



## Curriculum Modification Policy Guidelines

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0.1	Curriculum Modification Policy Guidelines	Final	Inclusion Head and Vice Principal	Principal/Vice Principal	March 2024	August 2024
	Regional Director		Principal	Vice Principal		
	Head of Foundation Stage		Head of Primary	Head of Secondary		

## Objectives of our Curriculum Modification Policy

Inclusive education is a provision that is committed to educating all students where they have access to quality instruction, intervention and support, so that they experience success in learning. At Newlands, we believe that all students should be given opportunities to be successful learners and to form positive social relationships. Various strategies are required to reduce the barriers faced by students, and the staff at Newlands School strives to provide all students with the right to education in a common learning environment.

The purpose of this Curriculum Modification Policy is to provide practical guidance for teachers, parents and staff on the provision of effective learning support to pupils experiencing learning difficulties, accelerated learning and/or special educational needs and disabilities, as well as to fulfil our obligations as per the KHDA and DSIB expectations.

## Adaptations vs Modifications

### Definitions:

#### Adaptations:

Adaptations are changes to teaching methods, assessment techniques, or learning environments to support a student's learning process. These adaptations do not considerably alter academic standards, contents, or instruction levels.

#### Adaptations are organized into four categories:

- Presentation-how students receive information
- Responding-how students show what they know
- Setting-how the environment is made accessible for instruction and assessment
- Scheduling time demands and schedules may be adjusted

#### Modifications:

Modifications involve altering the learning objective or curriculum to suit their learning needs. In other words, modifications adjust educational content to make it more accessible to the student.

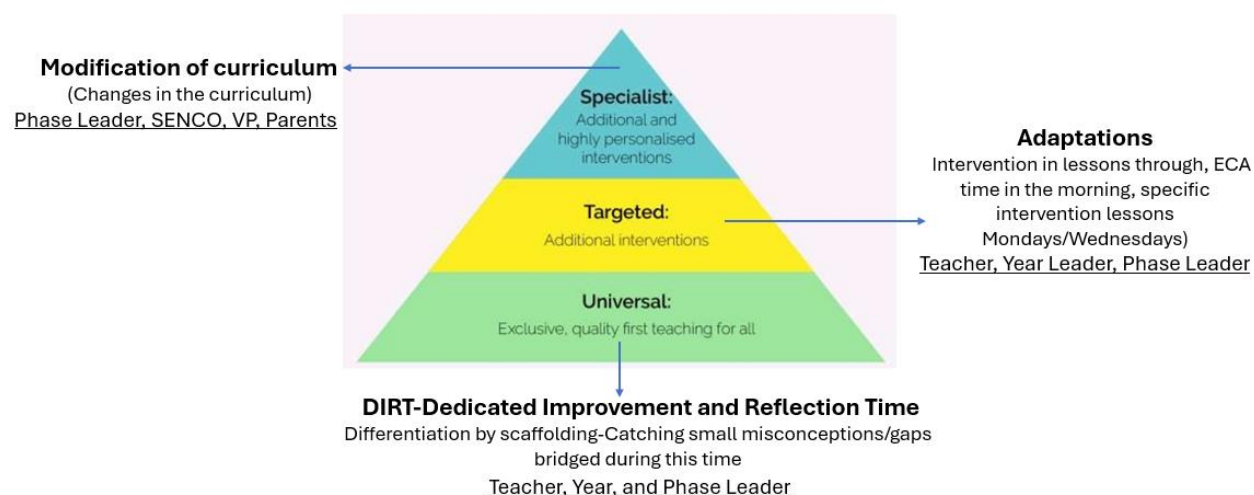
Adaptation	VS	Modification
Supports that are put into place to help a student access the general curriculum. The expectations of the general education curriculum do not change.		Changes in the curriculum, are based on the student's abilities. Modifications typically change the content, instructional level, and/ or performance & assessment criteria.
Changes <b>HOW</b> students learn (Exp: Differentiated scaffolding)		Changes <b>WHAT</b> students learn (Exp: Individual Education Plans-IEP)
<i>Students learn the <b>same material</b> as their peers.</i>		<i>Student learn <b>material different</b> from their peers.</i>

## Provision

At Newlands, all staff are responsible for facilitating an inclusive culture. Policies, procedures and practices are implemented to establish a fully inclusive educational setting through diverse assessment strategies and systems of support. Students with a range of learning needs are supported by addressing gaps in the basic skills of literacy and numeracy.

The Graduated Model of Intervention shown below is the basis of how these varied types of supports and interventions are provided at school.

## Graduated Intervention Model



## Identification and Tracking

In order to understand students' learning needs at a deeper level so that appropriate levels of support are provided and faded away at suitable times, the following is done:

- Baseline assessments are conducted at the beginning of the academic year which form the starting points of each student's academic journey.
- Teachers adapt their teaching accordingly and provide scaffolds, targeted intervention or possible modification to the curriculum.
- Ongoing internal assessments, class work samples, unit tests and end of term assessments track how each student is progressing towards achieving his/her goals.
- Half-termly and end of term pupil progress meetings act as checkpoints throughout the academic year to hold academic staff and phase leaders accountable.
- Overall curriculum reviews are conducted on a termly basis to analyze and reflect upon what worked well and what may need to be re-taught.
- For targeted intervention sessions (in Maths, English and Science), specific learning objectives are taught

to students who need the extra push. They are tracked every session using the Intervention tracker. This is a working document and is fluid in nature.

- For modification of curriculum, the respective teachers, phase leaders in collaboration with the Inclusion team and parents/external agencies, are held accountable to ensure that students learn at their pace. Usually, for modification of curriculum, there needs to be a 2-year gap (below or above curriculum standards). The Wide Range Assessment Test (WRAT) will be conducted in order to get a more specific baseline score. At the end of the academic year, this test is repeated in order to track progress according to chronological vs academic age.

## What do the different levels of the Graduated Intervention Model mean?

### Universal (Quality First Teaching - Wave 1)

Wave 1 describes quality first teaching which takes into account the learning needs of all students in the classroom. High quality teaching, engaged with the theories of learning that support child-centered and adaptive approaches for individuals is the first step in responding to students who appear to have difficulties. This includes removing barriers to learning in diverse student populations and creating an inclusive learning environment through the use of various adaptations. For this level of support, teachers train students with the usage of different scaffolds (i.e., visuals, checklists, word banks, highlighted texts, etc.) As students advance using these scaffolds, it is of utmost importance that teachers fade them away to allow for independent learning.

### Targeted (Additional Intervention – Wave 2)

Wave 2 describes targeted provision for those students who despite receiving adaptive learning opportunities do not make the desired progress and require further adaptations/scaffolds. Most interventions include some form of direct instruction, which breaks information into shorter segments, or steps, and targets learning by simplifying instruction. Students are also provided with more opportunities to practice what they have learned. The pace of the direct instruction is slower, and time is spent showing students a knowledge or skill, as well as practicing it, to build a firm foundation. In addition, teaching, re-teaching, practice and frequent progress monitoring for each specific skill takes place over a much longer period of time than is feasible in a regular classroom. This could take the form of withdrawal in groups or an LSA in the classroom working with a group of students. This intervention strategy will involve detailed discussions with the family and the development of a more detailed action plan which will be tracked regularly to check for understanding and progress. As students' foundational academic gaps are plugged, it is vital for teachers to move them along to more abstract concepts to deepen their understanding.

Inclusion team members are able to act in a consulting/advisory capacity for administrators and teachers within the first two waves.

### Modification (Intensive Intervention – Wave 3)

Students who do not respond to targeted intervention in Wave 2 are moved to Wave 3. Instructions and interventions are individualised according to learning needs and may be specific for each student. Students in Wave 3 generally require 1:1 support and may have an Individual Learning Support Assistant to reach their potential. Through the development of an Individual Education Plan, withdrawal from lessons and sometimes exemptions from foreign languages, extra literacy and numeracy lessons are necessary to access the curriculum.

Generally, students in Wave 3 receive therapy and assessments from external agencies, who sometimes run sessions at school.

## **Parental Involvement**

Newlands School's ethos has been to build robust partnerships with parents/caregivers and this will enable all students (regardless of academic needs) to accomplish their goals. Parents/caregivers have a unique overview of their child's needs and how best to support them. This gives them a key role in the home-school relationship. With regards to Targeted Interventions (Wave 2) and Modifications (Wave 3), parental involvement is of utmost importance. With the collaboration between home and school, students' progress would reach its full potential.

## **Review of the Curriculum Modification Policy**

This policy will be reviewed in July 2024 and the outcomes of this review will be used to update the Strategic Inclusive Education Improvement Plan.

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