



Curriculum Policy

Version	Document Title	Status	Author	Approved by	Date	Reviewed Date	Next Review Date
0.1	Curriculum	Final	SLT	Principal/Vice Principal	August 2022	August 2026	August 2027
Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

1. Curriculum Aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that are coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Take into account the ages, aptitudes and needs of all pupils including those with special educational needs.
- Promote mutual respect, tolerance, individual liberty, rule of law and democracy (where appropriate).
- Provide pupils with full-time supervised education, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' emotional, moral, social, and cultural development.
- Promote a positive attitude towards learning.
- Support pupils' physical development and responsibility for their health and enable them to be active.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Provide a broad curriculum prioritizing a solid academic core of subjects, such as those offered in the MOE Decree 883.
- Develop pupils' independent learning skills and resilience to equip them for further/higher education and employment. Also enabling them to make informed choices about a broad range of career options so that they can fulfil their potential.
- Schools with early years provision may also wish to refer to this specifically – for example, to:
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage One

Curriculum Values:

Our curriculum aims are underpinned by these school values:

Our Well-Being curriculum encompasses our core values and focuses on developing the whole person rather than just academic achievement. It recognizes that young people need to develop emotionally and academically to be successful in life.

1. Respect
2. Cooperation and Adaptability
3. Communication

4. Resilience
5. Thoughtfulness
6. Responsibility
7. Morality and Enquiry

- Our school values respect and responsibility, so our curriculum supports independence and promotes resilience.
- Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working.
- Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices.

2. Legislation and guidance

This policy reflects the requirements for schools to provide a broad and balanced curriculum as per the [UAE Ministry of Education Curriculum Requirements 2021](#) and the [National Curriculum programmes of study](#) which we have chosen to follow. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school is teaching a "broad and balanced curriculum" which includes English, maths, science, Moral and Social studies, and appropriate teaching time is provided for pupils to cover the requirements of the curriculum
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs, BTEC qualifications and A-levels, are approved by the UAE Ministry of Education
- The school implements the relevant assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 7 onwards are provided with independent, impartial career guidance, and this is appropriately resourced.

3.2 Principal & Vice Principal

The senior executive team comprising of the principal and the vice-principal are responsible for ensuring that this policy is adhered to and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by modifying from all or part of the National Curriculum
- The school's procedures for assessment meet our requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- Phase Leaders
- Subject Leads
- Department Heads

4. Organization and planning

Intent

- The curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life (this is not restricted to examination outcomes)
- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The school has the same academic, technical, or vocational ambitions for **almost all learners**. Where this is not practical the curriculum is designed to be ambitious and to meet individual needs.

Implementation

- Teachers have good knowledge of the subjects they teach. Leaders provide effective support for those teaching outside their primary areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and

adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches (differentiating the curriculum is seen as giving some students an impoverished curriculum)

- Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading.

Impact

- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
- Learners are ready for the next stage of education, employment, or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations, and the intention of their course of study.
- They read widely and often, with fluency and comprehension.

English National Curriculum - Learning and Achievement Stages Foundation Stage (FS 1 & 2)

Our youngest children's academic, physical, social, artistic, and emotional development is encouraged through a balanced and structured approach to learning based on the Early Years Foundation Stage (EYFS) Curriculum. Seven areas of learning and development shape educational programmes in Early Year settings. Three prime areas are particularly significant for igniting curiosity and enthusiasm for learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional development.

We also support children in four specific areas, through which the prime areas are strengthened and applied:

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

Young people need to develop their potential to explore and discover the world around them, be independent and form considered opinions. Visits to places of interest in the local community are essential to the cultural and heritage section of our school curriculum.

Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leaving the Reception Year are ready to start the Key Stage 1 curriculum. Topics are introduced with good quality storybooks or age appropriate non-fiction texts. Using books in this way teaches children that books and reading form the basis of all learning.

While our curriculum is topic based, we also follow our children's interests, incorporating these into our curriculum and continuous provision in an exciting and engaging way that will move the children's learning forward. This may involve following a class theme where we take advantage of cross-curricular links to combine transferable skills and develop a wide-ranging vocabulary underpinning children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one-to-one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependent on the nature and needs of the class of individuals.

British values are taught as an integral part of the EYFS curriculum promoting principles such as mutual respect, and tolerance. These values are integrated through everyday activities, social interactions, and learning experiences, helping children develop an understanding of fairness, respect for others, and the importance of rules in society.

Primary: Key Stages 1 and 2 (Year 1 – Year 6)

Our Primary curriculum is thematically planned, so that students experience a rich and purposeful curriculum which is contextualized to the UAE, using the National Curriculum as a starting point. We strive to develop our curriculum further, to challenge our students and suit the contexts they are in.

Our subjects are planned, in line with our curriculum intent, so that it is;

- Ambitious – rich in knowledge to improve the academic and social outcomes for all students
- Sequential and coherent – sufficient knowledge and skills for future learning is cumulatively acquired
- High expectations – clearly specifying what all students need to know and be able to do, regardless of their academic starting points.

Our subjects are delivered, in line with our curriculum implementation, meaning;

- Teachers have strong subject knowledge and understand how students learn
- Teachers structure lessons using Rosenshine's Principles of instruction
- Prior learning is revisited to support the long-term retention of knowledge
- Teachers use assessment effectively to inform their provision
- Teachers create an environment which supports learning to take place
- A rigorous approach to the teaching of reading developing confidence and enjoyment in reading

English Language is our medium of instruction. Arabic is compulsory and is taught as both a first and second language. Muslim students attend Islamic Studies. UAE Social Studies and Moral Education are mandatory subjects for all students.

The Core Curriculum subjects are English, Mathematics, and Science; History, Geography, Physical Education, Creative Arts (Music, Art & Design Technology), ICT, STEAM and French. Teachers continually assess classwork and homework and conduct Termly Progress Tests and Assessments towards the end of each of the three school terms. Other assessments also take place, e.g., 'Read/Write. Inc., assessments, and informal class tests. For further information on the English National Curriculum, click the link below.

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Curriculum resources:

Our curriculum resources align with the NCFE to support the implementation of our curriculum

- Learn By Question (LBQ)
- MyON
- WhiteRose Maths
- WhiteRose Science
- Comerstone

Secondary School and Post 16:

Our curriculum is designed to offer a wide range of subjects, ensuring a balanced education for all students. We provide learning experiences to meet the diverse needs of our students. While we challenge all students, we also offer specialized support for those who require it. In each subject area, we have a clear learning path that outlines the skills, knowledge, and content students will acquire in years. 7-13. All students learn Arabic in both A and B classes. However, Muslim students take Islamic Studies in A and B, while non-Muslim students study Personal, Social, Health, and Economic Education (PSHE).

Each department needs to have detailed plans for teaching that align with the National Curriculum and any relevant exam board requirements. All teachers in the department must follow these plans, and the department heads will oversee their implementation. These plans should clearly outline how the course material is organized to ensure that students' skills, knowledge, and understanding grow gradually. Teachers are expected to use Pearson Active Learn, Pearson Exam Wizard, LBQ Cambridge Support Hub, and Save My Exam, giving the students support for their more comprehensive understanding of the subject and providing additional learning opportunities.

It is important to understand that our curriculum goes beyond formal lessons. We believe in learning that happens both inside and outside the classroom. By offering various activities beyond school hours. Embedding career guidance in the curriculum through cross curricular connection, guest speaker sessions and career development session to provide valuable insights and skills that will benefit them throughout their lives.

Key Stage 3 (Year 7-Year 9)

Students follow a broad and balanced curriculum in Core and Additional subjects. Core: English, Mathematics, Science, Arabic A and B, Islamic A and B (Muslim students), PSHE (non-Muslim students), MSC, and PE. Additional: History, Geography, Music, Art, ICT, French. A range of Co-Curricular activities are timetabled to provide an opportunity for students to widen their knowledge and develop 21st-century Life Skills.

Key Stage 4 (Year 10 – Year 11)

Students follow a broad and balanced curriculum in Core and Additional subjects. Core: English, Mathematics, Science, Arabic, Islamic (Muslim students), PSHE (non-Muslim students), MSC, and PE. Additional options are selected based on student interest and achievement. The available options for IGCSE can be found in our IGCSE and post 16 prospectus.

Key Stage 4 iGCSE Option Blocks					
Compulsory Subjects	Compulsory Sciences	Option Block A	Option Block B	Option Block C	Option Block D
1. English Language 2. Mathematics 3. Moral Social and Cultural Studies 4. Physical Education 5. Islamic A/B 6. Arabic A/B	Triple Science / Double Science	Accounting Art and Design English Literature/ Geography/ Triple Science	Business/ Accounting/ Further Math	Psychology / Computer Science/ Business	ICT/ Economics/Geography
In addition to the compulsory subjects the student shall pick one subject from each option block					

Key stage 5 (Year 12)

Our Post 16 curriculum offers a well-rounded education comprising various Academic and Vocational subjects' pathways. The subjects include English, Mathematics, Biology, Physics, Chemistry, Business, Economics, Accounting, Computer Science, and Psychology. Arabic, Islamic Studies (for Muslim students), Personal, Social, Health and Economic Education (PSHE) Extended Project Qualification (EPQ) for non-Muslim students, and Physical Education. A detailed list of Post 16 subjects is available in our prospectus.

MOE- Compulsory Subjects	Option Block A	Option Block B	Option Block C	Option Block D
Islamic A and B Arabic A Arabic B/ EPQ Physical Education Moral Social and Cultural Studies	Accounting, Art and Design, Biology	Computer Science, Business (BTEC Level 3), Chemistry	Mathematics, Geography, Applied Sciences (BTEC Level 3), Business	Physics, Psychology, Economics, Computing (BTEC Level 3)

UAE National Curriculum

The study of the Arabic Language is compulsory for all students at Newlands School. There are detailed Schemes of Work for native Arabic speakers (Arabic A) and separate Schemes of Work for non-native Arabic speakers (Arabic B).

Moral, Social and Cultural studies

In line with UAE national priorities and the Dubai Strategic Plan 2021, schools in Dubai must incorporate the Ministry of Education UAE social studies curriculum standards into their curriculum. The rationale is to provide students with in-depth knowledge, skills, and understanding of history, Geography, and civics, which emphasize the links and relationships between diverse groups, people, science, and society. As responsible citizens and residents of the UAE, students will contribute to building a cohesive society that is inclusive of all while preserving the UAE culture, heritage, and traditions.

It covers four pillars of teaching and learning: character and Morality, the Individual and the Community, Civic Studies, and cultural studies. The four pillars complement one another, using the lens of moral thinking, learning, and building character. It enables pupils to develop their self-knowledge, self-esteem, and self-confidence as well as tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. Underpinning the curriculum are the thinking, learning, and communication skills relevant to the programme, which support development through the year groups.

As stated in the DSIB School Inspection Supplement 2016-17, all schools must have formal planning documents and timetabled provisions for teaching MSC.

Curriculum review and modification

This is conducted periodically (termly) and/or when necessary, in response to data collected. It is the process by which changes are made to the curriculum to best suit the learning needs of the children at Newlands School. More detailed information can be seen in our Intervention & Enrichment Policy and the Curriculum Modification Policy.

5. Inclusion

We are dedicated to meeting the needs of all students regardless of whether they are experiencing additional needs or not. Students are given multiple opportunities to be successful learners and to form constructive social bonds. There is a deep awareness of learning diversity, and our curriculum is designed to meet the needs of all students, including those with disabilities, those experiencing special educational needs, those from all cultural backgrounds and students with English as an Additional Language.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils with SEN

- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information available in our Inclusion, Gifted & Talented and EAL policy guidelines.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governor's meetings;
- School/ Class visits;
- Meetings with the local school inspection team;
- Student achievement data;
- Monthly School Reports.

Phase Heads /Subject leaders/ Head of Departments and Year leaders monitor the way the curriculum is taught, and learning resources are managed and used throughout the school by:

- Planning scrutinises;
- Lesson observations and learning walks;
- work scrutinises;

This policy will be reviewed every academic year by the principal, vice-principal, and the phase heads. The policy will be shared with the full governing board at every review.

7. Links with other policies

This policy links to the following policies and procedures:

- Curriculum Modification Policy Guidelines
- Intervention and Enrichment Policy Guidelines
- Assessment Policy Guidelines
- Inclusion Policy Guidelines
- EAL Policy Guidelines
- Gifted and Talented Policy Guidelines
- Career Guidance Policy Guidelines