



ALDENHAM P
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— RIYADH —

Curriculum Policy

Version	Date	Name	Summary of Changes
1	April 2024	M.Aston	
2	6 th October 2025	H.Khan, Deputy Head, M.S. Bedford	Review and approval
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Aldenham Education Group Vision

Aldenham Education Group is a disruptive, owner-operated education organisation committed to redefining excellence in international schooling. Rooted in the 425-year legacy of Aldenham School in the UK, we blend tradition with innovation to create non-franchise schools that are built on substance, not scale.

Our ethos is driven by the Japanese philosophy of *Kaizen* – a relentless pursuit of continuous improvement. We champion a culture of meritocracy, where talent is recognised, effort is rewarded, and every member of our school communities is empowered to grow and thrive.

We believe in delivering high-quality academics alongside a rich co-curricular programme, strong pastoral care, and a deep commitment to wellbeing. Our schools provide a rounded education where every child is known, valued, and nurtured — developing character, confidence, and the skills to succeed in life.

Aldenham Prep Riyadh Mission

At Aldenham Prep School, we provide a happy, nurturing, and warm environment where quality learning takes place, and the needs of each individual child are fulfilled.

Aldenham Prep Riyadh Aims

Our Key Aims

- ✓ *To encourage a love of learning in order to aspire to academic excellence and a broad education for all pupils*
- ✓ *To foster good relationships and partnership between staff, pupils, parents and the wider community*
- ✓ *To ensure that each individual pupil is nurtured, and encouraged to make the most of their own special talents*
- ✓ *To emphasise the importance of the social, moral and spiritual dimensions of community life in a modern society*
- ✓ *To provide a well-planned, well-organised environment giving children rich and stimulating experiences*

Aldenham Prep Riyadh Curriculum Policy

Scope

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the International Early Years Curriculum and International Primary Curriculum based on the British National Curriculum, but also the range of co- curricular activities that the school organises to enrich the experiences of children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and are expected to behave. We aim to teach children how to grow into positive, responsible citizens, who can work and co-operate with others while ‘taking care of their own learning’, This is so that they can achieve their true potential.

We believe in a broad curriculum enabling the pupils to become well-rounded individuals.

Values

Our school curriculum is underpinned by our mission statement, our key aims and Core Values Respect, Determination and Aspiration. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. At Aldenham Prep School we believe very strongly in offering breadth within our curriculum, so that the all-round talents of each individual child may be developed. This involves promoting the academic, creative

and sporting facets of school life, as well as fostering children’s natural curiosity, in order to empower them with a life- long love of learning.

Curriculum aims at Aldenham Prep School Riyadh

The aims of the curriculum throughout Aldenham Prep School are to enable all pupils to develop:

- a practical understanding of the School Values: Respect, Determination and Aspiration
- literacy, numeracy, speaking and listening skills (including linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative);
- an understanding of the world in which we live and how this has developed over time.
- a willingness to apply themselves and an aptitude for learning and progression;
- a sense of enquiry, the ability to question, solve problems and argue rationally;
- knowledge and skills relevant to adult life and employment in the changing world, including competence in ICT use;
- creativity, critical awareness, empathy and sensitivity;
- a recognition of their own and others’ achievements, in School and beyond;
- self-worth, self-esteem, self-awareness and self-confidence;

- to value each individual and to learn to live together in an atmosphere of mutual respect;
- the skills of working as an individual and as a member of a group or team;
- an awareness of the pupil's place in the community and opportunities for service to each other and to the community;
- a sense of responsibility for the environment and sustaining it for future generation;
- mutual respect and tolerance of those with different faiths and beliefs;

Responsibility for the effective implementation of this policy at the APSR lies with the Head who delegates to the Deputy Heads and Assistant Head. Heads of Department, Phase Leaders, individual subject teachers and support staff also have key roles in its delivery.

Learning Support and EAL Curriculum Provision

The Learning Support Departments, at APSR assists and supports any pupils who have additional educational requirements whether this be learning difficulties or English as an Additional language (EAL).

We provide a broad and balanced curriculum which is designed to provide access and opportunity for all children who attend the School. We adapt the curriculum to meet the needs of individual children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the School.

Such children may need additional or different help from that given to other children of the same age. Class Teachers make an initial assessment and, in most instances, through quality first teaching, and therefore provide resources and educational opportunities which meet the child's requirements, within the normal class organisation. These provisions support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities (SEND) takes account of the type and extent of the difficulty experienced by the child.

This sometimes involves a programme of lessons on a one-to-one or small group basis in addition to being monitored by subject staff during normal lessons.

All pupils have the right to access the curriculum, regardless of their ability. Pupils, whether they have learning difficulties or not, have an equal opportunity to participate in the full curriculum of the School and any additional activities. Pupils with learning difficulties are encouraged to become independent and take responsibility within School.

Curriculum Policy at the Prep School

At the Prep School, the curriculum is balanced, broad engaging and stimulating to meet the needs of all pupils. The curriculum includes the formal requirements of the syllabuses for progression to the Senior School. This includes the National Curriculum and the IPYC. The Prep School Curriculum also acknowledges the role of the 'Hidden Curriculum' where pupils learn from the way they are treated and the expectations placed upon them to develop social norms and values. This enables the pupils to grow into positive, responsible and confident people who can work and cooperate with others whilst developing their knowledge and skills in order to achieve their full potential.

Planning, Organisation and Homework

The curriculum is planned in three phases:

LONG TERM

Initially, a curriculum map or long-term plan is drawn up. This indicates the broad learning intentions for each term and establishes which topics are to be taught to which groups of children. We review our long-term plans on an annual basis.

MEDIUM TERM

We use the national schemes of work as a basis for much of our medium-term planning. In IEYC, activities are planned to support the areas of learning. In our medium-term plans, we give clear guidance on the topics to be taught week by week. We store all of our medium-term plans stored on Teams, so that they can be easily updated and reviewed.

SHORT TERM

Our short-term plans are those that our teachers write or communicate on a weekly or daily basis (usually for observed lessons). We use these to set out the learning objectives for each session, and to identify which resources and activities we are going to use in the lesson. Prompts for differentiation and assessment are included at this stage of planning, as well as relevant cross-curricular links.

A variety of AfL techniques are embedded in all areas of the curriculum as steps to success. We continue to develop our evidence of assessment and progress.

In EYFS, there is a combination of adult-led and child-initiated learning across the week that supports the areas of learning.

Early Years Foundation Stage

There is a coherent and full coverage of the Early Years Foundation Stage curriculum. The Lower School curriculum builds on the foundations laid in the Early Years Foundation Stage. Cross-curricular teaching is used to provide an engaging curriculum for our pupils. This is planned carefully, so that there is progression in all curriculum areas. The pupils are encouraged to develop skills and learn through an enquiry-based approach.

Visits and Expeditions

Opportunities for learning beyond the classroom (such as outdoor learning) and away from the School is recognised as an integral part of the curriculum with appropriate visits structured into the curriculum for all year groups.

The Headmaster

The Headmaster has the overarching view of the school curriculum. He ultimately authorises the School's curriculum. He oversees reporting to parents.

Deputy Head

The Deputy Heads works with the Subject Leads to ensure there is horizontal and vertical alignment and progression; that assessments are appropriate and homework is consistent. The Deputy Head checks the accessibility, appropriateness and relevancy of the curriculum. The school is in the process of creating a monitoring and tracking process which the Deputy Head will oversee.

Phase Leaders/Heads of Departments

The Phase Leaders and HoDs are responsible for:

- contributing to the whole School Development Plan;
- providing a strategic lead and direction for the subject;
- supporting and offering advice to colleagues on issues related to the subject;
- overseeing planning, delivery, content, assessment and moderation;
- overseeing progress within their subject;
- providing efficient resource management for the subject.

It is the role of each subject lead to keep up to date with developments in their subject, at both national and international level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school SDP objectives. Each subject leader reviews the curriculum plans for their subject and ensures that progression is planned into Schemes of Work.

Within the Topic based approach to curriculum teaching in some respects the subject lines are blurred; this ensures the children see the interconnectedness of their learning. Liaison between subject leads is therefore essential to ensure each Topic can be well taught.

Head of Departments are:

- Given staff meeting time
- Given time to monitor their subject

Teaching Staff

Teaching staff are responsible for the effective delivery of the curriculum to the pupils. The role and responsibilities of teachers are outlined in the school Learning and Teaching Policy.

Timings of the School Day

APSR operates a 35-period week; there are 7 periods of 45 minutes, Sunday to Thursday with lessons typically lasting either 45 or 90 minutes depending on the subject being studied. Provision is made for assembly/tutor time in each year group.

Pupils are taught in mixed ability classes; within all classes' teachers provide differentiated learning, approaches and materials to cater for all their pupils' needs.

Class sizes vary depending on the subject and year group, but the teacher-pupil ratio is excellent, ensuring a high degree of focus on pupils as individuals within the class.

CCAs are offered after school. Children not signed up for after school CCAs must be collected at 2.45pm.

7.30-7.45 Breakfast	7.45-7.55 Registration	7.55-8.40 Lesson 1	8.40-9.25 Lesson 2	9.25-10.10 Lesson 3	10.10-10.25 Assembly	10.25-10.40 Break	10.40-11.25 Lesson 4	11.25-12.10 Lesson 5	12.10-12.40 Lunch & Break	12.40-1.10 Lunch & Break	1.10-1.15 Registration	1.15-2.00 Lesson 6	2.00-2.45 Lesson 7	2.45-3.00 Hometime or Snack	3.00-4.00 Clubs
15	10	45	45	45	15	15	45	45	30	30	5	45	45	15	60

Pupils must arrive in a timely manner for registration. Registration must take place at the beginning of the morning and the afternoon.

Subject Weightings

In the Early Years Foundation Stage (EYFS) the areas of learning and development are separated into seven areas. Three prime areas form the core of initiating the children's love of learning:

- Communication and Language (CL)
- Physical Development (PD)
- Personal Social and Emotional Development (PSED)

This leaves four specific areas through which the three prime areas are strengthened and applied.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas of learning and development are important and interconnected with many activities covering several of the areas. The IEYC topics further enrich this interconnectivity. Each area is divided into stages of development and teachers identify resources and learning opportunities for individual children dependent on their developmental needs.

The Foundation Stage also receive specialist teaching in the following areas working alongside their class teachers.

	Nursery		Reception	
	Number of lessons	Minutes per week	Number of lessons	Minutes per week
French	1	40	1	40
PE	1	40	1	40
Arabic	1	40	1	40
I.Studies	1	40	1	40
Music	1	40	1	40

Lower School Key Stage 1 (Years 1 and 2)				
	Year 1		Year 2	
	Number of lessons	Minutes per week	Number of lessons	Minutes per week
Phonics	5	225	5	225
English	5	225	5	225
Maths	8	360	8	360
Topic	7	315	7	315
Arabic	3	135	3	135
Music	1	45	1	45
Art/DT	1	45	1	45
French	1	45	1	45
Games	1	45	1	45
PE	1	45	1	45
I.Studies	1	45	1	45
Computing	1	45	1	45

Key Stage 2 (Years 3-4)				
	Year 3		Year 4	
	Number of lessons	Minutes per week	Number of lessons	Minutes per week
English	8	360	8	360
Maths	8	360	8	360
Topic	8	360	8	360
Arabic	3	135	3	135
Games	2	90	2	90
Art/DT	1	45	1	45
French	1	45	1	45
Music	1	45	1	45
PE	1	45	1	45
Islamic Studies	1	45	1	45
Computing	1	45	1	45

Upper School (Years 5-8)								
	Year 5		Year 6		Year 7		Year 8	
	Number of lessons	Minutes per week	Number of lessons	Minutes per week	Number of lessons	Minutes per week	Number of lessons	Minutes per week
English	8	360	8	360	8	360	8	360
Maths	8	360	8	360	8	360	8	360

Humanities	1	45	1	45	1	45	1	45
Arabic	3	135	3	135	3	135	3	135
Games	2	90	2	90	2	90	2	90
Art/DT	1	45	1	45	1	45	1	45
French	1	45	1	45	1	45	1	45
Music	1	45	1	45	1	45	1	45
PE	1	45	1	45	1	45	1	45
Islamic Studies	1	45	1	45	1	45	1	45
Computing	1	45	1	45	1	45	1	45

In Years 1 to 4, all subjects are normally taught by the Form Teacher, with some subjects taught by subject specialists, such as Arabic, PE/Games and French

In Year 5 and above, all subjects are taught by subject specialists.

Subject specialists teach Maths, English, Computing, Science, Art, Arabic, Islamic Studies, Games and PE, Music and French.

Homework is set, marked and assessed in line with the School's "Assessment, Homework and Marking Policy".

Arabic and Islamic Studies

All pupils must study Arabic and follow the Ministry of Education curriculum.

All Muslim children must study Islamic Studies and follow the Ministry of Education curriculum.

Co-Curricular Activities (CCA)

All pupils are strongly encouraged to take part in a wide variety of extra-curricular activities and sport to supplement their timetabled lessons. The School takes part in the Co-Curricular Activities (CCA) from 3.00-4.00pm Sunday to Thursday.

Monitoring and Review

All teaching staff are responsible for monitoring the way the school curriculum is implemented. As part of the subject leadership programme each subject area is monitored in a cycle of review and development. The curriculum policy is reviewed annually.