

CURRICULUM POLICY

INTRODUCTION

Deira Private School provides a broad and balanced curriculum from foundation stage to secondary school education. The Curriculum is inclusive and meets diverse needs of all groups of learners. The curriculum is planned to make learning enjoyable and relevant not only for their life now but to equip them with the skills needed to contribute to life after school. The curriculum is aligned with Deira Private School's Vision and Mission, the National Curriculum for England (NCfE), MOE UAE DePS Value, DePS Skills and the National Agenda Priorities (NAP).

In all phases, the curriculum provides highly positive, rich, broad and balanced opportunities that promote high challenge and great depth with an interdisciplinary approach which ensures enjoyment, relevant personalisation and choice in learning for all students. The curriculum, programmes and actions provide creativity, innovation, sustainability and sports opportunities.

The school follows the **National Curriculum of England** for the **core subjects** of English, Mathematics and Science; and the non-core subjects which include History, Geography, Modern Foreign Languages (French), Design & Technology (DT), Computing (ICT), Music, Physical Education (PE), and PSHE.

We follow the statutory curriculum of the Ministry of Education for Arabic (first language), Arabic (additional language), Islamic Education (Muslims – Arabs and non-Arabs), Moral Education and UAE Social Studies

Planning for the core subjects follows the scope and sequence as set out in the National Curriculum framework. The units in the framework are not restrictive as such but serve as a guide to teachers. The learning objectives for the stage have been grouped into topic areas or 'Units. These have then been arranged in a recommended teaching order but you are free to teach objectives in any order within a stage as your local requirements and resources dictate

Rationale and Aim of the Curriculum

Our curriculum:

- Is delivered in English (with the exception of Arabic A, Islamic A and MSC A classes) and provides opportunities for reading, writing and speaking in English developing the literacy skills.
- Promotes the fundamental DePS values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- Identifies, nurtures and harnesses every child's unique talents and potential so that they develop as confident, resilient and enquiring learners. Alongside subject knowledge and understanding, learning skills are developed in all lessons.
- Personalised learning at every opportunity to ensure students are always well-supported and guided as well as enabling them to develop skills in specific areas of interest stemming from a broad curriculum offer.
- Understands the needs of our students by utilising insightful data such as CAT4, ABT and NGRT, and use this information in order to ensure lessons can be delivered where all students make good progress.
- Ensures that our students are well-prepared for NAP tests (TIMSS, PISA, PIRLS,) and GL PTs, and that our curriculum provides opportunities to plug any gaps identified in students' skills and knowledge.

- Ensures innovative and dynamic learning takes place, including cross-curricular opportunities that are deliberately planned to enrich students' experiences.
- Creates a curriculum where the transition of students between years and key stages is seamless due to careful planning; this includes preparing our students for the working world and university after they leave us. Primary and secondary work closely together to ensure this happens and a rigorous planned gap analysis along with transition day is planned.
- Ensures that high expectations and standards are the norm and that students are always pushed to do better. Challenging work should always be available and should be built into SoWs.
- Makes sure the curriculum is regularly reviewed and kept up to date with changes in the English National Curriculum and from the Ministry of Education; identifying strengths and weaknesses within our teaching and results helps to sculpt the curriculum.
- Ensures statutory requirements on the English National Curriculum and The Ministry of Education are met, providing our students with a varied curriculum with opportunities in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education alongside strong core values. This includes providing dedicated lessons for UAE Social Studies and Moral Education.
- Literacy, Numeracy, Speaking and Listening, Enterprise, Digital Learning and UAE Social Awareness permeate across all subjects to further develop pupil understanding and enhance skills in these areas.

Procedures

The quality of life and learning within our school is all important and we endeavour to provide a curriculum that extends beyond the one contained in the National Curriculum. It is a combination of the broad and balanced range of subject areas that make up the National Curriculum and the personal, moral and social skills and attitudes that enable students to mature into well-educated, balanced individuals. Through a broad and balanced curriculum, we aim to provide every student with the opportunities to learn, be challenged and to succeed. Through the English National Curriculum, we teach English, Mathematics, Science, Digital Learning (ICT), History, Geography, Art, Music, French and PE. Online programmes and subscriptions support our teaching and learning, providing further challenging content. We also deliver aspects of social, moral, spiritual and cultural education through an integrated approach as well as discrete lessons. Within the School, we provide an atmosphere of encouragement, acceptance, and respect for achievements and sensitivity to individual needs. Each classroom establishes a climate of warmth and support in which self-confidence and self-esteem can grow, and in which all students feel valued and are able to make mistakes as they learn, without fear of criticism which is a planned focus in all lesson plans as well.

The Curriculum in Different Phases

Early Years Foundation Stage (EYFS) - The Foundation Stage at DEPS provides excellent foundations in the Early Years for children between the ages of four and five. We believe that children learn best through a balance of child-initiated play through the setup of continuous provision and adult-guided small group activities. The children also have access to the outdoor areas, which enhance and develop the areas set out on the EYFS Framework. The Early Years Foundation Stage Framework is broken down into seven areas of learning and development which are:

- Personal, Social, and Emotional Development (PSED)
- Communication and Language (C+L)
- Physical Development (PD)
- Literacy (L)

- Mathematics (M)
- Understanding the World (UTW)
- Expressive Arts and Design (EAD)

As children progress from FS2, a greater emphasis is placed on learning skills that will support and prepare them for Year One. In the Early Years at DePS we provide:

- Quality and consistency between the classes
- A secure foundation through learning opportunities which cater to the needs of the children
- Partnership working between parents and teachers
- Equality of opportunity to support children of all backgrounds

Primary Phase

At DEPS we believe that it is important to make learning meaningful, challenging and memorable for children and our whole school curriculum is underpinned by the DePS **seven key principles**, **DePS skill set** and **DePS Values**.

From **Years 1 to 6**, we teach the National Curriculum for England, and provide children with opportunities to work on their own, in pairs and in groups. Within lessons, we value the importance of talk and collaboration as a tool for learning and invest time in this across all subject areas. At DePS we give high priority to teaching the fundamentals of Reading, Writing, Maths, Science and the Ministry of Education subjects, to ensure children acquire the basic skills for learning and life in the 21st century. We also have a range of specialist lessons, taught by a specialist teacher, in Art, Physical Education (P.E), French, ICT/Computing and Music. We have embedded a thematic curriculum from **Years 1 to 4**, which promotes high-quality learning through engaging topics, which are sequenced to provide a clear progression in skills and knowledge to equip children for the next stage in their education. The chosen topics and curriculum are also underpinned by a key text, which link English and Humanities lessons. In addition to the above, it is also important to us to provide a broad range of exciting, relevant and creative opportunities that enrich our children's learning including Hook Days, trips, in-school visitors and outdoor learning opportunities as well as inter-school and UAE wide competitions. We also offer a range of Extra Curricular Activities (ECAs) through our Enrichment Programme, enabling children to participate in learning experiences that may not always fit into the curriculum, whilst developing their character, confidence and creative skills. Across the three terms, children will have the opportunity to access academic, creative and sporting Enrichments.

Secondary Phase

Year 7,8 and 9 follows, we teach the National Curriculum for England, and provide children with opportunities to work on their own, in pairs and in groups. Within lessons, we value the importance of talk and collaboration as a tool for learning and invest time in this across all subject areas. At DePS we give high priority to teaching the fundamentals of Reading, Writing, Maths, Science and the Ministry of Education subjects, to ensure children acquire the basic skills for learning and life in the 21st century. We also have a range of specialist lessons, taught by a specialist teacher, in Art, Physical Education (P.E), French, ICT/Computing and Music.

Enrichment is a feature of our curriculum, led by students' needs and interests. There is an additional focus on STEAM which strengthens cross-curricular links and knowledge transfer, and builds on students' previous achievements. Students have increasing opportunities in the curriculum to develop their innovation skills, through augmented reality within core subjects, as well as through our ICT lab. Innovation and enterprise are embedded within our curriculum, for

example Key-stage 3 students create STEM Projects with recycled material or have the chance to participate in competitions like the Global Innovation Challenge, FLL league. The Specialist subjects adds an additional area of specialism for students. It provides opportunities for students to develop their skills, public speaking-skills and access music lessons. Ministry of Education Subjects A key focus in our curriculum is Arabic, Islamic Education, Moral Social and Cultural studies. All requirements from the KHDA must be strictly adhered to with all students embracing the language and culture. Social Studies and Moral curriculum align with our PSHE curriculum, allowing the Emirati and world culture to be explored through learning enquiry themes which is also celebrated during different opportunities like- Thematic Education, DePS Global Village and many more.

Curriculum Mapping

Each department in the school is expected to map and track the curriculum as it pertains to their subject. The Assistant-Principal in charge of Curriculum issues a mapping document designed to record and present the curriculum for a particular subject as it relates to the context of DePS. The document is designed to:

- Act as a statement of what curriculum looks like in their subject – a vision / mission of ‘this is what Science looks like at DEPS’
- Create an overview of the subject from FS to KS3 in order to provide a big picture of the subject and the interconnectedness of the subject from a whole-school perspective.

The Curriculum Map document is made up of six sections:

- Curriculum Overview, including a statement focused on the difference between understanding, knowledge and skills and why they are integral in the subject
 - Five-year Curriculum Plan, including the student work that will be deep-marked – what is it, how will we do it and what will it look like?
 - Assessment, including how formative and summative assessment is used in the subject, feedback, and the interwoven nature of the objectives, how a subject assesses and how it is mapped.
 - Teaching and Learning, and how the teaching and learning policy is realised in practice in the subject
 - Support including how groups of students are supported in the subject
 - Resources

Curriculum Coverage

Early Years Foundation Stage (EYFS) Blended Learning focusing on the 7 key areas of learning for EYFS (Literacy, Mathematics, Understanding the World, Expressive Arts & Design, Communication and Language, Physical Development and Personal, Social & Emotional Development). A strong emphasis is placed on Phonics due to the large number of non-native English students.

Primary and Secondary Phase Table of coverage shown in minutes of learning per week:

Foundation Stage 2

SUBJECTS	FS2
Personal Social & Emotional (Focus Activity)	200
Communication and Language (Focus Activity)	200
Physical Development (Focus Activity)	80
EAD (Music)	40
EAD (Arts)	40
Literacy/ Storytelling	320
Phonics	200
Mathematics	200
Understanding the World/Expressive Arts and Design (Child-Led Exploration and digital integration)	200
Arabic	200
Islamic	90
Total Minutes	1770

Primary and Secondary (Y1 to Y9)

2025-2026 (Full day - 40 minutes blocks)										
SUBJECTS		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9
English	Lessons per	7	6	6	5	5	5	5	5	5
Minutes		280	240	240	200	200	200	200	200	200
English Guided Reading	Lessons per	1	1	1	1	1	1	1	1	1
Minutes		40	40	40	40	40	40	40	40	40
Maths	Lessons per	7	5	5	5	5	5	5	6	6
Minutes		280	200	200	200	200	200	200	240	240
Science	Lessons per	5	4	4	5	5	5	5	5	5
Minutes		200	160	160	200	200	200	200	200	200
Social Studies and M Education	Lessons per		2	2	2	2	2	2	2	2
Minutes		-	80	80	80	80	80	80	80	80
Arabic Language	Lessons per	5	6	6	6	6	6	5	4	4
Minutes		200	240	240	240	240	240	200	160	160
Studies / PSHE (Non-f	Lessons per	2	3	3	3	2	2	2	2	2
Minutes		80	120	120	120	80	80	80	80	80

Humanities	Lessons per	1	1	1	1	1	1	1	1	1
Minutes		40	40	40	40	40	40	40	40	40
French	Lessons per					1	1	1	1	1
Minutes		-	-	-	-	40	40	40	40	40
Art and Design	Lessons per	1	1	1	1	1	1	1	1	1
Minutes		40	40	40	40	40	40	40	40	40
Music	Lessons per	1	1	1	1	1	1	1	1	1
Minutes		40	40	40	40	40	40	40	40	40
Physical Education	Lessons per	2	2	2	2	2	2	2	2	2
Minutes		80	80	80	80	80	80	80	80	80
ICT/Computing	Lessons per	1	1	1	1	1	1	1	1	1
Minutes		40	40	40	40	40	40	40	40	40
Drama	Lessons per				1	1	1	1	1	1
Minutes		-	-	-	40	40	40	40	40	40
Library	Lessons per	1	1	1						
Minutes		40	40	40	-	-	-	-	-	-
	Lessons per									
Minutes		-	-	-	-	-	-	-	-	-
Registration and Assembly	Lessons per	5	5	5	5	5	5	5	5	5

Minutes		75	75	75	75	75	75	75	75	75
Design & Technology	lessons per							1	1	1
Minutes		-	-	-	-	-	-	40	40	40
ntions / Career Couns	lessons per	1	1	1	1	1	1	1	1	1
1 per Month										
Minutes		40	40	40	40	40	40	40	40	40
ECA	lessons per	2	2	2	2	2	2	2	2	2
Minutes		80	80	80	80	80	80	80	80	80
Total minutes		1555	1555	1555	1555	1555	1555	1555	1555	1555

Responsibilities

The Senior Leadership Team will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of DePS and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of digital technology.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Senior Leadership Team annually, through monitoring of planning and timetables. All students are able to access the curriculum through effective and appropriately-resourced differentiated activities. Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum.
- The Curriculum is designed to reflect our local community and the opportunities within our local area. The curriculum will also ensure that all aspects of community cohesion are addressed.
- The procedures for assessment meet all legal requirements and students and their parents receive information to show how much progress the students are making, how they compare with national expectations, and what is required to help them improve.

- There is evidence of Literacy, Numeracy, Enterprise, Digital Learning and UAE Social Awareness during observations, learning walks, book looks and review of SoWs. This should be recorded using various proformas and copies kept as evidence. Senior and Middle Leadership will ensure that:
- Mid-Termly audits will be carried out to record curriculum coverage and ensure continuity and progression for students across the school.
- The school curriculum is implemented in accordance with this policy.
- The subjects for which they have responsibility are led and managed effectively to enable successful delivery of the whole curriculum, using quality resources.
- Subject and Phase Leaders keep up to date with National Curriculum changes and ensure this is reflected in SoWs. It is important that reviews take place as we constantly look to improve what we teach alongside the way we teach it.
- Leaders of Literacy, Numeracy, Enterprise, Digital Learning and UAE Social Awareness should support other subject areas in ways in which they can embed other key areas into their subject. This should also be monitored with sharing of good practice taking place.

Arrangements for Monitoring, Evaluation, Impact and Review (MEIR)

Tracking and Monitoring Student Outcome Data

The Senior Leadership Team will review termly reports (Grade Book) and annual updates covering the following information:

- The standards reached by individuals, groups and cohorts in English, Maths, Science, Islamic and Arabic at Primary School
- The standards reached by individuals, groups and cohorts in all subjects in Secondary.
- The number of students for whom the curriculum was disapplied on Educational/SEN grounds:
- The arrangements which were made
- How students and parents were informed
- How progress was monitored
- The progress made by those students
- The evidence of the impact of the curriculum on achievement and enjoyment. This will include the opinion of students through the student council.
- The views of staff about the action required to improve achievement.
- The nature of any parental complaints. Monitoring, Evaluation and Review of the Quality of Teaching

At DePS, we regularly conduct Monitoring, Evaluation, Impact and Review (MEIR) processes to ensure leaders and teachers are clear on what we are doing well, as well as what we need to improve further. At DEPS, we use a range of different processes to conduct are MEIR, which are outlined below:

Process	Explanation	Grading System
Lesson Observations	Each teacher will receive a minimum of 3 full lesson observations a year, which usually take place in the Autumn Term and the Summer Term.	KHDA Grading (Outstanding, Very Good, Good, Acceptable, Weak or Very Weak)
Book Scrutiny	Middle Leaders and SLT will conduct regular book scrutiny to assure the	Yes/No/Needs Development

	quality and quantity of student work, as well as ensuring our feedback policy is being followed.	
Planning Scrutiny	Middle Leaders and SLT will conduct regular planning scrutiny to quality assure lesson plans, to ensure planning is appropriate for students and is suitable personalised to the students who will be taught.	Yes/No/Needs Development

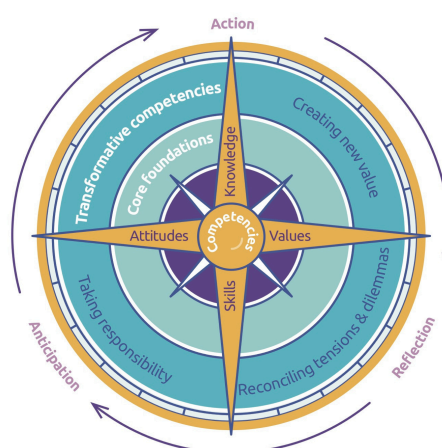
Verbal feedback will be given to staff within 24 hours of any MEIR process, with the expectation that all MEIR processes will also be recorded on Lessons Learned within 24 hours of the observation so that Middle and Senior Leaders can review patterns and trends for their teams. In order to ensure MEIR takes place, a calendar will be produced to guide the MEIR processes. Each half-term, the Assistant Principals with responsibilities for MEIR will produce a summary of the outcomes of MEIR across the school, to allow Middle and Senior Leaders to review what is going well, and what needs to improve further. The school will use the results of our MEIR to help make accurate self-evaluation statements, as well as to guide future professional learning and development.

Integration of OECD 2030 Well-being Framework into the Curriculum

To ensure the curriculum promotes **student well-being**, aligned with the **OECD Learning Compass 2030**, supporting learners to become **active, responsible, and engaged citizens** with the knowledge, skills, attitudes, and values necessary to thrive in a rapidly changing world.

OECD Learning Compass 2030 Alignment

- **Core Purpose:** Develop students' cognitive, social, and emotional competencies for individual and collective well-being.
- **Three Dimensions:**
 - **Knowledge, Skills, Attitudes & Values**
 - **Student Agency** (empowering learners to co-create learning paths)
 - **Co-agency** (collaboration among peers, teachers, parents, and community)



Curriculum Design Implications

- Embed well-being outcomes across **subjects, pedagogies, and assessment practices**.
- Support development of **transformative competencies**, including:
 - Creating new value
 - Reconciling tensions and dilemmas
 - Taking responsibility

Practical Implementation

- Use curriculum planning (SOWs) to incorporate **life skills, mindfulness, and social-emotional learning**.
- Encourage **student voice and choice** in learning activities.
- Promote **cross-curricular links** with global citizenship, health, and sustainability themes.

Monitoring & Review

- Curriculum leaders will review how well-being is **integrated and evidenced** across departments.
- **Student self-assessment** and reflection tools (e.g., ASK Framework) will support continuous improvement of well-being outcomes.

Relationship to Other Policies

The school policy on the curriculum embraces DEPS's aims and ethos, reflected in its policies and procedures. Key policies which are explicitly linked are:

- Safeguarding and Child Protection Policy
- Teaching & Learning Policy
- Assessment and Feedback Policy
- Health and Safety Policies
- Appraisal & Performance Management
- Inclusion Policy

Document	Curriculum Policy
Written By	Mr. Tarek Mohamed
Checked By	Mr. Mohamed Afzal
Date written	August 2021
Last reviewed	July 2025
Next review	July 2026
Version	Working document