



# Curriculum Description

## Al Faisal International Academy

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رؤية الأكاديمية:

الريادة في التعليم، بهوية اسلامية، وفق معايير معتمدة محلياً و دولياً.

Leading in education, with an Islamic identity, according to locally and internationally approved standards.



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## 7.1 Vision and Mission of the School

### Vision:

*Leading in education, with an Islamic identity, according to locally and internationally approved standards.*

### Mission:

*Our mission is to prepare all students to become motivated lifelong learners, productive members of society and global citizens ready to meet the challenges of the future.*

### Values:

**Authenticity:** Being true to your own personality, values, and spirit.

**Loyalty:** Loyalty towards our school, country and leaders are the best key ingredient to success!

**Fairness:** Fair and equitable education ensuring lifelong opportunities to succeed.

**Accountability:** Disposition to take responsibility for one's actions.

**Integrity:** Academic integrity enabling honesty and showing a consistent and uncompromising adherence to strong moral and ethical principles and values

**Sustainability:** Proactive approach to seeking knowledge, skills, values, and attitudes to address global challenges

**Accomplishment:** Consistent approach to achieve to potential

**Leadership:** To develop universal leadership skills enabling high expectations from self and others.

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## 7.2 Educational Objectives

Al Faisal International Academy is a primary school designed to serve students from the first to the sixth grade. It aspires to nurture generations of ambitious and intellectually creative individuals with skills in line with international standards and provide educational opportunities based on a distinct level of education that promotes self-growth and assessment of proficient learners.

As well as providing the appropriate environment to participate in various activities and educational games in a place where all the means of security and safety are equipped with the latest technology.

Our objectives as a school include:

- Prepare a generation capable of educating oneself in all stages of life
- Empower students to become creative, flexible and responsible in their communities and in the world.
- All students can learn but not at the same time or in the same way, but everyone has the right to give them equal opportunities in education.
- Education is a common effort for school, home and community
- All teachers and administrators in the Academy realise that they have a high-level care duty towards students and work in a team spirit
- Activate the educational activities aimed at the Academy
- Implement the strategies and standards of the principles of continuous quality through the evaluation and development of educational and administrative plans.

In line with the Qatar 2030 Vision, Al Faisal International Academy seeks to provide an excellence-based educational provision building on high standards and quality-first teaching - equipping students to achieve their aspirations and to meet the needs of a global society.

At Al Faisal International Academy, we aim to achieve our aspirations by:

- Delivering a tailored curriculum to meet the needs of all of our students
- Delivering quality educational provision based on the British National Curriculum

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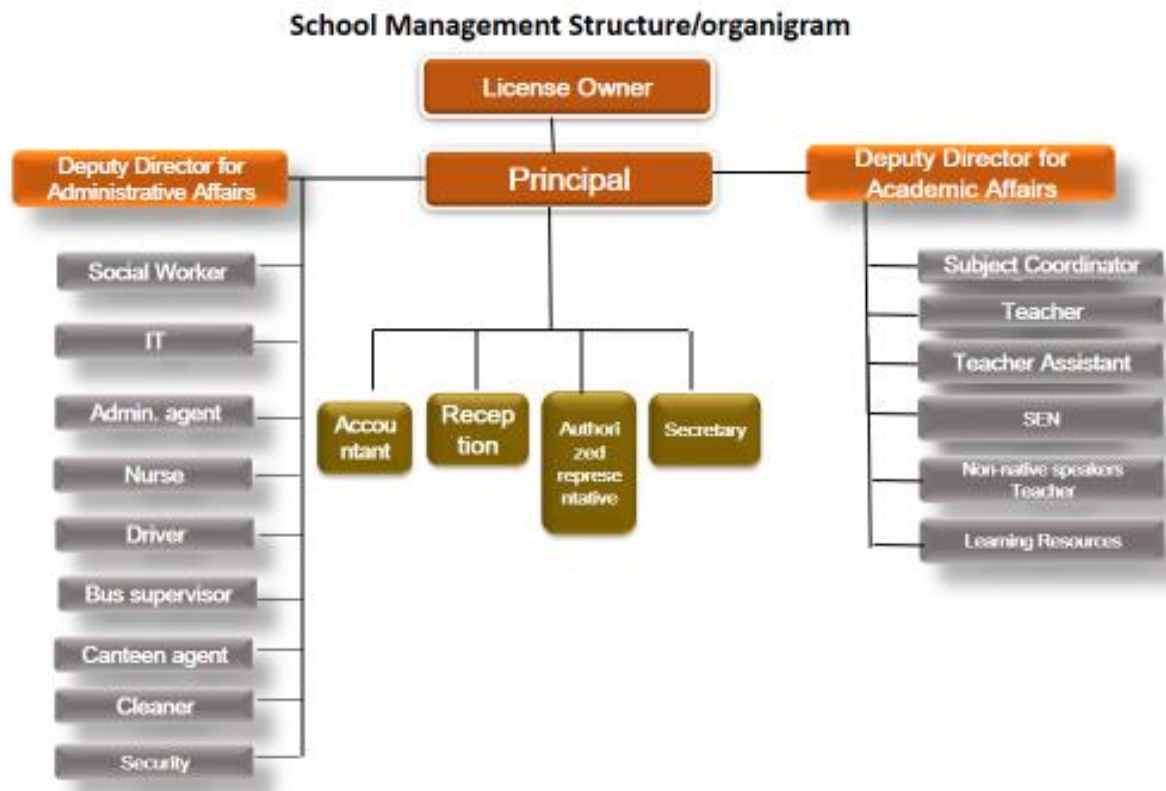


- Provide training opportunities to staff enabling them to become excellent in facilitating the educational provision for our school community.
- Supporting accessible educational programmes for lifelong learning.

At Al Faisal International Academy, we believe that by providing our student community with skills and motivation to contribute to society, we will create:

- A well-cultured community of students that are well versed in moral and ethical values, traditions and cultural heritage.
- A strong sense of belonging and citizenship
- A student body that practises innovation and creativity
- A proactive school community that participates in a wide variety of cultural and sports activities
- Well-developed, independent, self-managing accountable students and staff

### 7.3 School Management Structure/organigram



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أكاديمية الفيصل الدولية  
AL FAISAL INTER. ACADEMY

## 7.4 Overview of Academic Year, Academic Calendar



رؤية الأكاديمية:

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## Percentage of Instruction in English & teaching hours per subject 2022-2023

Years	Number of Classes	Subjects	Percentage of Instruction in English	Number of sessions per week	Minutes per week
<b>Y1-6</b>	<b>11</b>	English	<b>100%</b>	8	440 mins (7.33h)
		Math	<b>100%</b>	6	330 mins (5.5h)
		Science	<b>100%</b>	3	165 mins (2.75h)
		Social	<b>100%</b>	1	55 mins
		Computing	<b>100%</b>	1	55 mins
		Art & Design	<b>100%</b>	1	55 mins
		P.E	<b>100%</b>	1	55 mins
		French	<b>French</b>	1	55 mins
		Arabic	<b>Arabic</b>	5	275 mins (4.58h)
		Islamic	<b>Arabic</b>	2	110 mins (1.83h)
		Qatar History	<b>Arabic</b>	1	55 mins
		<b>Total</b>		<b>30</b>	<b>1,650 mins 27.5 hours</b>

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## Students' Timetables:

Students' daily timetable Y1 – Y2 – Y3 (Sunday till Thursday)		
Duration	Time	Period
10 mins	7:00-7:10	Morning Assembly
55 mins	7:10- 8:05	First Session
55 mins	8:05 – 9:00	Second Session
25 mins	9:00 – 9:25	First Break
55 mins	9:25 – 10:20	Third Session
55 mins	10:20 - 11:15	Fourth Session
55 mins	11:15 - 12:10	Fifth Session
10 mins	12:10 - 12:20	Second Break (Prayers Break)
50 mins	12:20 - 13:10	Sixth Session

Students' daily timetable Y4 – Y5 – Y6 (Sunday till Thursday)		
Duration	Time	Period
10 mins	7:00-7:10	Morning Assembly
55 mins	7:10- 8:05	First Session
55 mins	8:05 – 9:00	Second Session
55 mins	9:00 – 9:55	Third Session
25 mins	9:55 – 10:20	First Break
55 mins	10:20 - 11:15	Fourth Session
55 mins	11:15 - 12:10	Fifth Session
20 mins	12:10 - 12:30	Second Break (Prayers Break)
60 mins	12:30 - 13:30	Sixth Session

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## 7.5 Curriculum & Educational Resources

Students at Al Faisal International Academy follow an adapted curriculum taken from the national curriculum of England and Wales. The curriculum is comprised of mandatory subjects (Arabic, Islamic, and Qatar History) as advised by the Ministry of Education, Qatar.

Students are taught by qualified teachers in the following subjects:

- Mathematics
- English
- Science
- Social Studies
- Physical Education (P.E)
- Art and design
- French (Modern foreign languages)
- Computing
- Arabic
- Qatar History
- Islamic

Students broadly follow schemes of work applicable to the national curriculum of England and Wales. This includes outdoor and indoor activities.

Students in upper primary are also taught by subject specialist teachers. All resource materials meet the standards of education as mandated by the Ministry of Education.

The choice of the above curricula is based on the researched needs of our students that are in line with the school's vision, mission, and objectives. For that we ensure that our curricula are:

- Developing an integrated educational aim to build a solid foundation for the student in Science, Mathematics, languages and other Subjects.
- Developing personal, administrative and particular skills through practice and applications.
- Creating a democratic environment based on common interests and practicing experiences and stimulations.

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- Using the latest learning technologies that are integrated into all subjects and focusing on the practice of higher thinking skills, critical creative thinking, problem-solving, decisions making and the individual differences between the students.
- Focusing on the value of responsibility, work enjoying, and effective citizenship and respecting the culture of others.
- Cater for talented and gifted students by involving them in enrichment programs.
- Help underachievers through support to enhance their performance such as additional support classes after the school day, holding projects and presentations that will improve the student's competence and increase their motivation and attitudes towards achievement.

Paying special attention to students with special needs by applying special instructional plans and practices and making necessary adjustments in the curriculum that suit and meet their needs, with the focus on differentiating instruction.

The structure of the national curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

	Key Stage 1	Key Stage 2
Age	5-7	7-11
Year Groups	1-2	3-6
<b>Core Subjects</b>		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
<b>Foundation subjects</b>		
Social Studies	✓	✓
Physical Education (P.E)	✓	✓
Art and design	✓	✓
Modern foreign languages (French)	✓	✓
Computing	✓	✓

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We use different resources that the teachers use to achieve their objectives. The resources and schemes vary: digital resources and physical books and schemes.

## 7.6 Curricular & Extracurricular activities

The Academy ensures that proper support systems are in place to support student learning, and which enrich student talents in both curricular and co-curricular arenas of the school. Services are aimed at being sufficient, with an emphasis on providing ample extracurricular activities, and special need services to support student learning.

We foster an environment that supports student's personal growth and responsibility, self-esteem, and character and ethical development. We have a number of strategies to identify those students that require personalized support to achieve their own curricular needs. There is a support system in place to help students in need of targeted intervention and social interventions, these services are delivered through quality first teaching, a comprehensive pastoral system and Social Worker support.

Targeted teaching interventions aim to provide a stimulating, secure and happy environment, where everyone aspires to excellence and children can achieve their full potential in all they do. Our Academy identifies our Gifted and Talented students and engages them in exercises, initiatives and competitions to further stretch and develop them.

The school provides its students with plenty of extracurricular activities, along with the support of the PE department but also not limited to but including the annual Science Fair, Character Days, Qatar National debate etc. This is a very successful area of the school, and contributes directly to students motivation and character building. Additionally, students participate in reading competitions and other National School Competitions.

There is a comprehensive evaluation system is in place to assess the level of involvement, student interest, effectiveness, and positive outlook to the resources and extra-curricular activities made available to students, school wide.

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The Academy regularly measures student perception as to how they view the school. Students feel that their voice is being heard at school, and student voice is important in guiding school change when necessary.

The Academy has embarked upon asking students essential questions relating to life in and out of school. This is a good step towards finding out what is working and what needs to be addressed, to make Al-Faisal an academy students are proud of.

The Academy is keen on providing activities and events for students and continues to improve and develop both the frequency and quality of student satisfaction after students have been involved in such activities.

A sample of some of the extracurricular activities offered follows below:

- Receiving students for the new academic year.
- Allow Qatari students to wear the Qatari uniform
- Dhuhur prayers
- Dentist Day
- Fun Day
- The "No Risk When We Take Action" campaign
- "Healthy food and Activity " program
- Teacher's Day
- Al Faisal Football Championship
- Awareness trips related to the curriculum
- A field visit to the Islamic Museum
- Qatar National Library (visit)
- The Qatari Flag
- Al Faisal Book Fair
- Celebrating the National Day
- Lecture on 'Behavioral Evaluation Policy'
- Lectures about 'Diabetes and Healthy Food'
- Awareness lectures on the precautionary measures and the Corona virus.
- Traffic Week "Your Life is Safety"
- Reading week.

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- National Sports Day.
- School's Olympic Day
- Mother's Day
- Psychological guidance
- Qatar Heritage Day
- 'My school is clean'
- Participation in the Holy Quran competition

### 7.7 The Three Compulsory Subjects

Students are taught the following by qualified subject specialist teachers, specifically in the Arabic Language: Holy Quran, Islamic Studies, Arabic Language and Social Studies

All course materials and resources are approved by the MoE and the Curriculum Standards Office (CSO).

Al Faisal International Academy is committed to the curriculum of teaching Arabic, Islamic Studies and Qatar History as prescribed by the Ministry of Education and Higher education in Qatar.

We are committed to the principles of the religion and Qatari social and cultural heritage in all learning resources.

Our curriculum objectives, learning resources and school environment celebrates glorious historical figures from the Arab world, it does not contradict Islamic teachings and community values. In addition, drawings and figures are appropriate to the Islamic values and Qatari culture and traditions.

We are careful to carry out revisions to resources in order to ensure no violations – implicit or explicit - are in the content of the learning resources. We integrate Arabic, Islamic education and Qatari history's educational standards clearly within the school's annual education plan.

We are committed to teach and deliver the three subjects and provide each applicable student with the resources in all subjects as provided by the Ministry of Education and Higher Education. We adopt the annual educational plan for the three subjects in the school supplied from the Educational Supervision Department of the Ministry of Education and Higher Education.

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We are committed to the number of teaching hours for the three compulsory subjects as approved by the Ministry of Education. We use the curriculum and resources approved by the Ministry of Education and Higher Education for the three subjects (Arabic, Islamic Education, and Qatari History).

The Academy Ensures to implement the academic policies of the Ministry of Education and Higher Education for the three mandatory subjects, i.e., Arabic, Islamic Studies, and Qatar History: using appropriate resources and high standards of education and learning.

The school fully complies with all requirements of the Academic Policies and regulations of the Ministry of Education and Higher Education for the three mandatory subjects while adhering to the prescribed number of hours for the three mandatory subjects, and appointment of highly qualified employees.

### **Procedures and requirements for teaching the three compulsory subjects:**

#### **First: Islamic Education:**

We teach Islamic to Muslim students as part of the main curriculum, and we follow the same curriculum standards as the Ministry of Education and Higher Education.

Our Teachers of Islamic have the qualification to teach Islamic for all levels from the first to the sixth level as required by the Ministry of Education and Higher Education.

The language used in teaching is Arabic (we are teaching Islamic Studies and Qatar History in English for non-Arabic speakers). The Ministry of Education and Higher Education is providing the resources to support the curriculum.

Islamic is taught for 120 minutes (2 hours) per week.

#### **Second: Arabic Language:**

The Academy teaches the Arabic language to Qatari, Arab students, and non-native Arabic speakers. Our school follows the same curriculum standards as the Ministry of Education and Higher Education.

We ensure that teachers of the Arabic language have a bachelor's degree in the Arabic language teaching for all levels (from the first to the sixth level.)

The Ministry of Education and Higher Education is providing the necessary resources for teaching Arabic.

The Arabic Language is taught for 240 minutes (4 hours) per week.

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### **Third: Qatar History:**

Our Academy teaches Qatar History to all students from the first to the sixth year including non-native Arabic speakers.

We adhere to the curriculum standards of the Ministry of Education and Higher Education. We use the resources provided by the Ministry of Education and Higher Education in both languages: Arabic and English (for the non-native Arabic speakers)

The Qatar History subject is taught for 60 minutes (1 hour) per week

The Academy ensures to regularly review and abide by the academic follow-up policy for the three mandatory subjects for planning and implementation in accordance with the instructions contained therein.

### **7.8 Assessment**

The Academy has an assessment policy which is regularly updated. This enables teachers to assess the students in a variety of ways including project work, standardised tests, quizzes, speaking and listening.

A variety of classroom activities taking place, teacher's recording system in files indicates that ongoing assessments are conducted as per assessment policy and events calendar. Books are marked regularly, with error corrections, positive and constructive comments (feedback) and next steps.

Formative assessments are carried out and students are advised on the next step to learning. Overall, the student's progress is monitored well and consistently.

Assessment is at the heart of the educational process, an essential part of teaching and learning and central to our curriculum. It is the process by which we identify whether students' learning has been successful and whether teaching has been effective. Assessment informs all stakeholders in the Teaching and Learning process, teacher, students, parents and managers.

At Al Faisal International Academy, our staff employs a range of assessment tools to ensure that effective assessment is embedded in the teaching and learning process. A wide range of formative and summative assessment tools are used throughout the teaching cycle. We consider formative assessment to be highly effective in developing students learning and promoting progress. Summative assessments are formal tests/exams in which we formally test the level of student understanding of the learning which has taken place.

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In order to achieve our aims, assessment practice will:

- Provide information which identifies progression in learning through our Curriculum Programmes of Study. (British National Curriculum, England and Wales)
- Provide information for target setting for individuals, groups of learners and Year Groups
- Share learning goals with children to enable assessment proficiency in students
- Involve children in self-assessment and peer assessment
- Support students to know and recognize their strengths, areas for development and their goals
- Assess all subjects using a common format and make relevant comments about students' progress
- Inform parents and other interested parties of children's progress
- Identify children for intervention and adjust plans to meet the needs of the students, differentiating objectives and success criteria
- Continuously raise standards of Teaching and Learning
- Incorporate both formative and summative assessment opportunities in medium and short term Teaching and Learning planning
- Ensure students are aware of the learning objectives and encourage them to evaluate their progress to set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the students so that they are involved in the process
- Ensure work is marked in a constructive and informative manner in accordance with the Marking and Feedback policy.
- Regularly complete critical self-evaluation and review whole school practice

We use a range of forms of assessment to enable teachers to gain knowledge about their students' needs, achievements, and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every student.

- Baseline assessments- This provides information about students' performance on entry to a year group
- Formative —This is the ongoing process in which a student's positive achievements can be recognised, discussed, and recorded. It is used

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by teachers, together with the student, to plan the next appropriate stage of learning.

- Diagnostic — This form of assessment identifies learning difficulties and is used to ensure that appropriate help and guidance are provided.
- Summative — This provides a picture of the overall achievement of a student at the end of a particular stage/phase/year etc. It allows teachers to make overall judgements based upon evidence gathered through formative assessments over an extended period of learning.
- Predictive- This provides an indication of a student's aptitude and potential and enables academies to set target grades.
- Our students are taking the GL-PT test series (PTE, PTM, PTS) in English, Mathematics and Science.

The purpose of assessment for our students is:

- To identify particular strengths and areas for development and enable differentiated work to be developed for the individual student.
- To measure the progress and attainment of students
- To help students take responsibility for their own learning and encourage discussions with teachers about their progress against targets.
- To enable students to have a clear understanding of their progress in all subject areas

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	Key Stage 1	Key Stage 2
Age	5-7	7-11
Year Groups	1-2	3-6
<b>Internal Assessments</b>		
Quizzes	✓	✓
Homework	✓	✓
Projects	✓	✓
Diagnostic Tests	✓	✓
End of Term Tests (written & Oral)	✓	✓
Teacher assessments	✓	✓
<b>External Assessments</b>		
Progress Tests in Maths*		✓
Progress Tests in English*		✓
Progress Tests in Science*		✓

\*GL-PT test series (PTE, PTM, PTS) in English, Mathematics and Science.

### Assessment Expectations:

we recognise that learning is a partnership between school, students and parents.

As such, all stakeholders have clearly identified expectations to ensure clarity, transparency and maximum support for student learning.

Lead teacher and teachers are responsible for:

- Ensuring that assessments are integral to the learning process.
- Ensuring that prior to the learning, students know what they are being assessed upon and how they are going to be assessed (task specific clarifications)
- Ensuring that assessments are aligned to the subject group objectives and provide evidence of student understanding through authentic performances of understanding (not simply the recall of factual knowledge).
- Providing opportunities for self and peer assessment.
- Designing appropriate assessment tasks that allow students the opportunity to reach the highest levels of attainment.

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- Ensuring that students are clear as to how they will be graded against subject-specific criteria.
- Ensuring that students have sufficient time to complete tasks.
- Using the data from the assessment tasks to adjust instruction.
- Giving students adequate opportunity to show achievement and improvement in each criterion throughout the academic year.
- Following the school's academic policies.
- Collaborating to design and assess common assessments using standardised feedback
- Ensuring that summative assessments are graded, standardised and returned in a timely manner.
- Constructive feedback has been communicated.

**Students are responsible for:**

- Setting appropriate, specific and achievable personal goals for each subject that are tied to specific criteria.
- Setting appropriate, specific and achievable goals for a semester that are grounded in subject specific objectives or ATL skills.
- Monitoring their own progress using peer and teacher feedback to formative assessments and regularly reflecting on their personal goals.
- Acting upon summative assessment feedback in order to achieve and revise their goals.
- Being proactive in seeking assistance (asking questions of peers, seeking clarifications from teachers and requesting additional assistance and/or guidance).
- Being familiar with, and adhering to, the school's academic integrity policy.
- Submitting all formative and summative assessments on time.
- Maintaining a positive attitude toward learning.

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**Parents are responsible for:**

- Supporting the school in developing their child to be a self-directed, lifelong learner.
- Attending school meetings/conferences.
- Keeping up to date with school communications.
- Ensuring that their child completes their homework appropriately, on time and to the best of their ability.
- Regularly monitoring their child's progress through the school's reporting system.
- Review and sign their child's official reports.
- Ensuring that they and their child are familiar with the school's academic integrity policy and its consequences.
- Ensuring that their child adheres to the school's academic integrity policy.
- Supporting the school in enforcing the academic integrity policy.

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