

CURRICULUM POLICY

INTRODUCTION

Deira Private School is a private school which provides a broad and balanced curriculum for students from nursery to upper primary school education. The Curriculum is inclusive and meets students' diverse needs. 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 school follows the Cambridge International Curriculum (CIE) for the core subjects of English, Mathematics and Science; and the National Curriculum of England for the non-core subjects which include History, Geography, Modern Foreign Languages (French), Computing, Design & Technology (DT), Computing (ICT), Music, Physical Education (PE), and Citizenship. We follow the statutory curriculum of the Ministry of Education for Arabic (first language), Arabic (additional language), Islamic Education (Muslims – Arabs and non-Arabs) and National Education.

Planning for the core subjects follows the scope and sequence as set out in the Cambridge 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.

The Foundation Phase follows the statutory revised Early Years Foundation Stage framework which has provided the needs of our younger learners to build their personal, social and emotional skills alongside their skills of playing and exploring, active learning and critical thinking.

The curriculum in our school allows for cross curricular learning opportunities thus making it relevant for the students. The framework is designed to provide the students with the knowledge, skills and understanding that can be tracked, measured and monitored consistently throughout the primary phase. The clear scope and sequence allows teachers to plan for individual students providing them appropriate opportunities for innovation and challenge. It covers everything that the students experience in school. It includes what is taught and what is experienced through the environment and ethos of the school.

Programmes for physical education, citizenship, music, computing, design and technology, ensure that students are given opportunities to develop all rounded skills and an awareness of their multiple intelligence.

1. RATIONALE

The curriculum has a very clear rationale aligned to the school, Emirate and national visions. It is relevant, comprehensive, and promotes innovation and challenge. It is highly effective in developing a balance of knowledge, skills and understanding while fulfilling all the requirements of the school's authorised / licensed curriculum and the national statutory requirements.

In keeping with our mission statement, our curriculum is designed to provide each student the opportunity to develop his/her maximum potential and equip them to become responsible, socially well-adjusted, future citizens who are capable of making balanced informed decisions.

We aim to provide a broad, general, relevant and experiential curriculum that meets the needs of all of our pupils and which develops skills for learning, skills for life and skills for work. In doing so, we will prepare our pupils to take their place in a modern society.

This means that every child is entitled to a curriculum which is:

- Coherent from nursery through to their transfer to primary education
- Founded on sound learning and teaching practices including well- planned learning experiences which are active and engaging and based upon sound pedagogical research
- Based upon developing skills and competences in literacy and numeracy and an ability to make informed choices about their health and well being
- Real and relevant now and in the future

All staff have a responsibility to build our students' capacity to become:

- Successful learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

By developing a curriculum which is based upon the seven key principles of:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

2. OBJECTIVES

- To enable all children to learn and develop their skills to the best of their ability.
- It is the schools' mission to provide a multi-cultural environment that is conducive to the development of each student's maximum potential and to equip them to become responsible, socially well adjusted, future citizens who are capable of making balanced and informed decisions.

- It is the school's vision to be an outstanding international school committed to the culture of excellence importing the tenets of the Cambridge and British national Curriculum to the students and prepare them for life.
- The school aims to develop each child's intelligence and emotional quotient, taking care of their moral values and their physical development thus creating their social and environmental awareness. By so doing, the students will become positive contributing members of society for the new world and they will be able to confidently meet the challenges they will face.

We will endeavor to deliver experiences that develop the values and principles through:

- active learning.
- independent and collaborative learning.
- problem solving through investigating and exploring.
- play which is teacher directed or initiated **and** student initiated across the stages.

3. PRINCIPLES

- Each child is entitled to receive the best education possible and achieve the highest standards.
- Each child will be provided with a curriculum that will meet his or her individual needs. Every child will experience success and develop a positive response to learning.
- The whole school curriculum will be broad, balanced, relevant and differentiated. It will incorporate The Foundation Stage and Primary school Curriculum where appropriate.
- Teaching and learning is built on the learner's prior knowledge.
- Learning is vivid and real and students' have opportunities to be responsible and use initiative for their own learning
- Learning experiences are enjoyable and challenging ensuring progression.
- Not every part of every subject is taught to the same depth and can be adapted to meet the individual needs of pupils.
- Cross curricular links will be sought to promote pupils learning and enjoyment helping to strengthen the relevance and coherence of the curriculum.

The school curriculum framework is to be viewed as a cyclical process, with subject coordinators ensuring good continuity and progression by encouraging a team approach to planning, evaluation and development.

4. CURRICULUM STRUCTURE

The school curriculum framework will consist of:

This Policy - outlining definition, rationale, objectives, principles and giving guidance on all aspects of teaching and learning;

Teaching and Learning Policy – outlining rationale, aims, quality teaching, quality learning, learning environment, resources, routines and rules in the classroom and all other aspects of teaching and learning;

Assessment, Marking, Recording and Reporting policy – outlining rationale, aims, responsibility, equal opportunities and inclusion, procedures, assessment and monitoring;

Special s Education Needs (SEN) policy – outlining the rationale, aims, inclusion, procedures, admission criteria, levels of support and equal opportunities;

Subject Policies - outlining principles and aims for each subject;

Homework policy – outlining aims and procedures;

Schemes of Work (Long term; Medium term, Short term and Unit planning) -

Curriculum areas with:

- a) Specific rubrics linked to learning objectives, including subject framework, cross curricular links, differentiation, continuity and progression, assessment, recording and reporting, resources, teaching methods, review, and the role of the coordinator.
- b) Differentiated levels and associated outcomes
- c) The basic curriculum for each child will include, as appropriate for each Key Stage:
 - English
 - Mathematics
 - Science
 - Arabic
 - Islamic Education
 - National Education (UAE Social Studies)
 - Computing
 - History / Geography (Social Studies)
 - Art
 - Design Technology
 - Music
 - French
 - Physical Education
 - Moral Education

Heads of Departments are responsible for monitoring all aspects of teaching and learning of both teachers and students to ensure that quality teaching and learning is taking place in the school as described in their responsibility role.

5. POLICY REVIEW

It is the responsibility of the Principal supported by other members of the school’s Senior Leadership Team to monitor the policy. It should be reviewed annually.

6. RELATED POLICIES AND DOCUMENTATION

- ❖ Assessment, marking, recording & reporting policy
- ❖ Teaching & Learning policy
- ❖ Subject policy
- ❖ Homework policy
- ❖ SEND Policy

Document	Curriculum Policy
Last reviewed	August 2016
Next review	June 2017 (reviewed)
Version	Working document