



ATHENA EDUCATION
For Social Grace



CURRICULUM POLICY

2022-23

Principal: Ms. Sadia Wajid

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Curriculum Aims

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 lifestyle
- enable students to meet/exceed their potential by providing students with appropriate levels of challenge and support
- achieve and exceed National and International standards
- provide a broad range of subject choices that support students' learning and progression
- develop students' independent learning skills and resilience, to equip them for further/higher education and employment

Legislation and Guidance

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. 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.

Roles and Responsibilities

The Governing Body

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

The governing body will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets
- enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- the school is compliant with teaching a "broad and balanced curriculum" which includes English, maths, science, Arabic, Islamic Education and Moral, Social and Cultural Studies (MSCS), and appropriate teaching time is provided for students to cover the requirements of the curriculum
- proper provision is made for students with different abilities and needs, including students of determination and Emiratis.
- all courses provided for students lead to appropriate accredited qualifications, such as IGCSEs and preparation for A-levels
- the school implements relevant statutory assessment arrangements
- it participates in decision-making about the breadth and balance of the curriculum
- students from year 9 onwards are provided with careers guidance

Principal

The principal is responsible for ensuring that this policy is adhered to, and that:

- the amount of time provided for teaching the curriculum is adequate and meets the requirements of KHDA and the MOE, as well as the needs of the students
- all required elements of the curriculum, and the 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 students will be met
- they manage requests to withdraw children from curriculum subjects, where appropriate

- the school's procedures for assessment meet all legal requirements
- the governing body is advised on whole-school targets in order to make informed decisions
- proper provision is in place for students with different abilities and needs, including students of determination and Emiratis

Other Staff

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

Vice Principal, Heads of Schools, Heads of Department will ensure that:

- long term planning is in place for all subjects
- schemes of work encourage progression in line with the curriculum requirements
- there is consistency in terms of curriculum delivery
- schemes of work are in place and are used by all staff delivering a particular subject
- appropriate subjects are selected so that they best meet the learning needs of our students
- assessment is appropriate and there is a consistent approach towards assessment
- they keep the school principal informed of proposed changes to curriculum delivery
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion

Teaching staff and learning support staff will:

- ensure that the school's curriculum is implemented in accordance with this policy
- keep up to date with developments in their subjects
- have access to, and be able to interpret data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students

- share and exchange information about best practice amongst their colleagues, and, through joint planning ensure that they continually develop new ideas
- participate in high-quality professional development and training for curriculum matters, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs
- work in partnership with other agencies to provide an appropriate range of extracurricular opportunities. (e.g., visits, thematic days, ECAs, etc.)

Students will:

- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum that offers breadth, support and challenge
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly
- receive support to enable them to make the appropriate curriculum or career choices at key points

Parents and Caregivers will:

- be consulted about their children's learning and in planning their future education at key points
- be informed about the curriculum on offer and understand the rationale behind it

Organisation and Planning

As part of the process of designing the curriculum for unit of work, teachers consider how Al Sadiq's Ethos can be incorporated into and lived out through teaching and learning. Within all phases the curriculum is developed as block units of work enriched with real-life experiences, cross-curricular links and innovative learning.

Foundation Stage

The Early Years Foundation Stage (EYFS) is based upon four principles:

- Every child is unique
- Every child learns in a different way and at a different pace
- Every learner requires an enabling learning environment that caters to their individual learning needs
- Every learner needs positive relationships to nurture them into becoming a strong and independent learner

EYFS Foundation Stage curriculum is based on:

- Playing and exploring
- Engagement and active learning
- Motivation to create and think critically

Prime areas of Learning and Development:

- Personal, social, emotional development
- Physical development
- Communication and language

Areas of learning Specific areas are:

- Literacy (reading & writing)
- Mathematics (numbers, shapes and measurement)
- Understanding the world (people and communities, the world and technology)
- Expressive Arts and Design (exploring and using media and materials; being imaginative)

In the Foundation Stage, children learn actively through play and exploration throughout a thematic curriculum. Care is taken to ensure that there is ample scope for personal, physical, social and emotional development that is rooted through Islamic values at every step. Our beginner learners find the school an extension of the home and are curious, communicative and creative.

Primary

Following the UK National Curriculum for England supplemented by UAE Ministry of Education, Al Sadiq aims to give students the key skills they need to succeed and helps to develop those skills. Al Sadiq has developed an enriched curriculum that is both relevant and stimulating, offering students a range of experiences that cater for individual learning styles.

Our Core Principles:

- To recognise uniqueness and individual learning styles
- To provide a nurturing environment that encourages critical thinking, creativity, and connecting with the community

Our Key Stage 1 and 2 programmes provide an exciting, stimulating and integrated curriculum. Al Sadiq provides a wealth of opportunities where students can ask questions and explore ideas to deepen their understanding while promoting critical thinking skills. Students are encouraged to be innovative and creative, to be independent and curious. Al Sadiq provides students a safe environment from where they can begin their journey of lifelong learning.

The subjects taught in Primary school are as follows:

- Arabic A/B
- Islamic A/B
- English
- Mathematics
- Science
- Humanities
- Moral, Social and Cultural Studies (MSCS)
- ICT
- Modern Foreign Languages (Bengali, French and Urdu)
- Physical Education
- Art

Secondary

Secondary education provides the learner with opportunities to acquire the necessary knowledge, skills and understanding required to be successful, resilient, life-long learners.

Key Stage 3:

The curriculum in KS3 reflects the following key guiding principles:

- Ensure students in Year 7 are supported in the smooth transition from Primary to Secondary
- Recognise and build on the KS2 curriculum with the objective of maximizing learning in KS3
- Ensure students are adequately prepared for success in KS4 and beyond
- Ensure students develop the necessary skills to access the curriculum in KS4 and beyond
- Ensure the needs of students in the ever-changing world continue to be met

The subjects taught in Key Stage 3 school are as follows:

- Arabic A/B
- Islamic A/B
- English
- Mathematics
- Biology
- Chemistry
- Physics
- Humanities
- Moral, Social and Cultural Studies (MSCS)
- ICT
- Modern Foreign Languages (Bengali, French and Urdu)
- Physical Education
- Art

Key Stage 4

The International General Certificate of Secondary Education (IGCSE) has been designed for students aged 14 to 16 years old. It is designed to prepare students for further academic success in the future, such as Advanced Level (A-Levels), or International Baccalaureate (IB).

The curriculum in KS4 reflects the following key guiding principles:

- A core curriculum is provided which is essential for all students' future success
- An optional element is provided which is personalised around every student
- The focus of a 21st Century classroom aims to make students future ready. They will develop their higher order thinking, communication and collaborative skills, and become adept at using technology

The subjects taught in Key Stage 4 school are as follows:

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

Students can decide within the following option blocks; The subjects in these blocks are as follows:

	Block A	Block B
Option 1	Biology	Accounting
Option 2	Chemistry	Economics
Option 3	Physics	Business Studies
Option 4	Environmental Management	Combined Science
Option 5	Modern Foreign Languages (Urdu/Bengali)	Art & Design

School Assessments

During each term, the following internal assessments are conducted:

Summative Assessment

- Baseline Assessments
- End of Unit assessments
- Mid-term assessments
- End of term assessments

Formative Assessment

Formative assessments are ongoing and provide evidence of and for progression in learning. It enables teachers to identify learning gaps and provide personalised feedback and support.

Wellbeing

Wellbeing is embedded throughout all aspects of the curriculum and school life. A key priority of all staff is the safety and wellbeing of all students. As such, daily wellbeing sessions are held to share age-appropriate information with students on issues such as; health education, moral, social and cultural development, Islamic values, and career guidance.

Career Guidance

In order to provide students with the key skills and awareness to prepare them for life, Career guidance includes:

- College/university information
- Interview techniques
- CV writing
- Financial awareness
- Careers education sessions
- Guided research activities
- Visiting speakers
- Volunteer work experience

Planning

Planning within all phases and all subjects takes on the following structure:

Curriculum Overview

To allocate teaching time to each unit of work

Long Term Planning

All curriculum aspects are being taught to ensure statutory requirements are being met.

Medium Term Planning

To ensure unit plans demonstrate a full coverage of all curriculum objectives, inclusion of prior learning of students, assessment opportunities, cross-curricular and real-life/UAE links.

Weekly Lesson Plans

Individual lesson plans which outline student expectations, timed, differentiated class activities and anticipated short and long-term outcomes.

Inclusion

- All students, including students of determination, EAL students, Emiratis and gifted & talented students have access to a broad and balanced curriculum in line with the KHDA/MOE regulations, external examinations board, access arrangement guidelines and UAE Federal Law.
- Teachers set high expectations for every student regardless of their attainment. Al Sadiq uses all appropriate assessments to set individualised aspirational targets (known as a minimum expected grade - MEG) which ensures every student makes progress beyond curricular expectations.
- Potential areas of difficulties are accurately identified through a range of assessment data (internal and standardized) that ensures students receive appropriate support to remove barriers in learning.
- Individualized Education Plans (IEPs) and Accelerated Learning Plans (ALPs) ensure students receive targeted support which is timely monitored.
- Modification and adaptation of curriculum is done to ensure students of determination receive appropriate scope to make age-related progress in line with expectations.
- Periodic monitoring and evaluation of individual student's progress is made to ensure timely feedback is given to all stakeholders to plan next steps. Students of determination may receive special assessment dispensation in line with the external assessment board.

Monitoring arrangements

The Principal has the overall responsibility for the quality of provision provided for the students and the outcome in terms of both attainment and progress.

Monitoring and evaluating tasks will be undertaken by Heads of School in partnership with the Heads of Department and Subject Coordinators. These tasks will link into a programme of monitoring, Strategic Development Plan priorities and subject action plans, as well as performance management of teaching staff.

The Principal and Heads of School will report their findings through regular reports to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Heads of Departments, alongside coordinators, will monitor and evaluate the planning and standards achieved by students. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutiny and student interviews. They will provide formally recorded feedback to the Principal, Vice Principal, Heads of School, Governors and Staff, to celebrate strengths and identify aspects for improvement.

Termly meetings will discuss progress made and support the identification of next steps for development.

Appendix 1: Curriculum Overview Template

Year Group								
Subject:								
Teachers								
	Term 1.1							
Week Beginning	29th Aug	5th Sep	12th Sep	19th Sep	26th Sep	3rd Oct	10th Oct	17th Oct
Number of Teaching Days	3	5	5	5	5	5	5	Half Term
Topic/Unit								
	Term 1.1							
Week Beginning	24th Oct	31st Oct	7th Nov	14th Nov	21st Nov	28th Nov	5th Dec	12th Dec
Number of Teaching Days	5	5	5	5	5	3- National Day	5	Winter Break
Topic/Unit								

Term 2.1								
Week Beginning	2nd Jan	9th Jan	16th Jan	23rd Jan	30th Jan	6th Feb	13th Feb	
Number of Teaching Days	5	5	5	5	5	5	3 - Half Term	
Topic/Unit								
Term 2.2								
Week Beginning	20th Feb	27th Feb	6th March	13th March	20th March	27th March		
Number of Teaching Days	5	5	5	5	5	Spring Break		
Topic/Unit								
Term 3.1								
Week Beginning	10th April	17th Apr	24th April	1st May	8th May	15th May		
Number of Teaching Days	5	5	5	1 - Eid Al Fitr	5	5		

Topic/ Unit							
	Term 3.2						
Week Beginning	22nd May	29th May	5th June	12th June	19th June	26th June	
Number of Teaching Days	5	5	5	5	5	5	
Topic/ Unit							

Appendix 2: Medium Term Plan Template

Subject			
Topic			
Year Group		Term	
Bigger Picture / Unit Outcome:			
Prior Knowledge		Modification (Data Analysis)	
Objectives		Assessment Opportunities	
Real Life Links		UAE Links	
Cross Curricular Links			
Resources			
DL/Blended Learning Modifications			

Appendix 3: Weekly Lesson Plan Template

Subject:	Week Beginning:	Year Group:	Teacher:	
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Starter (Reteach from Objectives Identified from FA Tracker)				
Objective				
Learning Outcomes	ALL: MOST : SOME:	ALL: MOST : SOME:	ALL: MOST : SOME:	ALL: MOST : SOME:
Main Teaching				
Differentiated Group Activities	LA: MA: HA:	LA: MA: HA:	LA: MA: HA:	LA: MA: HA:

SOD Modifications				
Emirati Modifications				
Plenary				
Real Life & UAE Links				
Resources				
Lesson Evaluation	<p>WWW:</p> <p>EBI:</p> <p>Teacher Judgements:</p>	<p>WWW:</p> <p>EBI:</p> <p>Teacher Judgements:</p>	<p>WWW:</p> <p>EBI:</p> <p>Teacher Judgements:</p>	<p>WWW:</p> <p>EBI:</p> <p>Teacher Judgements:</p>