



The Central School Dubai
Al Nahda 2 Dubai, United Arab Emirates

1]. Section-A

Title of the Policy	Curriculum Policy	Designation	English HOD/ AHOS primary FN
Name of Policy Writer	ShaikhZarina	Date of Next Revision	28.03.2020
Date of Policy Revision	29/03/2019		
Policy Code	TCS/PC/1920/07		

2]. Section-B

Aim	<p>Our aim is to provide a holistic education in an environment most congenial and innovating strategies nurturing 21st century skills through meaningful learning that develops analytical, research, creative and critical thinking skills in learners.</p>
Intro	<p>We follow the Central Board of Secondary Education (CBSE) curriculum integrating national curriculum to promote challenges and learning beyond the text to meet the international standards comprising National Agenda Parameters.</p> <p>The curriculum embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day that underpin success in education, employment, lifelong learning and personal development which are embedded in planning and taught in all the subjects promoting inclusive education.</p> <p>The school has a clear focus on the personal development and wellbeing of each child, as well as on their academic progress.</p> <p>We teach our students to grow into positive and responsible citizen, who can work and co-operate with others while developing their knowledge, understanding and skills in learners for success in an ever-evolving future so that they achieve their full potential to compete the challenges they come across proficiently.</p> <p>At TCS learners are encouraged to be innovative, enterprising and eager to put their best into all activities to be independent and lifelong learners.</p>
Teaching	<p>The curriculum is designed to encourage learner's enthusiasm for learning through amicable and productive environment where their achievements and excellence are valued and celebrated.</p> <p>The Teaching for Learning Policy is central to the creative teaching practice in the school. It aims to enhance learner's learning by supporting teachers in their use of a whole range of strategies and key techniques, the idea behind this is about how teachers plan design, teach effectively and how learners learn best, with a clear focus on</p>

	<p>individual learning styles and problem-solving.</p> <p>These values are embedded into curriculum planning so that pupils are not only prepared for academic success, but equipped to be well-rounded lifelong learners and responsible, proactive members of the global community, poised to engage the future with competence and confidence.</p>
Learning	<p>At TCS, learners are provided with a wide range of opportunities that:</p> <ul style="list-style-type: none"> ➤ Develops skills for learning, skills for life and skills for work. ➤ Creates and maintains a stimulating and innovative learning environment, including affluent opportunities for experiential and project-based activities that would create meaning and make learning enjoyable. ➤ Reflects readiness and interests of students in their learning. ➤ Ensures challenge and support in learning to develop deep levels of thinking and connection to real life. ➤ Ensures opportunity of progress and attainment in each subject through activity driven learning. ➤ Develops positive attitude towards personal and social values through collaboration and team work. ➤ Involves and engages the parents as they play in their children's education and makes every effort to encourage parental involvement in the educational process. ➤ Encourages the learners to participate in inter and intra school activities to meet the international standards. ➤ Engages in activities and research work to be an enquirer, enterpriser and risk taker.
Kindergarten	<p>We understand the importance of providing a great start to a child’s education, igniting their passion for learning as they grow and fun, stimulating, caring environment, ensuring each child’s safety as they develop the confidence needed to take on new challenges.</p> <p>We recognize that each child is uniquely talented. Our goal is to encourage them to achieve their full potential across a wide range of activities, developing new talents as well as stretching the things that they are already good at.</p> <p>In Kindergarten, teachers encourage and promote active based learning throughout all the areas of the Early Years as defined by CBSE but also strives to blend the good practices from the EYFS Curriculum to make teaching and learning challenging for students. To enhance the overall development of the learners at the early learning stage of their life through play method and activity oriented classrooms using learning center approach for the better understanding of concepts and celebrating each child’s achievements and preparing them for a smooth and happy transition into the Primary School.</p> <p>Teachers encourage and extend each child’s natural curiosity and enthusiasm as they build their range of skills. Students learn in groups, pairs and individually across an array</p>

	<p>of different activities</p> <p>The Foundation Stage includes six areas of learning:</p> <ul style="list-style-type: none"> - Personal, social and emotional development; - Literacy - Mathematical development; - Scientific skills; - Physical development; - Creative development. - Art and craft <p>Different opportunities is taken to extend and enrich the curriculum through:</p> <ul style="list-style-type: none"> - Educational visits - Parental engagement. - Outdoor learning. <p>Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.</p>
<p>Primary</p>	<p>As our students transition from Foundation Stage to the Primary School, we will introduce to different subjects and activities through theme based learning center approach</p> <p>Subject Specialists and Class Teacher stretch each child’s thinking, developing their abilities to observe, question and engage in investigative work across all curriculum areas. As they learn to make decisions and seek greater independence in their learning, we will continue to stretch the range of challenges that they are exposed to. They will be encouraged to explore key topics across the subject areas, building their depth of understanding.</p> <p>Our teaching style enable students to connect their learning to the real life experience, making learning come alive and ensuring that the skills that they have gained are not forgotten in the months and years ahead.</p> <p>For us the primary curriculum is the way in which we are going to develop a broad band of knowledge that exposes children to different ways of looking at the world. We aim to tailor education to individual need, interest and aptitude so as to fulfill every child’s potential.</p> <p>Every child will have access to a rich, balanced and skill based curriculum. We use diverse teaching strategies to develop the talents of each child and teachers will use the flexibilities that already exist to ally high standards in the basics with opportunities for enrichment and creativity.</p>

<p>Secondary & Higher secondary</p>	<p>Our curriculum is broad and balanced, providing a wide range of knowledge, skills and experiences, giving each subject sufficient time to contribute to the child’s learning. In secondary phase children will continue to be encouraged and challenged within a more rigorous academic framework.</p> <p>Our secondary curriculum provides an all-round education, combining academic excellence with a wealth of enrichment opportunities. It has been designed to develop independent learning, resilience and confidence and our belief is that it will provide our students with immediate advantages in gaining places in top universities and, later on, in the workplace.</p> <p>Grades 3 to 12 we follow CBSE curriculum integrating national curriculum and international best practices. The planning process is central to the effective delivery of the curriculum. Our teachers start from the point of finding out what the children know and what they want to find out and use this information, together with the key skills required in each subject, to inform their planning. The main emphasis of planning in the school is to make the curriculum relevant to the learners learning by making explicit cross-curricular links and new learning through varied approach.</p>
<p>Roles & responsibilities:</p>	<p>The leaders take overall responsibility for the curriculum. Subject Leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process, from staff and governors at their regular meetings.</p> <p>The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum.</p> <p>Development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the curriculum and that progression is planned into schemes of work.</p> <p>The subject leader also keeps a portfolio of children’s work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the curriculum through modification and adaptation as per the children’s need wherever needed.</p>
<p>Inclusion-Provision for all children</p>	<p>Teachers plan to meet the needs of all children by ensuring learning is focused on individual children’s needs and abilities. Outcomes from assessment for learning enable teachers to set targets which reflect individual children’s skills, abilities and potential.</p> <p>The school has developed a model of intervention for children experiencing difficulties in literacy or mathematics based on three waves:</p>

	<p>Wave One: The effective inclusion of all children in a high quality daily literacy hour and mathematics lesson (Quality First Teaching).</p> <p>Wave Two: Small group, low cost intervention e.g. Booster classes, Springboard programmes, Early Literacy support, Social Use of Language Programme.</p> <p>Wave Three: Specific targeted intervention for children identified as requiring special educational needs support and curriculum extension for the Gifted and Talented.</p>
Enrichment programme	<p>The Enrichment Program allows students to explore real-world problems and challenges, while simultaneously developing cross-curriculum skills by working in small collaborative groups. While taking part in projects and activities, the students also use routines from Cultures of Thinking. These routines encourage collaborative and independent thinking while making it visible through writing, drawing and speaking.</p> <p>Talents of individual children are celebrated within class and at school assemblies and in school productions. The awarding of pride points also encourages children to do their best both in their school work and in their behavior towards others. The use of the SEAL (Social, Emotional Aspects Learning) materials as part of the CBSE curriculum aims to build children's self-esteem and skills.</p> <p>Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.</p> <p>Celebration assemblies are held each week recognizing the achievements of our children.</p>
Co-curricular activities	<p>A wide range of activities is offered at the start of each term. Parents of children wanting to attend such activities are asked to sign a consent form. Most teaching staff participate in the provision of extra-curricular activities at some stage during the year. We also have many enrichment activities organized by external providers.</p>
Review of policy	<p>The effectiveness of this policy is reviewed regularly by the staff and annually by the Governing Body.</p>
Date: 29.03.2019.	<p>Approved By Mala Mehra</p> <div style="text-align: center;">  </div> <div style="text-align: right;">  Signature of Principal </div>