مدرسة هامبتون هايتس البريطانية الخاصة
Hampton Heights
British Private School

HAMPTON HEIGHTS BRITISH PRIVATE SCHOOL

CURRICULUM POLICY

Academic Year: 2026–2027

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1. Introduction

At Hampton Heights British Private School, we believe that every child deserves an enriching, challenging and inclusive education that enables them to develop academically, socially, emotionally and personally.

Our curriculum is designed to provide a broad and balanced educational experience, combining the strengths of the British educational approach with the Cambridge International curriculum and the educational requirements of the United Arab Emirates Ministry of Education (MOE).

We aim to nurture confident, responsible, reflective and independent learners who demonstrate curiosity, creativity, critical thinking and a lifelong love of learning. Through a carefully structured curriculum, we prepare our students to become responsible global citizens who value their cultural heritage, respect diversity and contribute positively to society.

2. Vision and Aims of the Curriculum

The curriculum at Hampton Heights is designed to:

- Provide high-quality teaching and learning experiences that enable every student to achieve their full potential.
- Ensure continuity and progression in knowledge, understanding and skills from Early Years to Upper Secondary.
- Develop strong foundations in literacy, numeracy and scientific understanding.
- Promote critical thinking, creativity, communication, collaboration and problem-solving.
- Encourage independent learning, enquiry and intellectual curiosity.
- Develop digital literacy and responsible use of technology.
- Promote UAE national identity, cultural awareness, values and heritage.
- Develop global awareness, intercultural understanding and responsible citizenship.
- Provide opportunities for students to discover and develop their individual interests, talents and abilities.
- Ensure an inclusive learning environment that recognises and responds to individual learning needs.
- Prepare students for successful progression to further education and future career pathways.

3. Curriculum Framework and Educational Phases

The school curriculum is organised into four educational phases, ensuring appropriate learning experiences and progression at every stage.

Educational Phase	Year Groups	Curriculum Framework
Early Years Foundation Stage (EYFS)	FS1–FS2	Early Years developmental curriculum
Primary	Years 1–6	Cambridge Primary
Lower Secondary	Years 7–9	Cambridge Lower Secondary
Upper Secondary	Year 10	Cambridge Upper Secondary / relevant IGCSE curriculum

The curriculum is planned to ensure that students progressively build upon their previous learning and develop the knowledge, understanding and skills required for the next stage of their education.

4. Curriculum Provision

4.1 Early Years Foundation Stage (FS2)

Our EYFS curriculum provides a nurturing, stimulating and engaging environment in which young children learn through exploration, discovery, play and meaningful experiences.

The curriculum focuses on the holistic development of every child through the following areas:

- Communication, Language and Literacy
- Mathematics
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World
- Creative Expression

Additional statutory curriculum provision

- Arabic A / Arabic B
- Islamic Studies A / Islamic Studies B

These subjects shall be delivered in accordance with applicable UAE Ministry of Education requirements, with age-appropriate learning experiences that introduce children to Arabic language, Islamic values and cultural awareness.

The EYFS curriculum structure will therefore include both the developmental learning areas and the required MOE subjects.

Children are provided with opportunities to develop their communication, language, early literacy, numeracy, social interaction, physical coordination and creative abilities.

Learning takes place through a combination of structured activities, child-initiated experiences, role-play, storytelling, songs, practical exploration and outdoor learning.

Teachers carefully observe children's development and use these observations to plan meaningful learning experiences that address individual needs and developmental stages.

The transition from FS2 to Year 1 is carefully supported to ensure continuity, confidence and readiness for formal primary education.

4.2 Primary Phase (Years 1–6)

The Primary curriculum establishes strong foundations in academic learning, communication, creativity, independent thinking and personal development.

The school follows the Cambridge Primary curriculum framework, ensuring that teaching and learning are aligned with appropriate subject objectives, learning outcomes and developmental expectations.

Core academic subjects

From Year 1 to Year 6, the core academic subjects are:

- English
- Mathematics
- Science

Year 1 provides a carefully structured transition from EYFS, focusing on early literacy, phonics, language development, foundational mathematical understanding, exploration and the development of essential learning skills.

Additional curriculum provision

- French: Years 5–6
- Global Perspectives: Year 6
- MOE subjects- Year1-6 -Arabic, Islamic and Year 2-6 -Social Studies: In accordance with applicable UAE regulatory requirements. [Arab students: Arabic A, Islamic Studies A and Social Studies A. Non-Arab students: Arabic B, Islamic Studies B and Social Studies B].
- ICT / Computing, Physical Education, Art: As provided in the approved school curriculum.

English develops students' reading, writing, speaking, listening, comprehension, grammar and vocabulary.

Mathematics develops numerical fluency, mathematical reasoning, logical thinking and problem-solving.

Science encourages curiosity and enquiry through observation, experimentation, investigation and the application of scientific concepts.

French introduces students to an additional language and develops their listening, speaking, reading and writing skills.

Global Perspectives in Year 6 introduces students to local and global issues, encouraging research, collaboration, critical thinking and an appreciation of different viewpoints.

4.3 Lower Secondary Phase (Years 7–9)

The Lower Secondary curriculum builds upon the foundations established in Primary and provides students with increasingly challenging and specialised learning experiences.

The school follows the Cambridge Lower Secondary curriculum framework, promoting academic development, independent thinking, analytical skills and subject-specific knowledge.

Core academic subjects

- English
- Mathematics
- Science

Science is developed through the study of key concepts and knowledge across Biology, Chemistry and Physics within the integrated Science curriculum.

Additional curriculum provision

- Global Perspectives: Years 7–9
- French: Years 7–9
- MOE subjects: Arabic, Islamic, Social Studies -In accordance with applicable UAE regulatory requirements. [Arab students: Arabic A, Islamic Studies A and Social Studies A. Non-Arab students: Arabic B, Islamic Studies B and Social Studies B].
- ICT / Computing, Physical Education: As provided in the approved school curriculum.

At this stage, students are encouraged to become more independent learners, engage in research and investigation, evaluate information and apply their knowledge to real-life situations.

English develops advanced communication, comprehension, vocabulary and structured writing skills.

Mathematics strengthens fluency, reasoning, analytical thinking and problem-solving.

Science develops scientific understanding, enquiry and practical investigation skills.

Global Perspectives provides opportunities to examine contemporary global issues, consider different perspectives, evaluate evidence and develop responsible attitudes towards the world.

French continues to develop students' linguistic competence, communication and cultural awareness.

The Lower Secondary phase prepares students for the academic demands and subject-specific learning expectations of Upper Secondary education.

4.4 Upper Secondary Phase (Year 10)

Year 10 marks the beginning of Upper Secondary education and provides students with opportunities to develop advanced subject knowledge and skills in preparation for Cambridge International IGCSE qualifications and further academic pathways.

The curriculum provides a strong foundation in core academic subjects, sciences, humanities, business and technology, alongside the required UAE Ministry of Education subjects.

Year 10 curriculum subjects

Core Academic Subjects

- English
- Mathematics

Sciences

- Physics
- Chemistry
- Biology

Humanities and Global Learning

- Global Perspectives

Business Education

- Business Studies

Modern Foreign Language

- French

Technology

- Computer Science

UAE Ministry of Education Subjects

- Arabic A / Arabic B
- Social Studies A / Social Studies B
- Islamic Studies A / Islamic Studies B

The appropriate Arabic, Social Studies and Islamic Studies pathways are provided in accordance with MOE eligibility requirements and applicable regulations.

At this stage, students develop subject-specific knowledge, analytical thinking, research skills, practical application, independent study habits and examination skills.

Teaching and assessment are aligned with the relevant Cambridge International syllabus requirements and the school's approved examination arrangements.

The school aims to ensure that students are academically prepared and confident to progress towards further education and their chosen future pathways.

5. Global Perspectives

Global Perspectives is an integral part of the curriculum from Year 6 to Year 10.

The subject aims to develop students who are informed, reflective and responsible global citizens.

Through the study of local and international issues, students learn to:

- Research and investigate contemporary issues.
- Identify and evaluate different perspectives.
- Analyse information and assess the reliability of evidence.
- Develop critical thinking and problem-solving skills.
- Communicate ideas effectively.
- Work collaboratively and independently.
- Reflect on their learning and consider their responsibilities towards society and the environment.

Students are encouraged to connect classroom learning with real-world experiences and develop an appreciation of the interconnected nature of the modern world.

6. French Language Provision

French is offered from Year 5 to Year 10 as part of the school's commitment to multilingual learning and cultural awareness.

The programme develops students' ability to communicate in French through listening, speaking, reading and writing.

Students progressively develop vocabulary, grammatical understanding, pronunciation, comprehension and confidence in using the language in meaningful contexts.

The curriculum also promotes an appreciation of French-speaking cultures and encourages respect for linguistic and cultural diversity.

7. Teaching and Learning Approaches

At Hampton Heights, effective teaching and learning are central to curriculum delivery.

We promote an engaging, inclusive and student-centred approach that recognises the different abilities, interests and learning needs of our students.

Teaching and learning approaches include:

- Active and collaborative learning.
- Inquiry-based and experiential learning.
- Problem-solving and critical-thinking activities.
- Practical investigations and experimentation.
- Project-based learning and research.
- Discussion, debate and presentations.
- Independent learning and reflection.
- Appropriate integration of digital technology.
- Real-life applications and cross-curricular learning.

Teachers provide clear learning objectives, appropriate challenges and opportunities for students to demonstrate their understanding and apply their learning.

Students are encouraged to take ownership of their learning, ask questions, express their ideas and reflect on their progress.

8. Assessment and Progress Monitoring

Assessment is an integral part of teaching and learning at Hampton Heights. It enables teachers to identify students' strengths, monitor progress, recognise learning gaps and plan appropriate support and extension.

The school uses a combination of formative and summative assessment approaches.

Formative assessment takes place regularly throughout the learning process and includes classwork, questioning, observation, quizzes, practical activities, projects, presentations and other subject-specific tasks.

Summative assessment evaluates students' achievement at the end of units, terms or specified learning periods through appropriate written, practical and performance-based assessments.

The school's internal assessment weightings are:

Educational Phase	Year Groups	Formative Assessment	Summative Assessment
EYFS	FS1–FS2	Continuous developmental assessment	Developmental review
Primary	Year 1–Year 6	70%	30%
Lower Secondary	Year 7–Year 9	60%	40%
Upper Secondary	Year 10	60%	40%

These weightings represent the school's internal assessment framework and are not percentages prescribed by Cambridge International.

In EYFS, children's progress is assessed through ongoing observations, developmental milestones and evidence of learning rather than formal examinations or conventional percentage-based assessment.

Assessment methods are adapted to suit the age, subject and educational phase of the students.

Teachers use assessment outcomes to provide constructive feedback, address misconceptions, plan interventions and extend learning.

Cambridge Checkpoint Assessments – Years 6 and 9

Hampton Heights British Private School will administer Cambridge Checkpoint assessments for students in Year 6 (Primary) and Year 9 (Lower Secondary) in accordance with the Cambridge International Education assessment framework.

- Year 6: Students will undertake Cambridge Primary Checkpoint assessments in English, Mathematics and Science at the end of the Primary stage.
- Year 9: Students will undertake Cambridge Lower Secondary Checkpoint assessments in English, Mathematics and Science at the end of the Lower Secondary stage.

9. Inclusion and Differentiation

Hampton Heights is committed to providing an inclusive educational environment in which every student is valued, respected and supported.

The curriculum is designed to accommodate different learning abilities, interests and individual needs.

Teachers use differentiated teaching strategies, appropriate resources and flexible learning approaches to ensure that all students can access the curriculum and make progress.

Additional support, intervention programmes and enrichment opportunities are provided where appropriate.

The school works in partnership with parents and the inclusion team to identify learning needs and support students in achieving their potential.

10. Enrichment and Personal Development

The school recognises that education extends beyond academic achievement.

Students are provided with opportunities to develop their talents, interests, leadership abilities, social skills and personal confidence through enrichment activities and wider school experiences.

These may include:

- Sports and physical activities.
- Arts, music and creative experiences.
- Student leadership and parliament.
- Competitions and academic challenges.
- Celebrations of national and international occasions.
- Community engagement and environmental initiatives.
- Educational projects and collaborative activities.

These experiences contribute to students' confidence, resilience, responsibility, teamwork and personal development.

11. UAE National Identity and Cultural Values

As a school operating in the United Arab Emirates, Hampton Heights recognises the importance of promoting UAE national identity, heritage, culture and values.

The curriculum and wider school experiences provide opportunities for students to develop an understanding and appreciation of the UAE's history, traditions, achievements and cultural diversity.

Students are encouraged to demonstrate respect, tolerance, responsibility, integrity and appreciation of different cultures and communities.

UAE national identity and cultural values are promoted through MOE subjects, classroom learning, school activities and celebrations.

12. Curriculum Monitoring and Evaluation

The school leadership team and Heads of Departments work collaboratively to ensure that the curriculum is effectively planned, implemented and reviewed.

Curriculum monitoring includes:

- Reviewing curriculum plans and schemes of work.
- Monitoring curriculum coverage and progression.
- Conducting classroom observations and learning walks.
- Reviewing students' work and assessment records.
- Analysing attainment and progress data.
- Identifying strengths and areas requiring improvement.
- Evaluating the effectiveness of teaching and learning strategies.
- Providing professional guidance and development opportunities for teachers.

The findings from curriculum monitoring are used to strengthen teaching practices, improve student outcomes and ensure that the curriculum remains relevant, balanced and responsive to students' needs.

13. Parental Partnership

The school values the partnership between parents, students and teachers in supporting successful learning.

Parents are kept informed about curriculum expectations, students' progress, assessment outcomes and areas requiring additional support.

Through regular communication and parent-teacher meetings, the school encourages parents to take an active role in their children's educational development.

14. Transition and Continuity of Learning

The school recognises the importance of smooth transitions between educational phases.

Particular attention is given to the transition from FS2 to Year 1, Year 6 to Year 7, and Year 9 to Year 10.

Relevant information about students' attainment, progress, learning needs and achievements is used to support continuity and ensure that students are prepared for the next stage of their education.

15. Policy Review

This Curriculum Policy is reviewed annually to ensure its continued relevance, effectiveness and alignment with Cambridge International curriculum frameworks, UAE Ministry of Education requirements and the school's educational vision.

Any amendments to the policy are subject to the school's approval procedures.

Hampton Heights British Private School

Inspiring Excellence. Nurturing Potential. Building Global Citizens.

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