



HAMILTON
International School

Curriculum Policy

Name of Policy

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Vision:

Igniting
passi♥n, purp@se
and pⓂential

Mission:

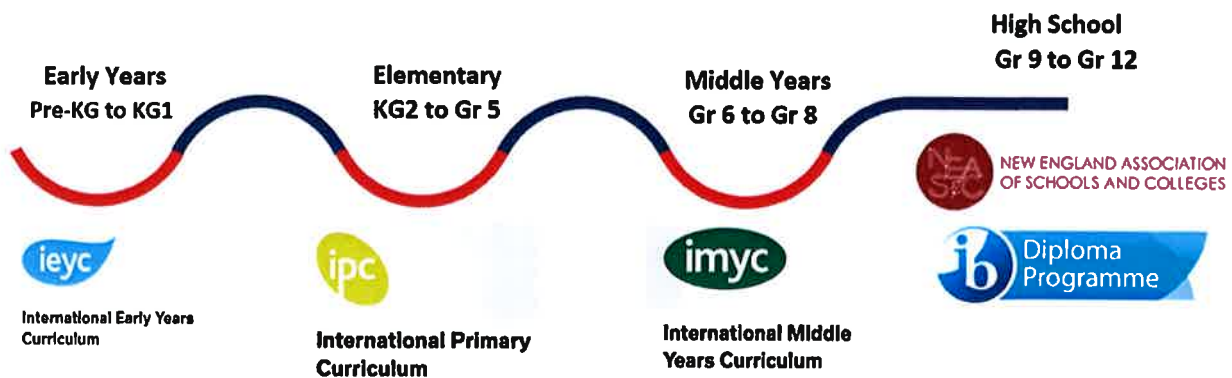
We are committed to developing the spirit of excellence and sound character in our students, through an innovative, well-balanced education.

Core Values

- ☆ I am getting better
- ☆ I am respectful
- ☆ I am resilient
- ☆ I am a global citizen
- ☆ I am a communicator
- ☆ I am emotionally intelligent
- ☆ I am emotionally intelligent
- ☆ I am a collaborator

Curriculum Design and Implementation

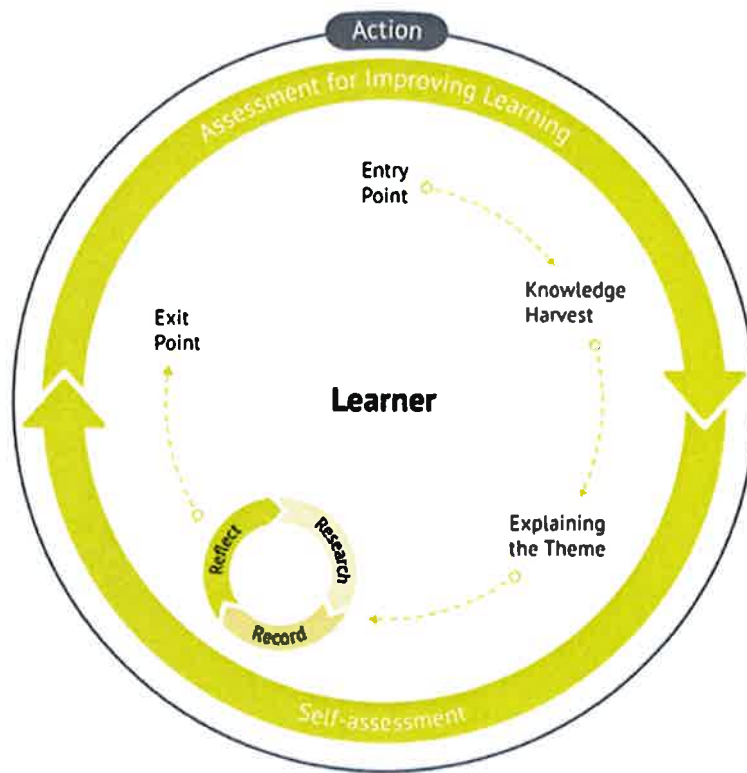
1.1THIS Elementary School Curriculum



The curriculum of THIS is a Pre-KG through Grade 12 International, that meets US and UK curriculum objectives. Pre-Kindergarten (Pre-KG) and KG 1 follow the International Early Years Curriculum (IEYC). Elementary (KG2 – Grade 5) follow the International Primary Curriculum (IPC), an internationally recognized and renowned curriculum.

The Elementary School curriculum encompasses the core areas of English and IPC, along with the special areas of information technology (IT), physical education (PE), art and music. We also offer students Spanish, French, Arabic Islamic Studies and Qatar History.

Central to the delivery of the International Early Years Curriculum and International Primary Curriculum is experiential learning where children are active participants in the learning process. Teachers plan engaging learning opportunities that involve the students ‘doing’ as much as possible. It is also essential that whilst activities should be exciting, they must also be purposeful and thread the key skills and knowledge that the students need to acquire over the unit.



Kindergarten Years (Pre-KG and KG1 only)

The [International Early Years Curriculum \(IEYC\)](#) is an innovative research-based curriculum, recognizing global best practice and the developmental needs of 2-5 year olds. The IEYC uses international best practices, holistic enquiry and play-based approaches that cover all curriculum areas including personal, social, and emotional development. Informed by new research, and feedback from schools around the world, the IEYC. Students in Pre-KG and KG1 will take part in specialist lessons in ICT, Music, PE, Swimming and Languages, which are taught by specialist teachers.

The IEYC was developed to meet the needs of students at this crucial stage of their development. Central to the IEYC is the belief in, and commitment to, the holistic development of each child through enjoyable and playful personal, international and academic learning experiences that prepare them for opportunities and challenges now and in the future.

➤ Eight Learning Principles

The IEYC has eight Learning Principles, each conveying a belief considered essential to students' learning and development. The Learning Principles should form the foundation of all IEYC policy and practice.

- The earliest years of life are important in their own right.
- Students should be supported to learn and develop at their own unique pace.
- Play is an essential aspect of all students' learning and development.

- Learning happens when developmentally appropriate, teacher-scaffolded and child-initiated experiences harness students' natural curiosity in an enabling environment.
- Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness.
- Knowledge and skills development lead to an increasing sense of understanding when students are provided with opportunities to explore and express their ideas in multiple ways.
- Ongoing assessment, in the form of evaluation and reflection, is effective when it involves a learning-link with the home.
- Learning should be motivating, engaging and fun, opening a world of wonder for students where personal interests can flourish.

The eight Learning Principles are intrinsically linked to a unique IEYC Process of Learning.

The IEYC Dimensions of Learning and Development

The IEYC recognises the holistic nature of learning through the first foundation of the IEYC 'Child-focused Personal, International and Academic Dimensions of Learning and Development' representing the key domains of learning within the earliest years of life. The IEYC Dimensions provide the context within which schools and teachers support children's holistic learning and development.

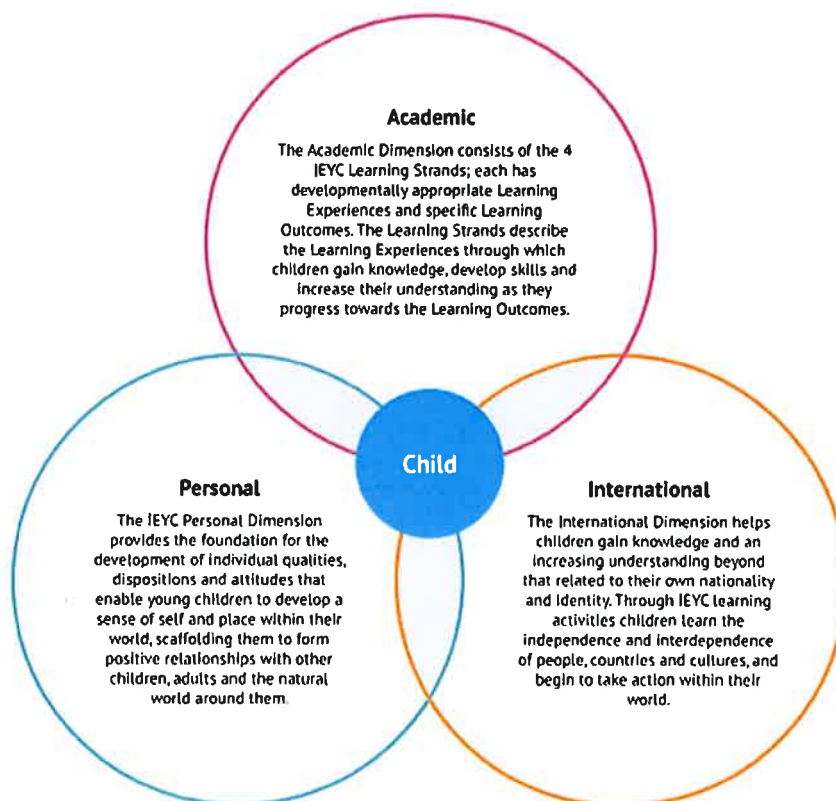


Figure 1: Child-focused Personal, International and Academic Dimensions of Learning and Development

At Hamilton, all IEYC learning, and development is underpinned by a set of four Learning Strands:

INDEPENDENCE & INTERDEPENDENCE	COMMUNICATING	ENQUIRING	HEALTHY LIVING & PHYSICAL WELL-BEING
<p>Focuses on developing personal, social and emotional development.</p> <p>This strand links to:</p> <ul style="list-style-type: none"> • The IEYC Personal Goals • The IEYC International Dimension 	<p>Focuses on communicating through:</p> <ol style="list-style-type: none"> 1. Speaking and Listening 2. Reading 3. Writing 4. Number 5. Shape and Measures 6. ICT and Computing 7. Expressive Arts and Creativity 	<p>Focuses on developing the skills of enquiry through exploring:</p> <ul style="list-style-type: none"> • People • The world 	<p>Focuses on developing a positive attitude to:</p> <ul style="list-style-type: none"> • Health • Self care • Physical Activity

Each Learning Strand provides descriptions of what students will experience and learn about through contextualized activities woven into IEYC units of learning. The units of learning are carefully designed around a central theme, holistically linking all four Learning Strands to relevant and engaging activities that can be adapted and extended to meet individual needs. The units are based around exciting themes aimed at capturing students' natural curiosity.

Delivery of the IEYC entails careful consideration of a balance between child-led and adult-led learning. Activities often involve a whole class or small group input, during which the students are brought together and introduced to learning challenges. The students are then invited to explore the learning challenge through the environment and adult-planned activities. Adults in the classroom extend children's learning by scaffolding play and through conversations and questions.

The IEYC is designed to support teachers to lead and improve learning by inspiring learners to be active and reflective thinkers who are able to lead their own learning. It provides a contemporary perspective on international Early Years education that supports teachers as they help students learn effectively and with enjoyment.

Each of the 4 Learning Strands are scaffolded by a Phase of Learning Experiences and Objectives. Phase A: describes learning experiences with the youngest children in mind. Phase B: describes learning experiences that provide more of a challenge.

Phase A Learning Experiences provide a supportive context for learning and development, enabling children to consolidate prior experiences. Such an approach may nurture capabilities, scaffolding children's learning as they extend into Phase B Learning Experiences.

Early learning is very much context drive, the same child will demonstrate different capabilities in different spaces. It is expected that, at time, a combination of both Phase A and B Learning Experiences will be appropriate for some students, whilst at other times their interests and developmental needs may fall specifically in either Phase A or B.

Whilst the IEYC recognizes the non-linear nature of learning and development for this age-range, some settings find it useful to consider Phase A learning experiences typically suited 2- to 3-year-olds, and Phase B learning experiences typically suited to 4- to 5-year-olds. Phase A tasks can be helpful to consolidate previous learning and, for students requiring more of a challenge, Phase B tasks will support new learning.

At Hamilton, the IEYC is taught across two Grades; Pre-KG typically explores Phase A and caters for children aged 3-4. KG1 typically explores Phase B and caters for children aged 4-5.

Elementary Years (KG2 – Grade 5)

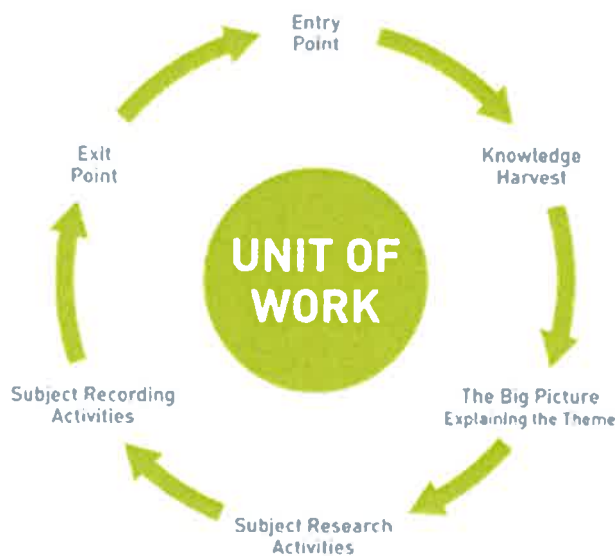
Elementary (KG2 – Grade 5) follows the International Primary Curriculum (IPC), an internationally recognized and renowned curriculum. It is a comprehensive, thematic curriculum which is creative, develops international mindedness and encourages personal learning. Arabic, Islamic and Qatar History will be taught in line with the Qatar National Standards. Specialist lessons will take place in ICT, Music, PE, Swimming and Languages and will be taught by specialist teachers.

The **International Primary Curriculum** is an internationally researched curriculum for learners aged 5-11 years old. The vision of the IPC is to inspire learners to be active and reflective thinkers who lead their own learning now and in the future. Through the IPC, learners are encouraged to be informed, globally competent, socially-conscious and motivated to positively contribute within a local and global context. It is a curriculum that has been designed to promote the use of a constructivist pedagogy whereby learners connect new knowledge to prior knowledge and are actively engaged in constructing their own understanding.

There are seven foundations for improving learning that are embedded within the IPC:

1. Personal, International and Subject Learning Goals
2. Progressive Pedagogy
3. A Process to Facilitate Learning for All
4. Globally Competent Learners
5. Knowledge, Skills and Understanding
6. Connected Learning
7. Assessment for Improving Learning

The IPC units of work follow a set structure to facilitate learning, as described below. The learner is at the center of the process therefore adaptations to meet specific needs need to be made for each class, group and individual learner.



Entry Point:

The Entry Point provides an exciting introduction to the learning unit. It should also activate previous learning that the students have experienced ready for new learning.

Knowledge Harvest:

This is an opportunity for the students to share what they already know about the subject and what they would like to know. This should be displayed in the classroom and referred back to throughout the unit.

Explaining the Theme:

This information should be shared with learners to help them see how the unit connects with other and how it builds on previous learning goals.

Research, Record and Reflect:

Each IPC unit has a number of activities that require the students to research, record and reflect on their learning. **IPC research activities** have been designed to be experiential and exploratory. Collaboration should be encouraged at this stage. When **recording their learning**, students should be given choice and agency over how they demonstrate their understanding. It is particularly important that the needs of individual learners are carefully catered for. Teachers should offer opportunities for the students to **reflect** on their learning, with a focus on next steps.

Exit Point:

The Exit Point has two main purposes. First, to help students pull together their learning from the unit and second, to celebrate the learning that has taken place.

The **IPC Subject Learning Goals** are the foundation on which the IPC was built. The learning goals cover the knowledge, skills and the understandings that students will develop.

The IPC **Personal Learning Goals** are designed to develop character and attitude in students and enable them to be at ease with the continually changing context of their lives. They underpin each learning unit.

ENGLISH

English is the first language used at THIS. The expectation is that students will converse in this language at all times, unless instructed otherwise.

Reading is one of the fundamental learning steps that develops skills in fluency and understanding for all areas of learning. As a skill for life, it opens up opportunities to explore, understand and be inspired by the world around us. We believe our students need the best start in reading fluency, understanding and comprehension to best prepare them for a life of igniting passion, potential and inspiration.

As a school, we want to instill a passion for reading across our curriculum. We want our students to see the journey of reading beginning with us but continuing throughout their lives. Staff will be expected to display signs on classroom doors that reflect whatever they are reading and update these regularly to promote reading through life. Classrooms are expected to have somewhere for students to explore and enjoy reading in their classroom. We expect teachers to promote reading through a display.

Reading is split into three areas of our curriculum:

Guided Reading:

Guided reading sessions take place once a week in English, these are opportunities to develop children's reading fluency and begin to develop their understanding practically of comprehension skills being covered. Guided reading sessions are an opportunity for teachers and learning assistants to facilitate children's learning through discussion and questioning. Questions linked to the stem question document are a supportive planning tool for teachers.

Comprehension Skills, Understanding and Implementation:

Comprehension lessons happen once a week. These are linked to the writing topic and provide opportunities for students to immerse themselves in a text. Students will have the opportunity to text mark, discuss and complete written answers in these lessons. Each term a number of comprehension skills will be covered, and teachers will also be expected to also be revisiting previous skills alongside to embed learning and make links.

- Immerse in the text.
- Focus on retrieval of key aspects.
- Summarize events.
- To make reasoned predictions.
- To sequence events from a text.
- To present information verbally giving opinions.
- To analyze information in the text and identify comparing and contrasting elements.
- To infer information from the text.
- To write longer answers referring to the text and explaining ideas fully.

Independent Reading:

This is encouraged at home and time will be allocated every week for independent reading. Students will have available access to the class and school library and will access texts that link to their reading ability and ones that will challenge them appropriately.

Each class has a library session which will be lead by our school librarian. These are an opportunity to explore reading for pleasure and to learn, develop and consolidate skills and understanding on how to use and enjoy a book. Students will have an opportunity to read, share reviews and select books from the library to check out. As part of a class teacher's responsibility, we require them to keep a hold and help support the library in reminding children/parents to return books when they are due.

Our school library is also a resource area for teachers. It is full with fascinating books and resources to help create amazing learning opportunities in the classroom. Teachers are able to check out books under their staff profile to be used in class.

In addition to books linking to topics, we also have a variety of sets of books which can be used to support and stimulate guided reading sessions in class. These will need to be checked out and returned to the correct area of the library.

When using the library, discussing the library with our students or talking about books we expect our staff to promote a positive ethos for reading and the enjoyment of books. This includes looking after our school resources both inside and outside the classroom.

Phonics:

Students will be taught phonics and spelling through the Read, Write, Inc program. The program is designed to develop children's understanding of synthetic phonics (sounds) which enables them to identify sounds when decoding and segmenting words when reading. This program has been proven to quickly enable children to acquire the skills needed for reading and writing.

Read Write Inc.:

Read Write Inc is a systematic synthetic phonics programme with a whole- school approach to teaching early reading and writing, designed to ensure progress of every student. In Read Write Inc Phonics lessons, students learn to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step-by-step.

Throughout the program, students learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters, they need to represent them, in three sets of Speed Sounds Lessons. Simple and enjoyable mnemonics help all students to grasp the letter-sound correspondences quickly, especially those who are at risk of making slower progress or those who are new to learning English. This knowledge is taught and consolidated every day. High frequency words that are not phonically regular are taught as 'tricky' words (we call them Red Words) and are practised frequently. Along with a thought-provoking introduction, prompts for thinking out loud and discussion, students are helped to read with a storyteller's voice.

Writing:

From Pre-KG, the children are encouraged to become storytellers, mark-makers and writers. They are provided with a range of activities and opportunities to develop their gross and fine motor skills to support their physical readiness for writing.

At THIS, we understand that to be an effective reader and writer, you must also be a good speaker and listener. Starting in Pre-KG, the students are immersed in learning environments which foster the development of speaking and listening. The students are encouraged to express themselves in a variety of contexts and participate in discussions, whilst understanding the roles and needs of speakers and listeners.

At THIS, we value the voices of children and have introduced Helicopter Stories as a platform through which students can share elements of their imagination and develop their communication skills. During Helicopter Stories sessions, the students are invited to orally tell their own stories before acting these out with their peers.

The Elementary school curriculum outlines the learning outcomes that your child will work on each year. The writing structure will follow an 'Immerse, Analyze, Write' approach, allowing students to have develop their writing at a meaningful and purposeful level. Each unit of writing begins with a 'Small Write' and concluded with a 'Big Write' allowing progress to be monitored on an individual level. Students' writing is tracked against writing checklists. Genres are mapped across each grade to ensure students maximize learning opportunities in a thematic way, through vertical and horizontal alignment.

Handwriting:

From the earliest possible age, your child will be taught the tripod pencil grip and will develop their handwriting through a cursive style.

MATHS

Our teachers will bring Math to life for the students and aims to inspire a genuine love of Math, helping every student master mathematical concepts.

At The Hamilton International School, we follow the concrete, pictorial and abstract approach which is an essential tool in teaching math at EYFS and Elementary. The Concrete, Pictorial and Abstract (CPA) approach is a system of learning that uses physical and visual aids to build a student's understanding of abstract topics. Students are introduced to a new concept using concrete resources (e.g., fruit, dice, blocks etc). When they are comfortable with physical aids, they are introduced with pictorial representations of the concrete objects. Once the students have an understanding they will be introduced to abstract (numbers or other symbols) to help the students gain a greater understanding between numbers and the real world.

At The Hamilton International School, we use the learning scheme White Rose Maths. White Rose Maths is a mastery approach which aims to develop a learner's understanding. By truly understanding each maths concept and by mastering learning one step at a time, EVERYONE CAN DO MATHS: EVERYONE CAN!

The Hamilton International School follows the National Curriculum of England for mathematics which links with White Rose Maths as it aims to ensure that all students:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- Reason mathematically by following a line of enquiry, conjecturing relationships and generalizations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Information Communication Technology (ICT)

At THIS, we appreciate that developing student's competence of using information technology is as important now as it has ever been. All the students have access to a computer and spend some time each week on educational programs. As the students' progress through the school, they will increase their range of computer skills. They have access to iPad and can use these within lessons, as directed by the class teacher. Students will also have access to a range of STEM (Science, Technology, Engineering and Math) resources. Students will also have ample opportunities to develop their information technologies skills across our school through projects, our environment and through innovative learning experiences.

Music

Music plays an important part in the life of our school. Students enjoy music from an early age and we aim to foster that pleasure by encouraging them to take part in musical activities. We offer a range of opportunities for students to develop their musical talents. We encourage parents to let the school know of musical instruments their student plays so we can celebrate this at school.

Languages

In Pre-KG and KG1 students are taught both Spanish and French for a total of 1 lesson per week. In Grades KG2 to Grade 5, Students opt to study either French or Spanish and have 1 lesson per week.

Arabic

These subjects are taught by Arabic specialists. Arabic lessons take place over the week in line with MOEHE requirements.

Qatar History

All students participate in Qatar History each week in line with MOEHE requirements.

Islamic Studies

All Muslim students participate in Islamic Studies each week in line with MOEHE requirements.

PE and Swimming

We actively promote a healthy lifestyle at THIS and all school students have weekly PE and Swimming lessons, which are part of the school curriculum and are compulsory.

Support for Learning

We want to support every student in our school, regardless of their individual needs. There may be occasions when the school identifies certain students that would benefit from additional support. These conversations will happen between the parent and our SEN teacher, in consultation with the Head of Elementary and appropriate support will be offered. Parents must agree to this support in advance. Please ensure school has all information of any reports linking to special educational needs that the student has received.

Our Long-Term Plans for all subjects can be found on the school website. These offer a curriculum overview for the grade placement.

1.2 THIS Secondary School Curriculum

Our curriculum is designed to build on prior subject knowledge and develop skills over time. The curriculum is mapped from Grades 6 to 9 and considers learner pathways and learning experiences required for future progression and future learning.

The Secondary School curriculum is exciting and meaningful to our students because it is underpinned by our strategic aims, values, and purpose, and:

- Is designed for the international student.
- Develops the whole child - knowledge, skills, understanding and attitudes.
- Is broad, balanced and has clear progression in subject knowledge and skills
- is flexible and responsive to individual needs and interests.
- Has an eye on the future and the needs of future citizens of Qatar and students' home countries.
- Enriches the students' development academically, physically, emotionally, and socially.
- Has a local, national, and international dimension.

Our international curriculum creates opportunities to connect learning and develop a personal perspective, to work with peers, take risks in a safe environment, and to help students to become confident, independent and engaged learners. It also provides them with the necessary academic rigour and transferable skills to prepare them well for the High School Diploma and IB.

Middle School:

Grades 6, 7 and 8 make up our Middle School. In Middle School, students follow an International Curriculum which maps to the US Common Core Standards. In Grades 6, 7 and 8 our students follow a broad and balanced curriculum enabling them to build on the learning and experiences from Elementary School as well as being introduced to new learning opportunities and specialist subjects. We nurture their emotional, social, physical and intellectual development, enabling them to make a smooth transition into High School.

Students study:

Core subjects: English Language Arts, Science, Social Studies, Arabic A, Arabic B

Supplementary subjects: French, Spanish, Physical Education, Design Technology/ICT, Performing Arts, Music, Islamic Studies, Qatar History, Independent Study.

At THIS we work within the guidance set by the MoEHE which directs schools on the number of mandatory lessons for each of the following subjects: Arabic A, Arabic B, Islamic Studies A, Islamic Studies B.

Students with Individual Education Plans (IEP's) will follow a modified curriculum. This could include adapted subject content or adapted subject coverage.

Allocation of Lessons

Grades	Subject	Number of Lessons	Note
6,7 and 8	Math	5	Core
	Science	4	Core
	English Language Arts	5	Core
	Independent Study	1	Supplementary
	Social Science	2	Core
	Design Technology/ ICT	2	Supplementary
	Music	1	Supplementary
	Performing Arts	1	Supplementary
	Physical Education	2	Supplementary
	French/Spanish	4	Supplementary
	Arabic A Language	5	Core
	Arabic B Language	3	Core
	Islamic Studies	2.5	Supplementary
	Qatar History	1	Supplementary

High School

The High School currently consists of Grade 9 and will expand up to Grade 12 as the school continues to grow. Students start the US High School Diploma (HSD) in Grade 9. Students will follow a range of courses including mandatory subjects and electives to ensure that they are well prepared and able to access higher education courses. Students will be working towards their HSD.

Students study:

Core subjects: English Language Arts, Science, Social Studies, Arabic A, Arabic B, French, Spanish

Elective subjects: Physical Education, Design Technology/ICT, Performing Arts, Music, Islamic Studies, Qatar History

At THIS we work within the guidance set by the MoEHE which directs schools on the number of mandatory lessons for each of the following subjects: Arabic A, Arabic B, Islamic Studies A, Islamic Studies B.

Allocation of Lessons

Grades	Subject	Number of Lessons	Note
9	Math	5	Core
	Science	4	Core
	English Language Arts	5	Core
	Social Science including Qatar History	4	Core
	Design Technology/ ICT	2	Elective
	Music	0* or 2	Elective
	Performing Arts	0** or 2	Elective
	Physical Education	2	Elective
	French/Spanish	0*** or 4	Core

	Arabic A Language	5	Core
	Arabic B Language	4	Core
	Islamic Studies	3	Elective

*Students who take Islamic A or Islamic B do not take Music

**Students who take Arabic A and Islamic A do not take Performing Arts

***Students who take Arabic A or Arabic B do not take French or Spanish

Credits

	Arab Passport Holders (Arabic A/Islamic A)	Non-Arab Muslims	Non-Arab, Non-Muslim
ELA	1 credit	1 credit	1 credit
Maths	1 credit	1 credit	1 credit
Science	1 credit	1 credit	1 credit
Social Sciences (incl QH)	1 credit	1 credit	1 credit
French/Spanish			1 credit
Arabic	1 credit	1 credit	
Islamic Studies	0.5 credits	0.5 credits	
PE	0.5 credits	0.5 credits	0.5 credits
Performing Arts		0.5 credits	0.5 credits
Music			0.5 credits
Design Technology	0.5 credits	0.5 credits	0.5 credits
Total Credits	6.5 credits	7 credits	7 credits

Monitoring, Evaluation, and Review

The Leadership team continually monitors the implementation of the curriculum to ensure that the curriculum:

- Is appropriate, challenging and relevant.
- Maps to the US Common Core Standards.
- Complies with the requirements of the High School Diploma.
- Is delivered successfully through the monitoring and development of quality teaching and learning.
- Is reviewed annually.

The Head of Secondary and Head of Elementary:

- Anticipate curriculum needs and staffing requirements to inform teacher recruitment and retention.
- Recruits appropriate staff to meet the needs of the curriculum.

The Inclusion Department

The Inclusion Department supports students with a range of additional needs. Our aim is to integrate students into the mainstream setting at a rate which best suits their ability to progress.

Inclusion provision at Hamilton includes:

Early Intervention

Pre KG & KG1 for students deemed as being on Tier 3.

Students benefit from an Individual Education Plan (IEP) and follow a modified Curriculum. Most of their lessons are taken in their Early Intervention class and a large focus is placed on mastering basic/functional skills required for mainstream learning.

Intervention classes

KG2 - Grade 8 – for students on Tier 2.


Students in Intervention classes also benefit from an IEP but spend a large percentage of time in their mainstream class. Subjects of strength are taken in the mainstream class while areas for development are targeted in the smaller intervention class and are targeted on the IEP.

Hamilton Hub

KG2 – Grade 5 – for students deemed as being on Tier 3 (Highest level of need).

Students at Hamilton Hub level follow an IEP and a fully modified Curriculum which meets their learning needs. These students require the highest level of need and so receive the highest level of support. Class sizes are reduced to ensure individual learning takes place and IEP targets are met. Should a student at this level of support show signs of strength in a particular area, they are supported by an Inclusion Assistant to attend the mainstream class.

We also provide Learning Support classrooms for those requiring support for English, Maths, Occupational Health and Speech, Language & communication.

Reviewed and approved by			
Name	Position	Signature	Date
Terry Senior	Principal		Jan 2022

