مدرسة السلطان
THE SULTAN'S SCHOOL

MIDDLE SCHOOL CURRICULUM GUIDE 2026-2027





Introduction from the Head of Pastoral

My name is Mr Chris and I am delighted to be taking on the role of Pastoral Lead from the start of the new academic year in August. Last year, I worked within the school as the Year 8 Coordinator and look forward to continuing to support our students and wider school community in this new role.

I bring more than 20 years of experience in education, having taught and held several senior leadership positions in the United Kingdom as well as working internationally in the UAE. Throughout my career, I have been committed to ensuring that every student feels supported, valued and able to thrive both academically and personally.

As Head of Pastoral, I look forward to working closely with students, staff and families to foster a positive and inclusive environment where every young person is encouraged to develop confidence, resilience and fulfil their potential.

I am excited about the year ahead and very much look forward to supporting our students as they grow, learn and succeed.

Chris Seymour

christophers@sultansschool.edu.om

Pastoral Care

Pastoral care is an important part of life in the Middle School at The Sultan's School. Our homeroom tutors support students as they settle into secondary school and grow in confidence and independence. During homeroom time and everyday interactions with staff, students are guided in developing positive relationships, making responsible choices, and managing the challenges of school life. Our approach focuses on clear expectations, consistency, and supportive relationships, ensuring that students feel secure and ready to learn.



Ms Sian

YEAR 7 PASTORAL LEAD

siane@sultansschool.edu.om

I will be working closely with students, staff, and families to support students' well-being and day-to-day school life. A key part of my role is helping students transition from Year 6 into secondary school, making sure they settle in, understand expectations, and feel supported as they adjust.



Mr Josh

YEAR 8 PASTORAL LEAD

joshuaa@sultansschool.edu.om

I work closely with students, staff, and families to support both well-being and personal development during this important stage of their school journey. My focus is on helping students build positive habits, make responsible choices, and develop confidence both in and out of the classroom. I also promote teamwork, resilience, and a healthy, active lifestyle, ensuring students are well-prepared for the challenges ahead.



Ms Manal

YEAR 9 PASTORAL LEAD

manals@sultansschool.edu.om

I am thrilled to serve as the Year 9 Pastoral Lead. I believe that a student's well-being is the foundation of their success, and I am here to provide the guidance and support they need to thrive. I look forward to partnering with families to help our Year 9s build confidence and resilience throughout their learning journey.

ADDITIONAL NEEDS AND INCLUSION

At The Sultan's School, we are committed to ensuring that every student is able to access the curriculum and achieve to their full potential.

Our Inclusion team provides a range of in-class and small-group withdrawal interventions across English, Mathematics and Science, helping students to build core skills, confidence and independence in their learning. Where appropriate, students receive specialist assistance in completing coursework, developing effective study habits, and preparing for assessments and examinations.

We work closely with subject teachers and examaning boards to arrange Access Arrangements for eligible students, including extra time, reader or scribe support and other accommodations that allow students to succeed.

Our team is highly trained and experienced in supporting a wide range of additional learning needs and we are proud of the warm, inclusive ethos of our provision, where every student is valued, supported, and encouraged to succeed.

David Pogson
davidp@sultansschool.edu.om





Secondary School Guidance Counsellor



It is a privilege to support students throughout their journey, guiding them through challenges and the meaningful moments that shape who they are becoming.

As a school counselor, I provide a calm and welcoming space where students feel safe to share, reflect, and be themselves. I support their emotional well-being, help build their confidence, and guide them in developing healthy ways to understand and manage their feelings.

In partnership with teachers and families, I work to create an environment where every student feels seen, heard, and supported - so they can grow not only academically, but also as confident, balanced, and compassionate individuals.

Mai Al Riyami
mair@sultansschool.edu.om



Introduction from the Middle School Curriculum Coordinator

As the new Middle School Curriculum Coordinator, I am dedicated to fostering an environment where academic rigor meets holistic development.

My commitment to the student journey extends far beyond the traditional classroom; I am a passionate advocate for whole-school presence, whether supporting sports teams, contributing to performing arts, or guiding students as an outdoor education instructor on various expeditions.

For this year (and beyond) we aim to explore project-based learning in Year 7, 8 and 9 and offer more opportunities for students to learn outside of the classroom. Areas such as business/finance, programming and app design, environmental science, engineering and creative arts will be blended with traditional units of study to allow students to widen their in-school experience and better inform their IGCSE choices.

I look forward to mentoring our Middle School students and collaborating with parents and staff to ensure every child reaches their full potential.

Tom Beach

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ABOUT OUR CURRICULUM

At The Sultan's School, our Middle School curriculum is designed to provide students with a strong academic foundation while nurturing the personal qualities needed to thrive in an ever-changing world. Across Years 7-9, students engage with a broad and balanced curriculum that develops their knowledge, skills, and understanding across a range of subjects.

Our approach places equal importance on academic success and student wellbeing. Through a carefully sequenced curriculum, students build confidence, resilience, and independence, while developing the ability to think critically, communicate effectively, and apply their learning in meaningful contexts. We aim to ensure that all students are supported and challenged to achieve their full potential.

The curriculum is underpinned by our commitment to the IB Approaches to Learning (ATLs), where students are encouraged to become reflective learners who take ownership of their progress.

By the end of Year 9, students are well-prepared to make informed choices about their next stage of learning, equipped not only with secure subject knowledge, but also with the confidence, character, and skills needed for future success.

Following Middle School completion, students progress to the IGCSE programme in Years 10 and 11, before moving on to the International Baccalaureate Diploma Programme in Years 12 and 13. This pathway ensures a coherent and rigorous academic journey, preparing students for university and future careers.

MIDDLE SCHOOL

LEARNING JOURNEY

ARABIC
YEARS 7-9

Overview of learning

The Arabic curriculum for Grades 7 to 9 (Cycle 2) focuses on equipping students with essential language skills by integrating reading, writing, listening, and speaking into their daily lives. The primary goal is not just the accumulation of information, but how students formulate knowledge, experience learning, and acquire practical skills. The course aims to develop self-learning through a variety of classroom and extracurricular activities. The curriculum has been updated based on educational research and future skills requirements.

The aims of the course are to:

Develop Competence:
Build confidence and fluency in reading, writing, listening, and speaking skills.- Cultivate Comprehension: Improve the comprehension of various everyday and academic texts to sharpen analytical skills.- Apply Skills in Context: Link theoretical and practical language material to the students' environment.
Enhance Communication: Promote the clear presentation of ideas, ensuring learners can extract implicit meanings.





Course Structure

The curriculum is divided into specific educational units addressing different language domains:

1. **My Reading Skills(القراءة في مهاراتي):**

- Listening Lessons: Selected texts that align with learner needs, designed to test memory, deduction, and analysis.

-Reading Lessons: Diverse prose and poetry aiming to discover meaning, analySe vocabulary, and understand implicit contexts.

-Free Reading: Encouraging independent reading habits suited to the student's level.

2. **My Writing Skills (الكتابة في مهاراتي):**

- Grammar & Morphology: Taught as cumulative knowledge, linking new rules to previously learned concepts through practical application.
- Spelling Tests: Regular diagnostic tests focusing on specific rules.

- Written & Oral Expression: Students practice writing in various formats (e.g., letters, diaries, narratives), alongside dedicated oral expression sessions.

How can I support my learning?

- Engage with Texts: Don't just read; analyse the ideas, stylistic choices, and implicit meanings.
- Practice Writing: Apply grammatical rules directly into your written compositions.
- Read Widely: Utilize the 'Free Reading' component to explore texts beyond the textbook.

COMPUTING
YEARS 7-9



Overview of learning

Year 7 Computing
In Year 7, students build key digital skills through a range of practical topics. They learn to communicate clearly using digital media, develop their understanding of spreadsheets to organise and analyse data, and are introduced to Python programming, where they create simple programs using basic coding concepts. Students also explore computer networks, including how devices connect and how to use technology safely and responsibly.

Units covered:
- Clear messaging in digital media
- Spreadsheets
- Introduction to Python
- Computer networks

Year 8 Computing
In Year 8, students continue to develop their digital and computational skills through a range of creative and practical topics. They explore mobile app development, designing and building simple apps, and learn web authoring by creating and structuring their own websites. Their Python programming skills are further developed, with a focus on more advanced coding concepts, while the computer crime unit helps them understand online risks and how to use technology safely and responsibly.

Units covered:
- Mobile app development
- Developing for the web
- Python
- Computer crime

Year 9 Computing
In Year 9, students build on their knowledge through topics including cybersecurity, Python programming, spreadsheets, and artificial intelligence. They learn how to protect data and systems, develop more advanced coding skills, use spreadsheets to analyse and present data effectively, and explore the basics of AI and its impact on the modern world.

Units covered:
- Cybersecurity
- Spreadsheets-Modelling
- Python
- AI

Assessment
All units of work will have an end-of-unit assessment that will test the learning that has taken place. Each end-of-unit assessment is worth 25% of the overall grade for the year.



DRAMA
YEARS 7-9



Overview
Our Key Stage 3 Drama curriculum follows a LAMDA (London Academy of Music and Dramatic Art) pathway, helping students develop confidence, communication skills, and performance ability through acting, speaking, and interpretation.

Students progress through a clear three-year journey:

- Year 7: Building confidence and basic performance skills
- Year 8: Developing independence and performance control
- Year 9: Refining skills and preparing for exam-level performance

Year 7 – Foundations
Students are introduced to performance through:

- Poetry (verse) and storytelling (prose)
- Basic acting and voice skills
- Speaking confidently in front of others

Outcome:
Students build confidence and perform short pieces, working towards LAMDA Grade 1 level.

Year 8 – Development
Students develop greater control and independence through:

- Creating characters and short monologues
- Performing contrasting verse and prose pieces
- Delivering structured presentations

Outcome:
Students perform with more confidence and accuracy, progressing toward Grade 2 level.

Year 9 – Refinement & Exam Preparation
Students refine their skills and work at a higher level through:

- Developing character motivation and extended monologues
- Performing contrasting texts independently
- Delivering structured, confident speeches

Outcome:
Students perform at a secure Grade 2 level, with many progressing toward Grade 3.

Why Drama Matters
This curriculum helps students develop:

- Confidence and self-expression
- Clear communication skills
- Creativity and critical thinking

These essential skills support success across the curriculum and beyond school.





GLOBAL PERSPECTIVES
YEARS 7-9



Overview of learning

Global Perspectives is a new subject introduced in August 2024 especially for Years 7, 8 and 9. The course aims to cultivate the essential skills of critical thinking, analysis, evaluation, reflection, collaboration, and communication.

Global Perspectives is rooted in an interdisciplinary approach which strengthens the links across English, mathematics and science through the teaching of global issues at different scales. The programme is designed to equip students with the skills and perspectives necessary to navigate their way through an increasingly interconnected world, and to improve attainment as students enter the Cambridge IGCSE programme.

Students are taught in homeroom groups, and each group has two Global Perspectives lessons per week.

Assessment

Students will be assessed through the year on the following skills:

- Research
- Analysis
- Evaluation
- Collaboration
- Reflection
- Communication

This will take the form of individual tasks, group projects, class assessments, and presentations.

There are no formal examinations.
Marks will be converted to TSS levels for a final grade.

	Term 1	Term 2	Term 3
Year 7	**The World Around Us**	**Weather and Climate**	**Fantastic Places**
Year 8	**Settlement and Urbanisation**	**Hazards**	**Sustainable Development**
Year 9	**Oceans and Coasts**	**Population and Globalisation**	**Resources and Sustainability**

SOCIAL STUDIES
YEARS 7-9

كيف سيتم تقييمي؟
يختلف التقييم من صف لآخر، ولكن المنهج العماني للدراسات الاجتماعية من الصفوف 7 إلى 12 يتضمن عادةً نوعين من التقييم:
التقييم المستمر:
للصفوف: 10-11
- التقويم المستمر: 40%
- الاختبار النهائي: 60%

التقويم المستمر يشمل:
- اختبارات قصيرة
- أسئلة صفية
- عروض تقديمية
- واجبات منزلية

هذا الجزء من التقييم يساعد في قياس مهارات التفكير الناقد.
التقييم النهائي:
وهو الاختبار الذي يعقد في نهاية كل فصل دراسي، ويتضمن:
- أسئلة اختيار من متعدد
- أسئلة قصيرة
- تحليل مصادر ووثائق
- أسئلة مقالية قصيرة مبنية

يقيس الاختبار مدى فهمك للمفاهيم وربطك للأحداث، وقدرتك على التفكير التحليلي.

كيف يمكنني أن أطور مهاراتي الاجتماعية؟
الدراسات الاجتماعية مادة تعتمد على الفهم والتحليل والتطبيق، ولا تقتصر على حفظ المعلومات فقط. لتحسين تفاعلك مع المادة، يمكنك التركيز على مجموعة من الأساليب والموارد المتاحة:
.1
- قياس مستوى الاستعداد
- التعرف على القضايا المحلية والموضوعية

مثل:
- المفاهيم الجغرافية
- الأحداث التاريخية
- القيم والمواطنة

2. استخدام الخرائط والرسوم البيانية
فهي أدوات تساعد كثيراً في فهم الدروس من خلال توضيح المعلومات بصرياً.
3. المشاركة في الأنشطة الصفية
يساعدك في فهم الدرس والأسئلة بشكل أعمق، ويُعينك على ربط المعلومات بالأحداث الواقعية.
4. ربط المعرفة بالحياة اليومية
تعد المهارات التطبيقية جزءاً أساسياً من فهم مهارات المادة، مثل:
- تحليل الأسباب والنتائج
- ربط الأسباب بالنتائج

5. الاطلاع على مصادر إضافية
يمكنك الاستفادة من:
- المواقع التعليمية
- الوثائقيات
- المقالات الصحفية
- الأخبار الوطنية

6. ربط المحتوى بالواقع المحلي والإقليمي
السؤال عن الأحداث الحالية يساعدك على:
- فهم طبيعة الأخبار
- قياس مستوى الاستعداد
- التعرف على القضايا المحلية والموضوعية



ISLAMIC STUDIES
YEARS 7-9



نظرة عامة على أهداف التربية الإسلامية

تسهم مادة التربية الإسلامية في التنمية الشخصية المتكاملة، ويشمل ذلك الجوانب العقلية والروحية والجسمية والسلوكية للطالب، من ضمن منظومة تكامل الموضوعات، بما يضمن تسلسل المفاهيم والمهارات من مرحلة إلى التي تليها، مع التوسع التدريجي في المفاهيم عبر المراحل، وتظهر الطبقة الرأسية للمنهاج، بالإضافة إلى مختلف الجوانب الأخرى.

العقيدة الإسلامية

يؤكد المنهاج على الإيمان بالله تعالى ومراقبته في أعمال الطلبة، والإيمان بالرسل عليهم السلام وحرمة الأنبياء، إضافة إلى اليوم الآخر.

الشريعة الإسلامية

يتناول المنهاج مصادر التشريع الأساسية وهي القرآن والسنة النبوية والمصادر الاجتهادية الأخرى، بالإضافة إلى أقسام الحكم الشرعي، وقد طرحت المناهج في هذه المرحلة الدراسية مجموعة كبيرة من الموضوعات المتعلقة بالفقه والقيم والأحكام ومجالاتها المختلفة، وكذلك في المعاملات الشخصية وأمور العبادة.

السيرة النبوية

تناولت المناهج في هذه المرحلة جوانب من سيرة الرسول صلى الله عليه وسلم قبل الهجرة، وما مر بالدعوة الإسلامية من ظروف في مكة المكرمة، وكذلك هجرة المسلمين إلى الحبشة وما تبعها من وثيقة التعايش في المدينة ثم الغزوات وفتح مكة وحجة الوداع، مع التأكيد على جانب القدوة فيها.

أخلاق الإسلام

هدفت هذه الموضوعات إلى تعزيز القيم الأخلاقية لدى الطلبة، مع التأكيد على إشادة الرسول صلى الله عليه وسلم بأخلاق أهل عمان.

لم تركز المادة التعليمية على جانبٍ دون آخر، بل تناولت جوانب متعددة ركز كل منها على الأسرة والمجتمع، وعلى إصلاح الدين والدنيا، والتأكيد على الدور الأكبر للطالب في عملية التعلم، من خلال مشاركته ومساهمته في العمل الفردي والجماعي.

تقييم أداء الطالب

يتقدم الطالب لمجموعة من التقييمات التي تقيس مهارات الطالب مثل الاختبارات القصيرة والنهائية، ، وكذلك يتم تقييم أداء الطلاب من خلال أدوات التقييم المستمر وتشمل تسميع النصوص المقررة من القرآن، والأسئلة القصيرة والواجبات، وكذلك تقدير جهد الطالب في البيت والصف.

كيف أساعد ابني على التعلم؟

يمكن للطالب دعم تعلمه من خلال استخدام الاستراتيجية الفردية، والقائمة على التحضير المسبق، ثم مراجعة الدروس التي تمت دراستها، وربط المعلومات الجديدة بما قد درسه سابقاً، كما يمكن للمعلم دعم موضوعات التربية الإسلامية من خلال ما يعيشه الطالب أو يسمع عنه في الأسرة والمجتمع، وتشجيع الطالب وتوجيهه نحو مصادر ومراجعات للبحث العلمي، وتشجيعه على المشاركة في الأنشطة والبحثية والإثرائية والأنشطة الجماعية، خصوصاً وأن مناهج التربية الإسلامية تعتمد الطريقة البنائية في التعلم، وهي ترتكز على دور الطالب الفعال في الوصول للمعرفة.



PHYSICAL EDUCATION
YEARS 7-9

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Curriculum Overview

Students in Years 7, 8 and 9 follow the Cambridge International PE curriculum, designed to develop strong technical skills, healthy habits and a positive attitude towards lifelong physical activity. Each year group receives one double PE lesson per week and participates in a range of sports and activities.

Year 7 & Year 8

Students build on the physical development and movement skills learned in earlier key stages. Throughout the year, they:

- Become more confident and capable across a variety of sports.
- Refine techniques and understand the elements of an effective performance.
- Learn to reflect on their own work and offer constructive feedback to others.
- Develop the interest and motivation to stay active beyond school.

These experiences help students improve their decision-making, communication and resilience as they take on new challenges and learn to adapt within different sporting contexts.

No of wks to block	*Block 1 - 8 wks*	*Block 2 - 8 wks*	*Block 3 - 7Wks*	*Block 4 -4wks*	*Block 5 - 8 Wks*	*Block 6 - 3Wks*
Dates	24 Aug - 16 Oct	26 Oct - 18 Dec	4 Jan - 19 Feb	22 Feb - 19 Mar	5 Apr - 28 May	31 May - 18 Jun
Year 7				*Ramadan 18 Feb **		
Boys	Volleyball	Athletics	Football/S&F	Ramadan	Swimming	Tournaments
Girls	Swimming	Athletics	Basketball/Badminton	Ramadan	Volleyball	Tournaments
Year 8						
Boys	Volleyball	Athletics	Basketball/Badminton	Ramadan	Swimming	Tournaments
Girls	Swimming	Athletics	Football/S&F	Ramadan	Volleyball	Tournaments
Year 9						
Boys	Volleyball	Athletics	Football/S&F	Ramadan	Swimming	Tournaments
Girls	Swimming	Athletics	Basketball/Badminton	Ramadan	Volleyball	Tournaments

Year 9

Students continue to strengthen and extend the skills gained in Years 7 and 8. They:

- Apply more advanced techniques and strategies in competitive and non-competitive situations.
- Take increasing responsibility for preparing warm-ups and improving performance.
- Gain a deeper understanding of how regular activity contributes to long-term physical and mental wellbeing.
- Explore pathways into further study, including the option to take IGCSE Physical Education from Year 10.

Across the year, students further develop independence, precision in movement, and the ability to evaluate and refine their performance thoughtfully.

Assessment

At the end of each activity block, students are assessed in four key areas:

1. Skills – accuracy and consistency of sport-specific techniques
2. Gameplay – tactical awareness, decision-making and application of skills
3. Warm-ups – safe and effective preparation for activity
4. Analysis & Observation – identifying strengths, areas for improvement and ways to enhance performance

Scores from these areas are combined to produce an overall mark, which is then converted into a TSS Level. This system supports students in understanding their progress and setting clear personal goals.

MATHEMATICS
YEARS 7-9



In Years 7–9, students follow the Cambridge Lower Secondary Mathematics (0862) programme. This internationally recognised curriculum provides a strong foundation for success at IGCSE and beyond.

A Spiral Curriculum: How Learning Develops Over Time

Mathematics at Key Stage 3 is taught using a spiral curriculum approach. Key topics are revisited in Years 7, 8 and 9, each time in greater depth and complexity. This approach strengthens understanding, builds confidence and develops long-term retention.

What Do Students Study?

Number – Fractions, decimals, percentages, ratio, rounding and estimation.

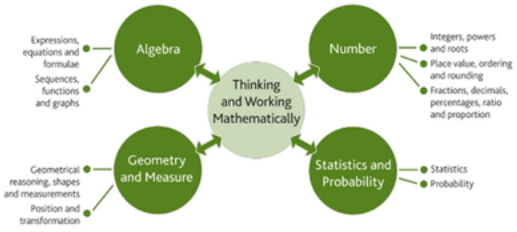
Algebra – Expressions, equations, sequences, graphs and inequalities.

Geometry and Measure – Shapes, angles, area, volume, transformations and Pythagoras' theorem.

Statistics and Probability – Data collection, averages, graphs and probability.

Class Organisation and Lesson Allocation

In Years 7, 8 and 9, students are taught Mathematics in ability-appropriate groups to ensure that lessons are pitched at the right level of challenge and support. Each year group is divided into six teaching groups. All students follow the same Cambridge Lower Secondary Mathematics curriculum, but lessons may move at different paces and with different levels of scaffolding.



Group placements are reviewed periodically and may be adjusted to ensure students are in the setting that best supports their progress, confidence and engagement with Mathematics.

Students should bring to every lesson: pen, pencil, ruler, calculator, geometry set and mathematics book and textbook/workbook.

Use of Online Platforms and Digital Learning

Online platforms are used to support practice, provide immediate feedback, monitor progress and develop independent study habits. Students also have access to digital textbooks and revision materials.

Assessment

Students complete ongoing formative assessment in lessons and a minimum of three formal summative assessments each year, including an end-of-year assessment.



YEAR 7

Learning • Exploring • Growing

ART

Overview of learning

Year 7 Art - Exploring Land and Sea

What is Year 7 Art about?

Year 7 Art introduces students to the fundamental skills of observational drawing and working with a range of materials. Through the theme Land and Sea, students learn how artists observe the natural world and translate what they see into accurate and expressive artwork.

Students are taught Art in double lessons each week within their homeroom groups, allowing time to build confidence, routines, and technical foundations.

What students learn

- Introduction to observational drawing from real objects and images.
- Accurate recording using pencil, fineliner, ballpoint pen, coloured pencil, chalk pastel, and marker.
- Understanding proportion through grid drawing.
- Exploring environmental themes such as recycling and conservation.
- Introduction to colour, pattern, and composition.
- Working from artists including Romero Britto, Sara Harlan, and Vincent J. Scarpace.
- Introduction to simple printmaking and 3D work using clay.

Key projects include

- Observational studies of everyday and natural objects.
- Turtle and fish studies focusing on detail and texture.
- Artist-inspired work exploring colour and pattern.
- Illustrated lettering combining multiple artist influences.
- A 3D clay fish sculpture.

Skills students develop

- Careful observation and attention to detail.
- Control of drawing tools and media.
- Confidence in using colour and pattern.
- Following artistic processes from start to finish.
- Presenting work clearly and independently.

Assessment

- Ongoing formative assessment during lessons.
- Each project carries equal weighting with the top 10 project marks contributing to the final end-of-year grade.



ENGLISH



Overview
The Year 7 English curriculum is designed to build students' confidence as readers, writers, speakers and listeners as they transition into Key Stage 3. Across the year, students study a range of fiction, non-fiction and poetry texts, developing analytical skills, creative writing techniques, and spoken communication. Units are taught sequentially across the academic year, with a balance of reading, writing and speaking outcomes.

Unit 1: Travel Writing
Students explore a range of travel blogs to develop their understanding of descriptive writing, tone, and audience. They analyse writers' language choices and structural features before creating their own travel blog based on a real or imagined place.
Key skills: language analysis, figurative language, sentence variety, paragraphing, and creative writing conventions.
Summative assessments:

- Reading comprehension and analysis of a travel blog
- Writing a travel blog using appropriate conventions

Unit 2: Novel Study
Students read a class novel and explore key narrative elements such as character, setting, structure, theme and writer's voice. Lessons focus on developing inference, annotation, and analytical discussion skills, alongside transactional and creative writing linked to the text.
Key skills: close reading, textual evidence, narrative structure, and personal response.
Summative assessments:

- Reading: analytical and comprehension questions based on an extract
- Writing: a news article inspired by an event in the novel

Unit 3: Dragon's Den – Persuasive Speaking & Writing
Students design an original product or service and learn how to pitch it persuasively to an audience. The unit develops both spoken and written persuasion, including rhetorical techniques, tone, register, and presentation skills. Students participate in a class and year-group competition.
Key skills: persuasive language, presentation skills, formal letter writing, audience awareness.
Summative assessments:

- Speaking: PowerPoint pitch presentation
- Writing: formal complaint letter using persuasive techniques

Unit 4: Poetry – Identity
Students study a selection of poems linked by the theme of identity. They learn to identify and analyse poetic devices and explore how poets express viewpoints and emotions. Emphasis is placed on personal response, inference, and analytical writing.
Key skills: poetry analysis, terminology, inference, extended analytical writing.
Summative assessment:

- Writing: analytical essay based on a studied poem

How will I be assessed?
Assessment in Year 7 is continuous and skills-based, with formative assessment embedded through class discussion, short writing tasks, and quizzes. Each unit includes at least one summative reading and/or writing assessment to measure progress in analysis, accuracy, structure, and communication.



MUSIC



Year 7 Music
Building Musical Curiosity and Individual Performance Skills

Overview

In Year 7 Music, focus is given to improving student's individual performance skills in the instrument of their choosing, with a main focus placed upon keyboard skills, reading musical notation, and working collaboratively in ensembles and solo performance. Lessons focus on curiosity, hands-on learning, and building confidence as students begin to think and work like musicians.

What students learn:

Piano Skills
Students are encouraged to prepare for The London School of Music Initial piano examination, learning from a range of syllabus pieces, which focus on the development of hand/eye coordination, the reading of musical notation and its connection to the instrument, use of both hands independently and musical expression through awareness of dynamics and other expression-related indicators.

Keyboard Skills/Music Composition
Students learn how to program and use a variety of rhythms and instrument settings on the electric keyboard, to create music more specific to their compositional choices. Using both Western and Arabic keyboards to create a range of unique melodies reflecting musical choices.



Using Alternative Learning Pathways
Students learn about the different ways music can be accessed through using digital means to learn pieces of their own choosing, allowing them to take ownership of their musical journey. Once mastered students perform to their peers, developing the wider listening of their audience.

Vocal Skills
Students wishing to focus on vocal skills make undertake The London School of Music Grade 2 Vocal examination, preparing four pieces for the Performance/Digital examination.

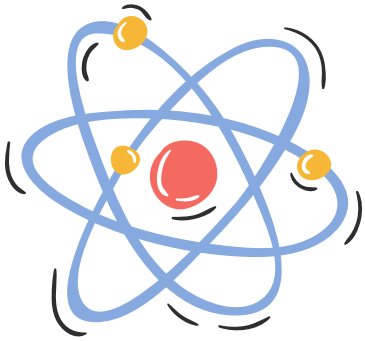
Music Theory
Through performing music students learn to understand time signatures, key signatures, musical notation of both treble and bass clef, rhythm, and musical expression relating to musical terminology. This is further consolidated during the month of Ramadan where focus is placed upon theoretical knowledge.

Musical Collaboration/Showcase Performance
Students learn to perform multi-part pieces ('Mattachins' by Peter Warlock from Capriol Suite and Madame Helas by King Henry VIII) on piano and drum, showing awareness of rhythm, musical notation and dynamic range.
·Students work in small teams creating small compositions involving drums, keyboard and other instruments

Assessment

- Students perform in a Music Showcase in December.
- Students are able to take external examinations when they are fully prepared.
- Flag performances

SCIENCE



Overview

Year 7 Science introduces students to Biology, Chemistry, and Physics in an engaging and supportive way. Lessons focus on curiosity, hands-on learning, and building confidence as students begin to think and work like scientists.

This course is designed to enable students to:

· Better understand the technological world

· Recognise the usefulness of scientific method

· Develop an understanding of accuracy, precision, objectivity, integrity, enquiry, initiative and inventiveness

· Develop an interest in, and care for, the environment

· Understand the influence of society on Chemistry

· Develop an understanding of the skills essential for further study.

What students learn

Biology

- Living and non-living things
- Cells, tissues, and organs
- Plants and their functions
- Introduction to classification

Chemistry

- Solids, liquids, and gases
- Particle theory and changes of state
- Mixtures and separation techniques
- Introduction to acids and alkalis

Physics

- Forces and motion
- Types of energy
- Light and sound

Skills students develop

- Safe use of laboratory equipment
- Careful observation and measurement
- Recording results using tables and diagrams
- Using scientific vocabulary correctly

Assessment

- Students complete a summative assessment at the end of each topic
- An end-of-year assessment assesses knowledge, understanding, and skills across the year
- A student's overall level is determined using a weighted combination of topic assessments and the end-of-year assessment, providing a fair and accurate picture of progress



YEAR 8

Developing · Challenging · Achieving

In Years 8 and 9, all students study a broad creative curriculum consisting of:

- Art: one double lesson
- Design Technology: one double lesson
- Music and Drama: one single lesson, taught on rotation

This model ensures that students develop practical, creative and performance skills across all four subject areas.

(· Y9 2026-2027 follow our old curriculum model of two major arts and a minor. This will be the last year of this model)

ART

Year 8 Art - Exploring Self and Identity

Overview

Year 8 Art builds on foundational skills and encourages students to explore self-identity through portraiture, objects, cultural references, and personal choice. Students begin to make more independent decisions and experiment with a wider range of processes and materials.

What students learn

- Observational portrait drawing (eyes, nose, lips, and full self-portrait).
- Exploring identity through objects and photography.
- Developing compositions from photographic sources.
- Introduction to digital art processes.
- Exploring portrait artists from different cultures.
- Developing work inspired by Patrick Caulfield and Lois Jover.
- Exploring cultural identity through 3D clay work.
- Planning and completing a self-directed project.

Skills students develop

- Improved accuracy and proportion in drawing.
- Understanding how artists communicate identity.
- Experimenting confidently with materials and processes.
- Combining media to create personal outcomes.
- Working independently or collaboratively.
- Making informed artistic choices.

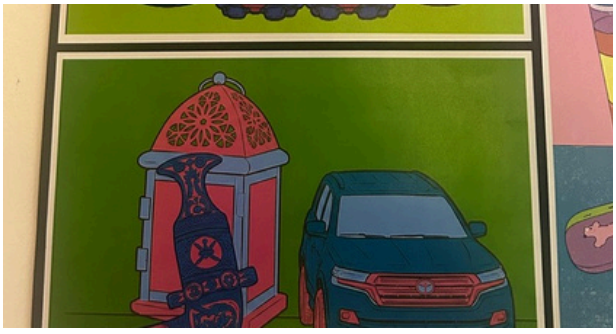
Assessment

- Ongoing formative assessment during lessons.
- Each project contributes equally to the final grade with a total of 10 projects contributing 10% each to the end-of-year grade.
- Some collaborative tasks are assessed for effort only.
- Teacher feedback focuses on development, creativity, and process.

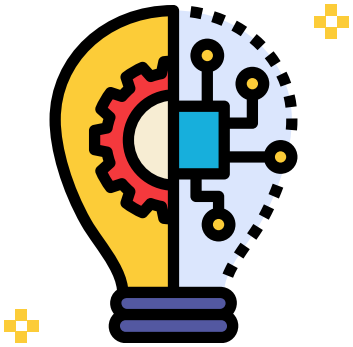








DESIGN & TECHNOLOGY



Overview of learning

Year 8 Design Technology introduces students to workshop practices, timber-based manufacturing, and digital design processes. Students learn how to interpret design briefs, create technical drawings, safely use tools and machinery, and evaluate their work against set criteria. Sustainability is introduced as a key theme, encouraging students to consider environmental impact and responsible material use.

What students learn

- Introduction to workshop safety and timber materials.
- Oblique and isometric drawing techniques.
- Understanding material properties.
- Designing and manufacturing wooden products.
- Understanding joints and construction methods.
- Introduction to CAD/CAM, laser cutting, and 3D printing.
- Sustainability, plastics, and the circular economy.
- Design movements including Art Nouveau and Art Deco.
- Evaluation and reflection on finished outcomes.
- Research skills.
- Collaborative working and problem-solving.

Key projects include

Project 1 – Wooden Creature (Term 1)

- Observational and oblique drawing.
- Designing a wooden creature.
- Marking out, cutting, drilling, sanding, and finishing timber.

Project 2 – Wooden Game (Term 1)

- Maze game design using isometric drawing.
- Design development using joints.
- Manufacturing using hand tools and machinery.
- CAD/CAM and laser cutting.
- Final finishing and evaluation.

Project 3 – CAD/CAM (Term 2)

- Introduction to CAD and 3D printing.
- Writing a design brief and specification.
- Research and site analysis.
- Designing using TinkerCAD.
- Manufacturing using 3D printing
- ·Evaluation of final outcomes.

Project 4 – Sustainability: Plastics (Term 3)

- Global impact of plastic use.
- Circular economy and recycling.
- Plastic theory and properties.
- Redesigning jewellery or key chains.
- Plastic shredding and sheet manufacturing.
- Final evaluation.

Assessment

- Manufactured products: 4 projects × 10% each = 40%
- Design process workbook: 20%
- Quizzes: 4 quizzes × 10% each = 40%
- Total: 100%

ENGLISH

Overview
The Year 8 English curriculum builds on the foundations established in Year 7, with increased emphasis on analysis, evaluation, and control of language. Students engage with a broad range of literary and non-fiction texts, developing confidence in extended responses, spoken communication, and creative composition. Across the year, students refine their understanding of how writers use language, structure, and form to shape meaning, while continuing to strengthen accuracy and fluency in writing.

Unit 1: Greek Myths (Term 1 – 7 weeks)
Students study a range of Greek myths to develop their comprehension, analytical reading, and creative writing skills. They explore narrative structure, character archetypes, and mythic themes, analysing how language and literary techniques shape meaning. The unit also supports vocabulary development and increasingly sophisticated sentence construction.

Summative assessments:
- Reading: comprehension and analytical questions based on a myth
- Writing: creation of an original Greek myth using appropriate conventions

Unit 2: Drama (Term 2/3 – 10 weeks)
Students study a play text, combining reading, analysis, performance, and creative responses. Lessons focus on dramatic structure, characterisation, themes, and writer's intention, alongside collaborative discussion and performance skills. Students also explore viewpoint and voice through transactional and imaginative writing linked to the play.
Summative assessments:
- Reading: in-depth analytical questions based on an extract
- Writing: an interview based on an event or character from the play



Unit 3: Persuasive Writing & Speaking (Term 2 – 7 weeks)
Students analyse a range of speeches to explore rhetorical devices, tone, and audience impact. They then plan, write, and deliver their own persuasive speech on a chosen topic, developing confidence in spoken communication. The unit culminates in a whole-year speaking competition.

Summative assessment:
- Writing: persuasive speech demonstrating structure, language control, and rhetorical techniques

Unit 4: Poetry – Power and Conflict (Term 2/3 – 7 weeks)
Students study a range of poems connected by the themes of power and conflict. They develop their ability to analyse poetic form, structure, and language, including more advanced terminology such as sonnet form, metre, and volta. Students are encouraged to express informed personal responses and evaluate writers' viewpoints.

Summative assessment:
- Reading/Writing: analytical essay based on one of the studied poems

Assessment Overview
Assessment in Year 8 continues to be skills-based and cumulative, with formative assessment embedded through questioning, discussion, drafting, and short written tasks. Each unit includes a summative assessment.

MUSIC



Developing Understanding and Musical Thinking With A Focus On Individual Style

Overview

In Year 8, Music focuses of further developing students' musical strengths. Again with a main focus placed upon keyboard skills, students are introduced more thoroughly on Arabic musical styles including rhythms and scale structure. Lessons focus on self-expression, developing technical skills, and encouraging personal expression.

Piano Skills
Students are encouraged to prepare for The London School of Music piano examination, learning from a range of syllabus pieces, which focus on the development of hand/eye coordination, the reading of musical notation and its connection to the instrument, use of both hands independently and musical expression through awareness of dynamics and other expression-related indicators.

Keyboard Skills/Music Composition
Students continue to develop programming skills using a variety of rhythms and instrument settings on the electric keyboard, with a greater focus on Arabic styles.

Using Alternative Learning Pathways
Students learn about the different ways music can be accessed through using digital means to learn pieces of their own choosing, allowing them to take ownership of their musical journey. Once mastered students perform to their peers, developing the wider listening of their audience.

Vocal Skills
Students wishing to focus on vocal skills may undertake The London School of Music Grade 2 Vocal examination, preparing four pieces for the Performance/Digital examination.

Music Theory
Through performing music students learn to understand time signatures, key signatures, musical notation of both treble and bass clef, rhythm, and musical expression relating to musical terminology. This is further consolidated during the month of Ramadan where focus is placed upon theoretical knowledge.

Musical Collaboration/Showcase Performance
Students learn to perform multi part Western and Arabic pieces ('Bransle' taken from a collection of dance suites composed by Claude Gervaise in around 1550, حول يا غنامan old Arabic piece highlighting Arabic traditions, and Melody in G composed by Ferdinand Beyer -1803-63) performed on piano, and drum, showing awareness of rhythm, musical notation and dynamic range.

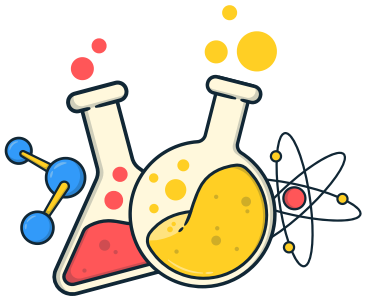
Students work in small teams creating small compositions involving voice, drums, keyboard and other instruments.

Assessment

- Students perform in a Music Showcase in December.
- Students are able to take external London School of Music examinations when they are fully prepared.
- Flag performances



SCIENCE



Developing Understanding and Scientific Thinking

What is Year 8 Science about?

Year 8 Science builds on Year 7 knowledge and introduces more complex scientific ideas. Students learn to explain, analyse, and apply science, with an increased focus on investigation and reasoning.

What students learn

Biology

- Human body systems
- Nutrition and healthy lifestyles
- Microorganisms and disease
- Reproduction in plants and humans

Chemistry

- Elements, compounds, and mixtures
- Atoms and molecules
- Chemical reactions and word equations
- Metals and non-metals

Physics

- Energy transfer and efficiency
- Heat and temperature
- Electricity and simple circuits
- Sound and wave

Skills students develop

- Planning fair tests and identifying variables
- Analysing data and graphs
- Writing structured scientific explanations
- Applying scientific ideas to unfamiliar contexts

Assessment

- End-of-topic summative assessments check understanding and application
- A comprehensive end-of-year assessment evaluates progress across Biology, Chemistry, and Physics
- Final levels are weighted across all assessments, ensuring consistent and reliable reporting of attainment



YEAR 9

Focusing · Preparing · Succeeding

ART

Year 9 Art - Exploring Natural Forms

Overview

Year 9 Art prepares students for the expectations of Cambridge IGCSE Art & Design. Students work with increasing independence, refine their observational skills, and learn how to develop ideas from artist inspiration towards personal final outcomes. The theme Natural Forms allows students to explore organic shapes, structure, pattern, and abstraction.

What students learn

- Detailed observational studies using pencil, charcoal, chalk, and pen.
- Developing work inspired by Tania Daymond, Georgia O'Keeffe, Parth Kothekar, and Eloise Renouf.
- Understanding abstraction, semi-abstraction, and stylisation.
- Introducing Arabic pattern and calligraphy within compositions.
- Digital art and printmaking processes.
- Planning and producing a self-initiated final piece combining multiple artist influences.
- Introduction to surrealism through group research and presentation.

Skills students develop

- High-level observation and refinement.
- Developing ideas through multiple stages.
- Combining styles, techniques, and materials intentionally.
- Independent planning and decision-making.
- Understanding how artists influence personal outcomes.
- Preparing work in a way that reflects IGCSE expectations.

Assessment

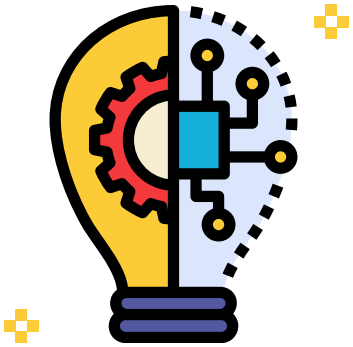
- Each project is equally weighted with the top 10 marks contributing to the final grade.
- Ongoing formative assessment during lessons.
- Group research tasks assessed for effort only.
- Final outcomes assessed on skill, development, and creative response.







DESIGN & TECHNOLOGY



Overview
Year 9 Design Technology prepares students for the expectations of Cambridge IGCSE Design & Technology. Students work with greater independence, tackle more complex design challenges, and refine both practical and analytical skills. Projects emphasise testing, evaluation, and sustainability across different materials.

What students learn
- Research-driven design development.
- Modelling, testing, and refinement.
- One-point and two-point perspective drawing.
- Orthographic technical drawing.
- CAD/CAM including laser cutting and 3D printing.
- Sustainability with metals and the 6 Rs.
- Design history including Bauhaus, Arts and Crafts, and the Industrial Revolution.
- Evaluation against design criteria.
- Safe and effective workshop practice.
- Understanding of systems and structures.
- Sustainable design thinking.
- Evaluation and reflection aligned with IGCSE expectations.

Key projects include

Project 1 – Trebuchets (Term 1)
- Introduction to mechanical systems.
- Research and design.
- Modelling and refinement.
- Testing and evaluation.

Project 2 – Wooden Storage (Term 1)
- Perspective drawing techniques.
- Bauhaus design movement.
- Design development and final planning.
- Orthographic drawings.
- Timber manufacturing including joints, gluing, sanding, and finishing.
- Evaluation.

Project 3 – CAD/CAM (Term 2)
- CAD software for 3D printing and laser cutting.
- Writing design briefs and specifications.
- Research and site analysis.
- Digital modelling and manufacturing.
- Evaluation.

Project 4 – Sustainability: Metals (Term 3)
- Environmental impact of metal use.
- The 6 Rs: Reduce, Repair, Rethink, Refuse, Reuse, Recycle.
- Design history: Arts and Crafts vs Industrial Revolution.
- Redesigning jewellery or key chains.
- Metal cutting, shaping, drilling, and forming.
- Final evaluation.

Assessment
- Manufactured products: 4 projects × 10% each = 40%
- Design process workbook: 20%
- Quizzes: 4 quizzes × 10% each = 40%
- Total: 100%

ENGLISH



Overview
The Year 9 English curriculum consolidates and extends students' reading, writing, and analytical skills in preparation for the demands of IGCSE English Language and Literature.

Unit 1: Non-Fiction (Term 1 – 7 weeks)
Students study a range of non-fiction texts to develop their ability to identify, analyse, and evaluate explicit and implicit meaning. The unit explicitly prepares students for skills required in IGCSE English Language.

Summative assessment:
- Reading/Writing: evaluation of viewpoints in a non-fiction text, aligned to IGCSE-style skills

Unit 2: Novel Study (Term 1/2 – 10 weeks)
Students study a novel and complete a range of comprehension, analytical, and creative writing tasks. Lessons focus on developing sustained analysis, exploring layers of meaning, bias, and writer's methods, and producing extended responses with well-selected textual evidence. Students also practise writing for effect using character description and viewpoint.

Summative assessments:
- Reading: in-depth analytical essay on an extract or whole-text question
- Writing: character description based on visual stimuli



Unit 3: Film Trailer – Media Analysis (Term 2 – 7 weeks)
Students study a film trailer to explore how media language techniques are used to engage an audience. They analyse camera work, sound, editing, and narrative structure, developing critical awareness of how meaning is constructed. The unit strengthens analytical writing skills and encourages evaluative responses to creators' choices.

Summative assessment:
- Reading/Writing: analytical essay answering how the trailer uses techniques to engage the audience

Unit 4: Poetry (Term 2/3 – 7 weeks)
Students study a range of thematically linked poems. They refine their ability to analyse language, structure, and form, exploring multiple layers of meaning and writer's intention. Emphasis is placed on producing precise, perceptive extended analysis supported by judicious textual references.

Summative assessment:
- Reading/Writing: analytical essay based on one of the studied poems

Assessment
Assessment in Year 9 is increasingly exam-focused, while remaining skills-led. Formative assessment is embedded through discussion, annotation, drafting, and targeted writing tasks. Summative assessments across the year prioritise extended analytical writing, precise use of evidence, and control of language, ensuring students are well prepared for the transition into IGCSE courses.

MUSIC



Overview of learning

In Year 9 Music focuses on further developing students' musical strengths. Lessons focus on self-expression, developing technical skills, and encouraging personal expression. Students are encouraged to make musical choices and develop independence.

Piano Skills
Students are encouraged to prepare for The London School of Music Initial and Grade 1 piano examination learning from a range of syllabus pieces, which focus on the development of hand/eye coordination, the reading of musical notation and its connection to the instrument, use of both hands independently and musical expression through awareness of dynamics and other expression-related indicators.

Keyboard Skills/Music Composition
Students continue to develop programming skills using a variety of rhythms and instrument settings on the electric keyboard, with a focus being placed upon student choice.

Using Alternative Learning Pathways
Students learn about the different ways music can be accessed through using digital means to continue learning pieces of their own choosing, allowing them to take ownership of their musical journey. Once mastered students perform to their peers, developing the wider listening of their audience.

Vocal Skills
Students wishing to focus on vocal skills make undertake The London School of Music Grade 2 Vocal examination, preparing four pieces for the Performance/Digital examination.

Music Theory
Through performing music, students learn to understand time signatures, key signatures, musical notation of both treble and bass clef, rhythm, and musical expression relating to musical terminology. This is further consolidated during the holy month of Ramadan where focus is placed upon theoretical knowledge.

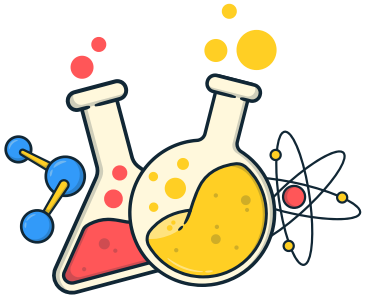
Musical Collaboration/Showcase Performance
Students learn to perform multi part Western and Arabic pieces ('Marcia per Pianoforte a 4 Mani' by Maurizio Bazzoni a modern-day Italian composer, born in 1956, Fog Elna Khel- 'Fog al-Nakhal," a popular song in the Middle East) performed on piano, and drum, showing awareness of rhythm, musical notation and dynamic range.
Students work in small teams creating small compositions involving voice, drums, keyboard and other instruments.

Assessment

- Students perform in a Music Showcase in December.
- Students are able to take external The London School of Music examinations when they are fully prepared.
- Flag performances



SCIENCE



Specialist Science and Preparation for IGCSE

Overview

Year 9 Science prepares students for Cambridge IGCSE through a specialist rotation model. Students study Biology, Chemistry, Physics, and a dedicated Science Skills unit, each taught over a 7-week rotation by subject specialists.

This structure exposes students to the depth, expectations, and learning style of IGCSE science and supports informed option choices.

7-Week Specialist Rotations

Biology

- Cells and microscopy
- Enzymes and digestion
- Ecosystems and environmental science
- Variation and adaptation

Chemistry

- Atomic structure and the periodic table
- Chemical equations and reactions
- Acids, bases, and salts
- Reactivity and corrosion

Physics

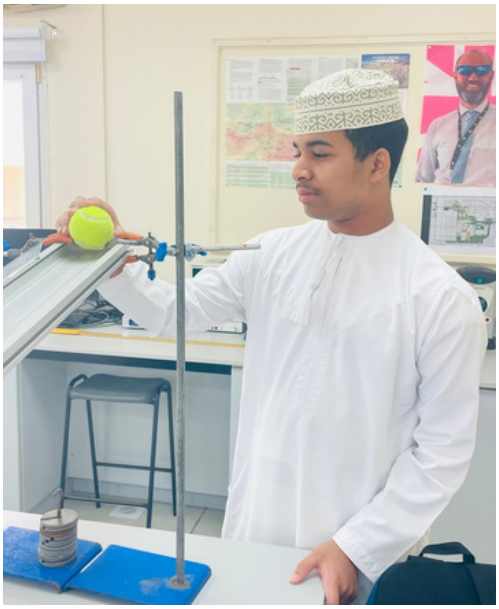
- Forces, pressure, and moments
- Energy resources and sustainability
- Electricity
- Magnetism

Science Skills

- Extensive practical investigations
- Accurate measuring and recording
- Planning and evaluating experiments
- Analysing data and drawing conclusions

Assessment

- Each rotation concludes with a summative assessment focused on subject knowledge and skills
- Students also complete a full end-of-year assessment covering Biology, Chemistry, Physics, and scientific skills
- Final levels are weighted across all assessments, reflecting sustained performance rather than a single test
- Assessment approaches mirror IGCSE-style questions, preparing students for future courses



HOMEWORK

Homework helps you to develop personal study skills that will be essential for life beyond TSS. We expect that you will write your homework in this planner, use the homework timetable to plan your study time and submit your work on time. Should you forget to submit your homework, the process outlined below will be followed by your teachers. Your homeroom teacher and head of year will also be monitoring your homework to see if you are finding meeting homework expectations challenging in a number of subjects. If this is case, then they will work with you to help develop your independent study skills.

HOW LONG SHOULD I SPEND ON MY HOMEWORK?

Year	Homework Guidance
7,8 and 9	• 3 subjects x 20 minute homeworks per night
10 and 11	• Up to 2 hours per night (to include revision hours)
12 and 13	• 2-3 hours per SL subject per week • 3-5 hours per HL subject per week (incl. TOK, EE) • Additional revision and review time as required

WHAT HAPPENS IF I DO NO COMPLETE MY HOMEWORK?

Level	Student Action	Consequence
H1	First time a student does not meet homework expectations.	• A verbal warning will be given.
H2	Second time that homework expectations are not met.	• Your conduct will be recorded on iSAMs. • Your teacher will talk to you further about your conduct. Your homeroom teacher may also speak to you about what happened
H3	Third time that homework expectations are not met.	• **20-minute reflection time** with your teacher. • A record will be made on iSAMs and your homeroom teacher is likely to talk to you about what happened. • Your teacher will **email your parents** to let them know that you have not met homework expectations three times.
H4	Fourth time that homework expectations are not met.	• **45 minutes reflection time** with your teacher after school. • The Head of Faculty will email your teachers and request a meeting with your parents to discuss how to support you to meet homework expectations in the subject. • A record will be made on iSAMs.

Student Bulletin

It is important that all students read the daily bulletin so that you do not miss out on any important notices. The bulletin will be emailed out each morning and you must take responsibility for reading the information closely so that you are prepared for the school day.

SHOULD I USE AI?

Why do you want to use an AI Chatbot?

I want it to...

HELP ME GET STARTED ON AN ASSIGNMENT

HELP ME IMPROVE IN WHAT I'VE ALREADY DONE

EXPLAIN AN IDEA IN SIMPLER TERMS OR IN A DIFFERENT WAY

HELP WITH MY RESEARCH AND FIND FACTS QUOTES OR RESOURCES

FULLY COMPLETE AN ASSIGNMENT FOR ME

YES

YES, BUT

NO

ASK MY TEACHER AND CHECK MY HANDBOOK TO ENSURE THAT IT IS ACCEPTABLE

USE A GENERATIVE SEARCH TOOL LIKE PERPLEXITY TO LOWER INACCURACIES

IF AI IS DOING THE WORK FOR YOU, YOU'RE MISSING THE LEARNING

USE AN APPROPRIATE AI TOOL AND TRACK YOUR WORK

VERIFY WITH KNOWN INFORMATION SOURCES

DOUBLE CHECK YOUR WORK FOR HALLUCINATIONS AND BIAS

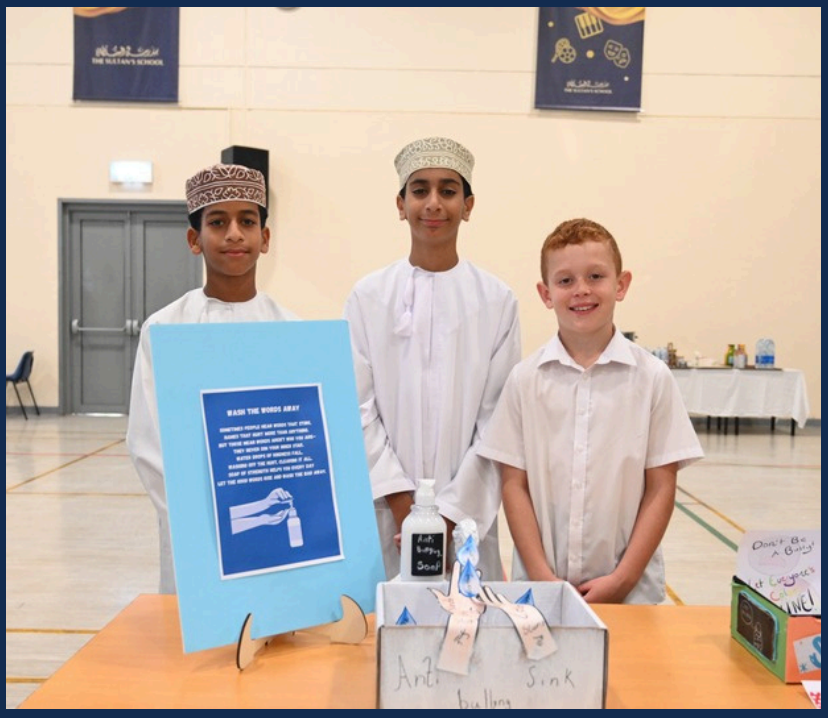
CITE THE USE OF THE TOOL AND DESCRIBE HOW YOU USED IT



KEY VOCABULARY

HALLUCINATION: When Gen AI tools provide incorrect or made up information.
BIAS: Gen AI Tools are trained on data from the internet which is not always fair or balanced.
CITING AI: When citing AI, provide the name of the tool(s), how you have used it, and the date utilized.

REVISION ADVICE



Building effective study habits in Years 7–9 helps students become more independent learners and prepares them for the increased demands of secondary school. Students should review their learning regularly rather than waiting until the night before a test.

Students can support their learning by:

- **Using their Homework Planner** daily to keep track of homework, deadlines and upcoming assessments.
- **Staying organised** – keeping books, folders, notes and digital resources organised for each subject.
- **Revising early and regularly** – reviewing learning each week and preparing well before a test rather than cramming.
- **Revising actively** – using flashcards, quizzes, mind maps, practice questions and summary notes rather than simply rereading.
- **Asking for help early** – speaking to teachers when unsure and using feedback to improve.

THE SULTAN'S SCHOOL



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