



AL BASMA BRITISH SCHOOL

2017-2018

Policy: Curriculum

Curriculum Policy

DEFINITION(S):

For the purposes of this policy **the School** refers to Al Basma British School. **Curriculum** refers to the totality of the student's learning experiences in a specific area. **ENC** refers to the 2014 National Curriculum for England and Wales. **MOE Curriculum** refers to the UAE Ministry of Education compulsory curriculum for Arabic, Islamic and UAE Social Studies. **EYFS** refers to KG1 Early Years Foundation Stage. **EM** refers to English Medium subjects while **AM** refers to Arabic Medium subjects. **SCF** refers to the ADEC Student Competency Framework.

PURPOSE(S):

- To develop well rounded bi-lingual students
- To develop learners with a full range of 21st Century skills who become motivated, well-adjusted adults who achieve economic well-being
- To meet the MOE, ADEC and DFE requirements to achieve curriculum compliance
- To develop an international community of leaders, innovators, thinkers, creators and self-directed learners,
- To develop an inclusive community of tolerant international citizens who are respectful of others, and display positive behaviour and attitudes at all times in our multi-cultural society.

POLICY:

Al Basma aims to prepare its students for adult life by helping them to fulfil their potential in all areas. Each student is encouraged to achieve their personal best in all AM and EM subjects.

We believe that our curriculum is inclusive, broad, balanced and relevant and meet the needs of all children whatever their ability. The taught curriculum is comprised of The English National Curriculum, MOE Arabic Curriculum and the ADEC SCF which adds breadth to the curriculum and meets statutory requirements.

We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. Students are given ample opportunities to embrace UAE identity and values and compare their home countries and the UK with the UAE.

The School recognises the need for a broad and balanced curriculum and is aware of the vital contribution made by pastoral and enrichment activities to the development of the whole person. It is important that students are given every opportunity to be part of a team, to take responsibility, to develop a wide range of interests and to be of service to others. Students are encouraged to develop a complete range of 21st Century skills in line with the ADEC Student Competency Framework. All students are expected to participate in extra-curricular activities to develop educational interests and to promote independence and inter-personal links with students in other year groups.

CURRICULUM OVERVIEW:

The curriculum is delivered through teaching and learning across all subject areas. The timetable operates on a weekly cycle of 40, 40 minute periods. All departments are required to have schemes of work.

KG1 follow a topic based approach to the EYFS curriculum with learning intentions focused on the early learning goals. Continuous Provision offers the element of choice with opportunities provided for students to address the early learning goals they are yet to achieve in a context suited to the class.

Phonics, maths, guided reading and guided writing become increasingly important elements of the curriculum as the academic year progresses.

KG2 and Grade 1 are streamed for phonics enabling students to progress at their optimum rate.

In Grades 1 to 5, students experience a wide range of subjects across the main areas of the learning experience (scientific, mathematical, technological, aesthetic and creative, human and social, physical, moral and spiritual). All students study English, Mathematics, Arabic, UAE Studies and Muslim students also study Islamic. Foundation subjects are taught through a topic, these include Geography, History, Music, Art and Design, Technology. Computing and ICT are taught through topic in G1 and 2 and as a discrete subject in G3 to 5 with some specialist input to support home teachers. G4 to 8 also study Robotics as part of the technology carousel. The SCF is a compulsory element of the curriculum from Grade 1.

Teachers incorporate the prescribed core competencies for each grade into their planning from Grade 1.

In Grades 6 to 8, students experience a wide range of subjects across the main areas of the learning experience (scientific, mathematical, technological, aesthetic and creative, human and social, physical, moral and spiritual). All students study English, Mathematics, Science, Arabic, French, Design Technology, Art and Design, Performing Arts, UAE Social Studies, Computing and Physical Education throughout the Key Stage. Muslim students also study Islamic. Grades 6 to 8 are placed in ability groups for Mathematics and English and in some grades for Science. Students study other subjects in mixed ability groups.

In Grades 9 and 10 all students follow an academic curriculum with a broad range of IGCSE subjects. Core IGCSE subjects of English, English Literature, Mathematics, ICT and Arabic. Muslims also study for the Islamiyat IGCSE. Students also study either Biology, Co-ordinated Science Double Award or the three separate Sciences to IGCSE level. Students choose from a range of optional subjects to complete their IGCSE portfolio, including Art and Design, Business Studies, Performance Arts, Geography, Computing, Physical Education, French. Teaching and learning takes place in ability sets for the core GCSE subjects and in mixed ability groups for optional subjects. A mentoring programme operates to provide individual support for identified students in KS4. Careers Education is integrated into the Grades 8 to 12 programme. Students are encouraged to participate in a wide range of Enrichment activities and to seek opportunities to take the lead in these.

We expect our students to take full advantage of all the opportunities on offer to them and view their education as an active and participative experience. We expect that as they progress through the School they take more responsibility for their own learning and develop independence of thought.

Homework is considered an integral part of the learning experience and is set for all Grades.

PLANNING:

English National Curriculum and MOE Learning Intentions are incorporated into planning. An overview of the topics covered within KG2 to G8 in the Curriculum Map give a broad outline and shows curriculum progression and continuity in discrete core subjects and topic based foundation subjects in a cross-curricular way across school.

There are three parts to our planning:

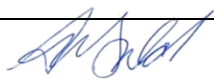
Long term planning; these show an overview of topics/themes covered in each year group. They give a broad outline for each Grade and shows progression and continuity between topics taught in a cross curricular way across school.

Medium Term Planning; these show specific objectives to be taught within each area of the curriculum and the links between them.

Weekly Planning; these break down the objectives into lesson by lesson learning intentions with differentiated activities, starter activities and assessment opportunities.

Long term planning is flexible year on year in the Primary School as long as the objectives from the English National Curriculum are covered. Therefore, topics may change year on year. The curriculum map ensures topics aren't repeated by students in later years.

Lessons are planned to meet the needs of all students with activities and tasks targeted at students' ability with appropriate challenge, pace and support. Weekly plans require teachers to focus on core competencies, UAE culture and EAL strategies whilst planning lessons.

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