6.3 Grades 11 and 12 A Level Curriculum Allocations

Curriculum time is allocated to subjects as shown in the table below:

Subject	Arab Passport Holders		Arab Passport Holders MOE Requirement		Non-Arab Passport Holders	
	Lessons/Week	Minutes/Week	Required Minutes	Difference	Lessons/Week	Minutes/Week
Option A	6	360			6	360
Option B	6	360			6	360
Option C	6	360			6	360
Islamic Studies	2	120	160	-40	0	0
Social Studies	1	60	80	-20	0	0
Core PE	2	120			2	120
Private Study	7	420			10	600
Total	30	1800			30	1800

#### 6.3.1 Options Choices

Students can choose from the following A level options, subject to combinations being available within timetable restrictions and sufficient students selecting the subject to ensure viability:

- English Language
  - English Literature
  - Mathematics
  - Biology
  - Chemistry
- Physics
  - Business
  - Economics
  - Psychology
  - Geography
- Art
  - Design Technology
  - Music
  - PE
  - ICT

### 6.4 Grades 11 and 12 GED Curriculum Allocations

Curriculum time is allocated to subjects as shown in the table below:

Subject	Arab Passport Holders		Arab Passport Holders MOE Requirement		Non-Arab Passport Holders	
	Lessons/Week	Minutes/Week	Required Minutes	Difference	Lessons/Week	Minutes/Week
Option A	6	360			6	360
Option B	6	360			6	360
Option C	6	360			6	360
Islamic Studies	2	120	160	-40	0	0
Social Studies	1	60	80	-20	0	0
PE	2	120			2	120
Private Study	7	420			10	600
Total	30	1800			30	1800

## 7. Language of Instruction

### 7.1 Use of English

The principle language of instruction for all lessons is English. Teachers of Arabic, French and Spanish are encouraged to utilise these languages to the greatest extent possible during their teaching in order to promote rapid language development. Students are expected to use English as their common language in all circumstances during the school day in order to ensure inclusivity and promote fluency.

### 7.2 Language Support

Students who require additional support in learning English in order to fully access the wider curriculum will be identified for individual or group tuition, as identified in the English as an Additional Language Policy. A similar process is followed for native speakers of Arabic who require further support with the Arabic language. Lessons in both EAL and AAL are funded by parents.

## 8. Quality Monitoring

Curriculum monitoring and evaluation is essential for the planning and development of the curriculum. The Deputy Headteacher is responsible for the overall school curriculum.

The SLT observe lessons as part of the school's policy and, with Heads of Department and Phase Leaders, monitor lesson plans, scrutinise, and moderate children's work, monitor student progress through data collection and tracking and, evaluate learning spaces through learning walks in order to support their self-evaluation of the curriculum and the teaching and learning. At Cheltenham Muscat, everyone is a learner, and our staff will continue to up-level their practice through a variety of ways and share their expertise with colleagues.

The Principal is responsible for monitoring the way the school curriculum is implemented. Whole school and department targets are integral to the School Development Plan and subject plans for Heads of Department/Years to monitor their identified areas and actions to measure the impact of these on the quality of learning, teaching, and provision in the subject.

The Curriculum Area Review process will provide departments and phases with an annual opportunity to self-evaluate and receive peer evaluation on their provision, identifying good practice to share and targets to feed into their own development planning.