

The Central School Dubai

Al Nahda 2 Dubai, United Arab Emirates

1]. Section-A

<i>Title of the Policy</i>	Curriculum Policy	<i>Designation</i>	Principal
<i>Name of Policy Writer</i>	Mala Mehra	<i>Date of Next Revision</i>	28th March 2019
<i>Date of Policy Revision</i>	29th March 2018	<i>Department/Section</i>	Principal
<i>Policy Code</i>	TCS/PC/1819/01		

2]. Section-B

<i>Purpose</i>	<p>AIMS & OBJECTIVES</p> <p>The aim of our curriculum is to develop the skills, knowledge and understanding, of each student so that they are able to meet the challenges that lie ahead of them in a rapidly changing and competitive world. The aim is to develop a coherent curriculum that builds on young people’s experiences and empowers them to become successful learners, confident individuals and responsible citizens.</p> <p>The Curriculum aims to:</p> <ul style="list-style-type: none"> ◉ To enable all children to learn and develop their skills to the best of their ability. ◉ Have students at its heart, putting their interests above those of the institution. ◉ Create a Centre of excellence in learning and teaching. ◉ Provide courses, syllabus and activities that promote progression, challenge and choice in learning for all students and enable them to achieve their potential. ◉ Ensure continuity and progression between different levels and phases of education. ◉ Provide a curriculum that has breadth and balance, relevance, differentiation, progression, continuity and coherence across all subjects and within each of its various elements. ◉ Help students use their personal learning thinking and creative skills to become independent learners. ◉ Provide sufficient support to enable those not achieving age related expectations to improve and achieve parity. ◉ Provide cross-curricular themes that are systematically planned to ensure that the students’ skills across a range of subjects are developed in a meaningful and interesting manner. ◉ Prepare students to make informed and appropriate choices at the senior level. ◉ To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning. ◉ To teach children the essential skills of Literacy, Numeracy, Science and Social development. ◉ Help students develop personal moral values, respect for religious values and
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	<p>tolerance.</p> <ul style="list-style-type: none"> ⦿ To enable children to have respect for themselves, have high self-esteem, and to be able to live and work co-operatively with others. ⦿ To teach children about their developing world, including how their environment and society have changed over time. ⦿ To enable children to be creative through art, dance, music. ⦿ To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style. ⦿ Nurture the talents of all and celebrate success. ⦿ Involve the community and parents in the education process.
<p><i>Rationale</i></p>	<p>Central School ethos, to create good human beings and rational thinkers with a scientific mindset and to synergize and create a syncretic blend of Indian and UAE culture is reflected in its Curriculum policy.</p> <p>Our curriculum is based on the basic tenet that children should learn from life and for life.</p> <p>It allows the students to become:</p> <ul style="list-style-type: none"> ⦿ Confident and successful individuals who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications. ⦿ Responsible citizens who make a positive contribution to society including their local community and the wider international world in which they exist. <p>We ensure that the needs of our students drive our curriculum at all times. In order to access a broad and balanced curriculum, all students need to be confident and proficient in the basic skills of Reading, Writing, Communication and Mathematics and these are given the highest priority at all times.</p> <p>The curriculum ensures inclusion at all times and thus our diversity as a school ultimately enriches and enhances our curriculum for the benefit of all. We at Central School, aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.</p>

**Definitions
& Context**

THE CURRICULUM PROGRAM

Central School provides an excellent KG to Grade 12 curriculum program in the English language, through an enriched CBSE Indian curriculum that is adapted to fit the requirements of the UAE and the Ministry of Education while providing a strong Arabic and Islamic Studies component.

The Curriculum is structured keeping in mind the needs of different age groups. The Kindergarten and Primary curriculum is much more flexible and draws upon progressive and innovative educational methods from the best international practices. The curriculum here is an amalgamation of life skills from CBSE plus the Montessori approach and experiential learning based on the NCERT curriculum and the education policy of the Ministry of Education.

The curriculum for KG is child oriented, child centric and activity based. The play way method is adopted and a wide range of learning materials are provided for cognitive development, numeracy and number work, development of physical and motor skills, art and craft, social skills, life skills and habit and value formation.

At the primary level the focus is on Theme based learning through a variety of different subjects with a wide range of activities such as performing arts, music, games, and community service for all students are integrated into the curriculum.

For the Primary Grades 1 & 2, the Curriculum supports Homeroom Teaching which establishes and promotes conditions that will emphasize and support an expectation of success for each student that enable them to develop both socially and academically. Students begin Grade 1, having emerged from Kindergarten where their learning is developmental through play based and discovery based learning. In Grade 1 and Grade 2, the curriculum is structured for students to understand the content/concept taught in the lesson and to relate them to what they already know.

Progression ensures that students continuously improve skills, knowledge and understanding across all lessons and activities both socially and academically. Students from Grade 3 – 5 are exposed to a curriculum that offers more challenges and enquiry based learning which enables them to be more creative and innovative. Students are provided with multiple opportunities to set their own academic goals and teachers provide them with opportunities to establish obtainable goals for a lesson, a unit, or even for the whole year.

At the Secondary level i.e. from Grade 6 onwards the Curriculum is based on the curriculum designed and developed by the National Council of Educational Research and Training, New Delhi and prepares students for the All India Secondary Schools Examination (at the end of Grade 10) and the All India Senior School Certificate Examination (at the end of Grade 12) conducted by the Central Board of Secondary Education (CBSE), New Delhi, India.

However, though based on the CBSE guidelines it incorporates the best international practices and features from International and other Indian curriculum keeping in focus the holistic all round development of every student.

The curriculum from Grades 6 onwards allows students to develop and enhance their

	<p>basic skills whilst deepening their learning across a broad and balanced range of academic and applied subjects and courses.</p> <p>The Secondary curriculum aims to provide an excellent grounding in the core subjects Math, Science, English, Islamic Studies, Arabic, Social Studies, Second languages i.e. Hindi and Malyalam,Urdu, Bengali and Physical Education. It is through this study that students develop a range of skills and competencies and a substantial body of knowledge. Students will develop excellent independent study habits through a regular diet of home learning and a focus on teaching them how to learn, as well as what to learn.</p> <p>At the Senior Secondary level the curriculum offers students a choice of the Science, Commerce or Humanities stream with a range of subjects offered to ensure flexibility of subject choice. Apart from being comprehensive, the curriculum at this level is also practical and stresses the importance of experimenting in order to develop one's personality and achieve academic success.</p> <p>The Curriculum also embodies the statutory requirements of the Ministry of education of the UAE and incorporates Arabic as a compulsory language from Grade 1 to Grade 12 for all students, Islamic Studies which is compulsory for all Muslim Students and UAE National History Curriculum again for all students from Grade 1- 9.</p>
<p><i>Teaching and Learning</i></p>	<p>Roles and Responsibilities</p> <p>The School leadership is responsible for ensuring that a clear Curriculum Policy is in place for all year groups and that it is systematically reviewed.</p> <p>Principal:</p> <ul style="list-style-type: none"> ✓ Ensure all statutory elements of the curriculum, and those 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. This will include how the subject will be taught and assessed. ✓ Ensure the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually. ✓ Oversee the procedures for assessment meet all legal requirements and students and their parents receive information to show how much progress the students are making and what is required to help them improve. The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually. ✓ The Governing Body is fully involved in decision making processes that relate to the breadth and balance of the curriculum. ✓ The Governing Body is advised on statutory targets in order to make informed decisions and considers the advice of the principal when approving this curriculum policy and when setting statutory and non-statutory targets and monitoring the progress towards annual statutory targets <p>Academic Heads of KG, Primary and Secondary ensure that:</p> <p>They have an oversight of the curriculum structure and delivery within their levels i.e.</p>

KG, Primary and Secondary respectively.

- ✓ Progression of learning skills is prepared for all levels in all subjects.
- ✓ Long Term, Medium Term and Short Term Planning is in place for all courses.
- ✓ Detailed and up-to-date schemes of learning are in place for the delivery of courses for all levels.
- ✓ Such schemes of learning are designed based on the curriculum and with reference to context, expectations, progression in key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- ✓ Schemes of learning encourage progression at least in line with accepted standards.
- ✓ Schemes of learning are monitored and reviewed on a regular basis.
- ✓ Levels of attainment and rates of progression are discussed with the Subject Leaders and Coordinators on a regular basis and that actions are taken where necessary to improve these.
- ✓ The Curriculum documents are reviewed and aligned periodically.

Subject Leaders are accountable and ensure that:

- ✓ There is consistency in terms of curriculum delivery.
- ✓ Progression of learning skills, Long Term, Medium Term and Short Term Planning is prepared within given time frames.
- ✓ Schemes of learning should be in place and be used by all staff delivering a particular course.
- ✓ Assessment is appropriate to the course and that there is consistency of approach towards assessment.
- ✓ They keep abreast of all changes with respect to their subjects and update the concerned Academic Head informed of proposed changes to Curriculum and its delivery.
- ✓ All relevant information/data is shared with their team.
- ✓ They meet all deadlines related to submission of Curriculum documents, question papers, exam entries etc.
- ✓ 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.
- ✓ They share best practices with other colleagues in terms of curriculum design and delivery.
- ✓ Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching Staff:

- ✓ Ensure that the school curriculum is implemented in accordance with this policy.
- ✓ Keep up to date with developments in their subjects.
- ✓ Contribute their best of Knowledge in compiling the curriculum documents such as Skill Progression, Curriculum mapping to enhance the standards in Teaching and

Learning.

- ✓ 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.
- ✓ Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

Students:

- ✓ Will be treated as partners in their learning, contributing to the design of the curriculum.
- ✓ Their individual needs will be addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- ✓ Will be given additional support through booster lessons if they start to fall behind in their learning, helping them get back on track quickly.
- ✓ Will gauge them to be confident and independent learners to choose their curriculum in the secondary phase.

Parents:

- ✓ Parents will be intimated and consulted about their children's learning and in planning their future education.
- ✓ Make them confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- ✓ Will be informed about the curriculum on offer and understand the rationale behind it.

Curriculum Focus

Literacy

Effective language skills have become vital for learners in life. The language curriculum imports varied experiences from the real world to facilitate the learners to contextualize the knowledge of the language and gain meaningful experiences. English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in reading and writing across a range of different situations.

Numeracy

Mental math is conducted regularly in class based on the topics that are covered.

Numeracy skills help students develop strategies that improve their logical thinking

and analytical ability, builds on the ability to approximate and estimate, to use trial and improvement techniques.

Value Education/MEP

Value Education, which has replaced Moral Instructions is a combination of Life Skills and Values. Students will be encouraged to work on group projects in class. School follows the specified MEP curriculum.

Islamic Studies

As per ministry regulations, Islamic Studies is mandatory for Muslim students to inculcate the values in our students.

Science

Science curriculum offers students the opportunity to be curious, to question, to investigate, to formulate hypothesis, design and carry out experiments, make critical observations and record results. Lab Lessons are incorporated to ensure real life learning experiences to generate their research and conclusions.

Social Studies

It has a critical role in the learning process. This helps in formulating social attitudes, building patriotism, internationalism, brotherhood and understanding of social dynamics. Students apply their knowledge to prepare innovative projects as a part of the curriculum.

Learning Technology

ICT is taught as a discrete subject and Learning Technology is used effectively to support learning across the school and across subject areas. All children at school have timetabled sessions in our computer lab to facilitate the learning and teaching of these specific skills. iPad and desktops are available to support learning in class, each of which is wireless enabled. Teachers actively seek out opportunities to use ICT across the curriculum, and highlight these in their planning.

PE

Sports is an essential and integral part of the curriculum as we value the benefits that sports bring to health and well-being. We utilize the facilities including the PE to help deliver good quality PE and sport as a part of the daily ground curriculum.

The Extended Curriculum through Club Activities

The Extended Curriculum Activities offered at the Primary and Secondary Schools provide an array of opportunities for students to cultivate their strengths and explore their passions.

Pupils can access a variety of extra-curricular activities to enhance their skills or develop new ones. All students have access to and are actively encouraged to take part in an extensive program, which seeks to extend their learning and widen their life experiences.

Opportunities will be provided both within the various curriculum areas and as planned activities within the enrichment program. Where appropriate, students will

	<p>follow lines of enquiry related to a particular subject or cross curricular links. Students will plan this activity individually or in groups to enhance their learning and evaluate the outcomes.</p> <p>Organization of cultural or educational trips or visits to other places will be built into the curriculum to widen pupils' knowledge and experience. Co-curricular activities further enrich the curriculum where pupils spend time after school engaged in a club, society or activity where they broaden their experience and improve their skills and knowledge.</p> <p>While the "formal" curriculum consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills educators intentionally teach to students, the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school. Students' attitude, values and discipline will be shaped to a large extent by the informal curriculum.</p> <p>The development of important personal characteristics of students –the acceptance of social, economic and political responsibilities within a global community, respect for others and a clear understanding and respect for the qualities and exercise of leadership-relies greatly on the correct informal curriculum. Thus the policy reiterates that all staff are aware of the significance of the informal curriculum and seek to be role models instilling right values attitudes and beliefs.</p> <p>Monitoring and Review</p> <p>Principal, SLT Team and HODs are responsible for monitoring the way the school curriculum is implemented. The HOSs liaise with the HODs of these areas, and monitor the impact of the curriculum and Teaching and Learning on students' achievements. The HOSs are responsible for the day to day organization of the curriculum. The HOS along with the monitors the curriculum through planning, classroom observation, interacting with the HODs and School Leadership Team. Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.</p>
<p>Policy Committee Members</p>	<p>Policy Incharge: Mala Mehra</p>
<p>Date:</p>	<p>Approved by: Mala Mehra</p> <div style="text-align: center;">  </div> <div style="text-align: right;">  <p>30/3/18</p> <p><i>Signature of Principal</i></p> </div>

