

Whole-School Curriculum Policy

Policy Name	Whole-School Curriculum Policy 2025-26
Stakeholder	All staff, students, and parents
Policy Directory Reference	Al Sadiq Islamic English School
Policy Lead	Vice Principal - Ms.Aisha Thasneem, Ms.Georgina Drake
Reviewed by	Mr. Julian Williams
Approved by	Ms. Sadia Wajid – Principal
Approved Date	September 2025
Monitoring Cycle	Annually

1. Purpose

At Al Sadiq Islamic English School, the curriculum is the key enabler for students to achieve internationally recognised curriculum standards. Our curriculum aims to:

- Provide a broad and balanced education for all students.
- Enable students to develop knowledge, acquire skills, and apply these in relevant contexts.
- Promote a positive attitude towards learning.
- Support students' spiritual, moral, social, and cultural development.
- Support students' physical development by promoting personal health and active lifestyles.
- Enable students to meet or exceed their potential through appropriate challenge and support.
- Achieve and exceed national and international standards.
- Offer a broad range of subject choices to support learning and progression.
- Develop independent learning skills and resilience to prepare students for further/higher education and employment.

2. Scope

This policy applies to all students, teachers, and staff involved in the delivery and support of the curriculum at Al Sadiq Islamic English School.

3. Policy Statement

This policy reflects the requirements of the National Curriculum and the Ministry of Education. All students, including Students of Determination and those with gifts and talents, have access to a broad and balanced curriculum in line with KHDA regulations and Ministry of Education mandates. It also acknowledges the requirements for promoting learning and development as set out in the Early Years Foundation Stage (EYFS) Statutory Framework.

4. Procedures & Implementation

4.1 Organisation and Planning

Teachers design units of work that reflect Al Sadiq's ethos and values, integrating real-life experiences, cross-curricular links, innovation and UAE/contextual learning. All phases utilise block units of work that are coherently sequenced to build knowledge and skills over time.

4.2 Foundation Stage (FS2)

Guiding principles:

- A Unique Child – every child is a unique individual with potential to be resilient, capable, confident and self-assured.
- Positive Relationships – children learn to be strong and independent through positive relationships.
- Enabling Environments – children learn and develop well in nurturing, responsive environments rich with opportunities.
- Learning and Development – children develop at different rates and in different ways; provision includes those with SEND.
- Areas of learning and development (interconnected and equally important):
 - Communication and Language (Listening & Attention, Understanding, Speaking)
 - Physical Development (Moving & Handling, Health & Self-care)
 - Personal, Social & Emotional Development (Self-confidence & Awareness, Managing Feelings & Behaviour, Making Relationships)
 - Literacy (Reading, Writing)
 - Mathematics (Numbers, Shape/Space/Measures)
 - Understanding the World (People & Communities, The World, Technology)
 - Expressive Arts & Design (Exploring & Using Media & Materials, Being Imaginative)

Teaching & Learning in FS features play-based learning, a balance of adult-led and child-initiated activities, ongoing observation and assessment, and inclusive/differentiated provision. Following Development Matters, children in FS2 work towards Reception objectives and Early Learning Goals.

4.3 Primary (Key Stages 1 & 2)

The Primary curriculum follows the National Curriculum for England, supplemented by UAE Ministry of Education requirements. It is enriched, relevant and stimulating, offering

experiences that cater for varied learning styles, promote critical thinking, creativity, independence and curiosity, and provide a safe environment for lifelong learning.

Subjects offered include:

- Arabic A/B
- Islamic A/B
- English
- Mathematics
- Science
- Humanities
- Moral, Social & Cultural Studies (from Year 2) (Non-Arab Students)
- UAE Social Studies (Arab Students)
- ICT
- Modern Foreign Languages (Bengali, French, Urdu – From Year 3 onwards)
- Physical Education
- Art
- Life Skills
- STEAM

4.4 Secondary (Key Stage 3)

Guiding principles:

- Support a smooth transition from Primary to Secondary (Y7).
- Build on the KS2 curriculum to maximise learning in KS3.
- Prepare students well for KS4 and beyond.
- Develop the knowledge and skills required for future study and work.
- Respond to evolving needs of learners in a changing world.

Subjects offered include:

- Arabic A/B
- Islamic A/B
- English
- Mathematics
- Biology
- Chemistry
- Physics
- Humanities
- Moral, Social & Cultural Studies (Non-Arab Students)
- UAE Social Studies (Arab Students)
- ICT
- Modern Foreign Languages (Bengali, French, Urdu)
- Physical Education
- Art
- Life Skills

- STEAM

4.5 Key Stage 4 (IGCSE)

IGCSE (ages 14–16) prepares students for A-Levels or IB and further academic success. KS4 provides a core and optional element personalised to every student, emphasising higher-order thinking, communication, collaboration and effective use of technology.

Subjects offered include:

- Arabic A/B
- Islamic A/B
- English
- Mathematics
- Biology
- Chemistry
- Physics
- Environmental Management (EVM)
- Accounting
- Business Studies
- Economics
- Moral, Social & Cultural Studies
- ICT
- Modern Foreign Languages (Bengali, Urdu)
- Physical Education
- Art & Design
- Life Skills
- Travel and Tourism
- STEAM

5. MOE Compliance

The curriculum complies fully with the statutory requirements of the UAE Ministry of Education (MOE) and the Knowledge and Human Development Authority (KHDA). This includes the provision, allocation of teaching hours, and assessment requirements for compulsory MOE subjects.

5.1 Subjects

In line with MOE and KHDA regulations, the following subjects are compulsory for students:

- Arabic A: For all Arab students (native speakers).
- Arabic B: For all non-Arab students.
- Islamic Education A: For all Muslim Arab students.
- Islamic Education B: For all Muslim non-Arab students.
- Moral, Social and Cultural Studies (MSCS): For all non-Arab students. (Year 2 upwards)
- UAE Social Studies: For all Arab students. (Year 2 upwards)

- Integrated Social Studies for FS2 and Year 1 students
- Integrated Moral Education for all Arab students

5.2 Minimum Time Allocations

The school strictly follows MOE guidelines for weekly lesson allocations in each phase:

5.3 Assessment Compliance

- Arabic and Islamic Education: Students complete internal and external assessments, including Arabic ABT baseline and end-of-year assessments as required by KHDA/MOE. Summative assessments are conducted at the end of every term, alongside continuous assessments.
- Pass Marks: MOE regulations require that all students must achieve a minimum of 50% in Arabic and Islamic Studies in order to be promoted to the next academic year (60% in years 10 and 11)

6. Assessment

6.1 Phase 1 (EYFS)

Ongoing observational assessments are completed daily. Seven data checkpoints across the academic year analyse attainment against curriculum expectations.

6.2 Phases 2 & 3 (Primary & Secondary)

Summative assessments include Baseline, End-of-Unit, Mid-term and End-of-Term assessments.

Formative assessments are ongoing to identify gaps, inform feedback, and personalise support.

7. Wellbeing & Career Guidance

Wellbeing is embedded throughout school life. Daily sessions and integrated curriculum content (e.g., MSCS, Humanities, Science, ICT) address health education, moral, social and cultural development, Islamic values, and age-appropriate guidance.

Career guidance includes: College/University information; interview techniques; CV writing; financial awareness; careers education; guided research; visiting speakers; volunteer work experience; drop-in sessions with the guidance counsellor.

8. Planning

8.1 EYFS Lesson Planning

- Child-centred and responsive to needs, interests and developmental stages.
- Play as a central mechanism for learning and development.
- Balanced adult-led and child-initiated activities.
- Inclusive provision for diverse needs, including SEND.

Components of an EYFS lesson plan include: Title; Date; Area(s) of Learning; Learning Objectives; Resources; Introduction; Main Activities; Continuous Provision; Differentiation; Assessment/Observation; Conclusion.

8.2 Phases 2 & 3 Planning (All Subjects)

- Curriculum Overview – allocation of teaching time to each unit of work.
- Long-Term Planning – ensures statutory coverage across the year/phase.
- Medium-Term Planning – unit plans with prior learning, assessment opportunities, cross-curricular and UAE links.
- Weekly Lesson Plans – 5-part lesson structure with expectations, timed/differentiated activities and outcomes.

9. Curriculum Review

At the end of each half term, SOW and termly objectives are reviewed using the following codes: Green (fully covered), Yellow (integrate into other units), Blue (to be retaught), Orange (modified via external data), Pink (not covered – move to next term/year). Reteach and reassess documents address gaps and ensure progress.

10. Inclusion

- All students, including Students of Determination, EAL learners, Emiratis and gifted & talented, access a broad and balanced curriculum in line with KHDA/MOE regulations and assessment board guidance.
- High expectations for every learner with personalised, aspirational Minimum Expected Grades (MEG).
- Barriers are identified through internal and standardised assessments; support removes obstacles to learning.
- IEPs and ALPs provide targeted support with regular review and monitoring.
- Curriculum modification/adaptation ensures age-related progress for Students of Determination.
- Alternative pathways considered where appropriate in secondary (e.g., ASDAN as a complement).
- Assessment dispensations follow examining board regulations.

11. Monitoring Arrangements

- The Principal holds overall responsibility for the quality of provision, outcomes in attainment and progress.
- Heads of School, Heads of Department and Coordinators conduct monitoring aligned to SDP priorities and performance management.
- Findings are reported to governors and staff; strengths are celebrated and areas for development identified.

- Departments monitor planning, standards and quality of teaching via observations, learning walks, data analysis, book scrutiny and student voice.
- Termly review meetings identify next steps and track impact.

12. Roles and Responsibilities

11.1 Principal

- Ensure adequate teaching time and compliance with KHDA/MOE requirements.
- Ensure all curriculum elements have aims/objectives reflecting the school's vision and learner needs.
- Manage requests for withdrawal from curriculum subjects where appropriate.
- Ensure assessment procedures meet legal requirements; advise governors on whole-school targets.
- Ensure provision for students with differing abilities/needs, including Students of Determination and Emiratis.

11.2 Vice Principals, Heads of Schools & Heads of Department

- Ensure long-term planning is in place for all subjects.
- Secure vertical progression (spiral learning) and horizontal coherence across subjects.
- Ensure consistency of delivery appropriate to cognitive and social development.
- Select subjects that best meet learner needs; ensure assessment is appropriate and consistent.
- Keep the Principal informed of proposed changes; review performance data regularly to plan timely adjustments.

11.3 Teaching & Support Staff

- Implement the curriculum in line with this policy.
- Keep up-to-date with subject developments and pedagogy.
- Use student data to inform curriculum design for each cohort.
- Share best practice through joint planning and professional development.
- Work with external partners to provide enrichment and extra-curricular opportunities.

11.4 Students

- Engage with a curriculum that offers breadth, support and challenge to meet individual needs.
- Access additional support promptly if falling behind.
- Receive guidance to make informed curriculum/career choices, especially prior to IGCSE options.

11.5 Parents

- Be consulted about learning and future education at key points.
- Be informed about the curriculum and the rationale behind it.

Approval

- **Approved by:** Principal
- **Date:** August 2025
- **Review:** August 2026



AL SADIQ
Islamic English School
مدرسة الصادق الإسلامية الإنجليزية

9

Appendix 2: Weekly Lesson Plan Template (Phase 2&3)

Lesson Title Here		
Subject:	Year Group:	Topic / Unit:
Learning Objective		Success Criteria
Key Vocabulary & Literacy Links		
Task on Entry		
Connection		
Activation		
Demonstration		
Group 1	Group 2	Group 3
EAL Modification	SOD Modifications	G&T
Consolidation / Check for Understanding		
Reflection Students to self-assess their work against the success criteria and learning objective		
Real Life, UAE and Global Cross-Curricular Links and Use of Technology		

Resources

Section	Student Specific Modifications
B1	
B2	
B2	
B4	
G1	
G2	
G3	
G4	

Appendix 2: Weekly Lesson Plan Template (Phase 1)

Theme:		
Lesson Title Here:		
Date:	Day	Week:
Subject:	Year Group:	Topic / Unit:
Learning Objective		Success Criteria
Prior Learning		
Key Questions		
Key Vocabulary & Literacy Links		
Cross Curricular Links / UAE Linkage		
Circle Time		
Activity Time		
Group 1	Group 2	Group 3
Continuous Provision		
Area	Area	Area
EAL Modification	SOD Modifications	G&T

Plenary/ Reflection
Resources

Section	Student Specific Modifications
FS2 A	
FS2 B	
FS2 C	
FS2 D	
FS2 E	
FS2 F	
FS2 G	

Section	Teacher Evaluations
FS2 A	
FS2 B	
FS2 C	
FS2 D	
FS2 E	
FS2 F	
FS2 G	

Appendix 3: Medium Term Plan Template (Phase 2 and 3)

 AL SADIQ Islamic English School مدرسة الصادق الإسلامية الإنجليزية		UNIT PLAN - 2023-2024	
Year Group		Term	
Topic/Unit		No. of lessons	
What will students learn?			
Why do they learn?			
How will they learn?			
Prior Knowledge		Modification (Data Analysis)	
Objectives		Suggested Teaching Activities	
Assessment Opportunities		UAE/Real Life Links	
Cross Curricular Links			
Resources			

Appendix 4: Weekly Lesson Plan Template (Phase 2 and 3)

CPD training on the 4-part (+) lesson: Connection (with Task on Entry), Activation, Demonstration, Consolidation (with Reflection)

<https://www.slideshare.net/slideshow/the4partlessonpdf/254339884>

Learning Objective:	Success Criteria - I can.....
Literacy/Numeracy (Key Vocabulary)	
Task On Entry	

Connection

Activation

Demonstration



Consolidation

Check for Understanding

Reflection

