



CUURICULUM POLICY

All children at OUR OWN ENGLISH HIGH SCHOOL have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The curriculum at Our Own English High School focuses on the development of the whole child and learning skills for life through a progressive and rigorous roadmap for learning. Our curriculum has breadth and balance throughout the areas of learning with particular emphasis of mastering skills. The curriculum follows the guidance and the needs of the two examining Board i.e CBSE and CAIE along with the requirements of the local UAE educational policies. The curriculum includes not only curricular needs but also the extra activities curriculum to provide enriched experience to the student

The curriculum shall prepare students for success in their next level of education and future careers. It shall also promote higher-level thinking skills, literacy, numeracy, creativity, positive attitudes, strong ethics, self-management and adaptability. It shall promote the Arabic language and the national identity and enhance the development of 21st century skills, including collaboration, communication, analysis, synthesis, critical thinking, problem-solving, digital literacy, innovation and life skills.

AIMS

Deliver a strategically planned, broad and balanced, highly enriched curriculum, with the best possible learning opportunities for all student . Our school is aiming to get accredited as a High Performance Learning school and are in the process of developing an evidence-based set of HPL values and attributes. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and concepts that they need in order to lead fulfilling lives and become lifelong learners.

We aim to

- Provide a enriched, stimulating, challenging and supportive learning environment.
- Reflect high expectations in all areas of school life whilst promoting independence and self-discipline through the curriculum offered
 - Ensure statutory requirements of the CBSE Curriculum, CAIE Curriculum and The Ministry of Education are met providing our students with a varied curriculum with strong values.
 - Make sure the curriculum is regularly reviewed and kept up to date with changes in the CBSE Curriculum, CAIE Curriculum and from the Ministry of Education; identifying strengths and weaknesses within our teaching and data analysis of the result assist to review and make changes in the curriculum.
- Ensure innovative and dynamic learning takes place; including cross curricular opportunities that are deliberately planned to enrich student's experiences
- Personalise learning at every opportunity to ensure pupils are always well supported, guided and challenged, enabling them to develop skills in specific areas of interest and also to include inclusivity.



- Create a curriculum where the transition of students between years and key stages is seamless; this includes preparing our students for the working world and university after they leave us. Lower school and Middle and Senior school will work closely together to ensure this happens
- Ensure that all students have equal and supportive access to the curriculum
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles
 - Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Develop social skills and encourage children to become more active learners within the school community and beyond.
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
 - To identify, nurture and harness every child's unique talents and potential so that they develop as confident, resilient and enquiring learners

Roles and Responsibilities Teachers:

- All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.
- Implementing the curriculum and monitoring learners' progress through assessment

Educational Supervisor

- provide direction for the subject. Set clear expectations of teaching and learning
- support and offer advice to colleagues on issues related to the subject;
- monitor the quality of teaching, learning and learner progress in that subject area as per the QA calendar including the review of planning, learner book work, lesson observations, homework, classroom displays, capturing learner voice.
- provide efficient resource management for the subject. It is the role of each subject leader to keep up to date with developments in their subject. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Alongside the Curriculum Coordinator, subject leaders review the curriculum plans for their subject, ensures that there is full coverage of the two examining bodies and that progression is planned for.

Head Of Student Progress:

- Monitoring planning to ensure curriculum coverage
- Carrying out work scrutinies alongside planning
- Observing teaching and learning to ensure progress is being made within the topics
- Regular reviews of the curriculum



- Formulating an action plan to move the school forward through the SDP
- Arranging CPD to ensure creative teaching is shown and taking place
- Manage the resourcing budget

Principal/Vice Principal:

- Provide overall direction and management of the quality of curriculum provision offered to all learners
- Ensure that finances are budgeted to purchase resources
- Monitor review and improve the curriculum through SEF and School Improvement Plan
- Observe teaching,
- Working with the Heads of student progress to ensure that the curriculum is planned and implemented to ensure outstanding progress and attainment.
- Annual Continuous Professional Development plan and implementation for all staff
 - Focus on continuous improvement through self-review, performance management and professional development of all teachers

Monitoring and review the quality of curriculum provision and the impact on learning is monitored and improved through

- Lesson observations
- Analysis of learner data
- Diagnostic and summative assessment results
- Moderation
- Teacher observations and performance management
- Teacher Continuous Professional Development
- School Development Plan and Post-Inspection Action Plan
- Policy and procedural review
- GEMS internal inspections

Specialist Curriculum teaching

Whilst the majority of the curriculum is taught by the class teacher from FS1 upwards, elements of the curriculum are delivered by specialists, this will include Arabic, PE, and Music to start with but then increase to Islamic Education, French, Library, and Art as students get to cycle 2 and 3 .



Organisation and Planning

- Staff in year groups, and middle leaders, have created a cross curricular approach to learning with a focus on Reading and Writing
 - Teachers translate these plans into smaller units – medium term and then weekly plans where the specific needs of the learners are addressed.
- Medium term plans are written to ensure coverage of the foundation subjects.
- Weekly planning uses the learning objectives, skills and knowledge from the medium term planning for each session.
- The weekly plan identifies key resources, questions, and differentiation informed by previous learning whilst promoting challenge.
- Teaching is carefully tailored to meet the needs of all the students and builds on prior learning from Early Years to the end of cycle3 ensuring consistency and progression across the whole school.
- Middle leaders quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed.
- Senior and Middle leaders ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible

MINISTRY OF EDUCATION SUBJECTS

Equally important is our Ministry of Education curriculum which consists of Arabic, Islamic, and Moral Social and Cultural Studies (MSC). Successful learning in these subjects, as any other, depends heavily on high quality teaching. We ensure the learning of Arabic is inspiring and relevant to students. Our Arabic teachers work closely with English class teachers to ensure a consistent experience for students, with a focus on making the subjects cross curricular. Learning Arabic is crucial for the maintenance of cultural identity. Our Arabic curriculum is concept and enquiry-based and founded on the UAE national curriculum. Arabic is compulsory for Arab nationals throughout their schooling (Arabic A), and Arabic as a foreign language is required for students through to Year 10 (Arabic B).

Arabic

- In Abu Dhabi , Arabic is considered as a core subject by MOE and ADEK
- It is a compulsory subject from Year 2 to Year 13 for native speakers of the Arabic language
- It is a compulsory subject from Year 2 to Year 10 for non-native-speakers of the Arabic language and optional after that.
- We offers Arabic language from KG.
- The Arabic language subject must be taken in Year 12 and 13 in order to meet the equivalency requirements of the UAE's general secondary education certificate
- students experience a wide range of learning activities to allow them to develop skills and confidence within the four areas of literacy: Listening, Speaking, Reading and Writing.



- We offer the Ministry of Education (MOE) curriculum to support native and nonnative Arabic speakers. However, the type of work and activities students complete will be differentiated according to the student's level of ability.

Islamic Studies

- Islamic Studies is a compulsory subject from Year 2 to the end of the secondary stage for all Muslim students
- Our Islamic vision is not to simply fill students' minds with information about Islam, but rather to teach them about being a Muslim by pursuing excellence in teaching, research, and innovative learning
- Islamic A is given for Arabic speakers, while Islamic B is for non-Arabs students. Both groups are taught by Islamic specialist teachers.
- Islamic studies offers opportunities for personal reflection and spiritual development. It enhances awareness and the understanding of religious theology, ethics and beliefs, teachings and practices.

Moral Social and Cultural Studies

MSC is a compulsory subject from Year 2 to Year 10 for all students.

It focuses on the below strands :

Moral studies aims to develop the individual as a moral being, develop the language of understanding and skills of moral thinking and reasoning. It also helps students in applying moral thinking to the individual in a variety of social contexts, as well as to the development of others in their school, family and local communities.

- Social Studies increases awareness of UAE culture and traditions. Students learn about the unity of the Emirates and cover topics such as the Emirati traditions, past and present.
- students use a variety of resources (e.g. Maps, graphs, tables, ipads, atlases, photographs and statistics) in a critical manner, in order to explore and cover many skills such as: knowledge, understanding, communication, research and organisation.
- Studying Social Studies develops knowledge of places and environments throughout the U.A.E, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. Such real life skills prepare students for adult life and employment.
- Cultural Studies infuses individuals with knowledge of milestones of UAE national social, economic, and cultural development, heritage and national identity symbols, and the rights and responsibilities of living in the UAE as a global citizen.



EXTRA CURRICULAR ACTIVITIES (ecas)

Students are provided with a longer school day so as to receive curriculum enrichment. Through an extensive programme, OOL aims to build confidence, create character, develop social and leadership skills and build enthusiasm in learning beyond the classroom.

Educational visits to understand that learning cannot be limited to the classroom. Each year group undertakes a termly trip which will enhance and further the learning that has occurred in the classroom.

Students with Special Educational Needs (including gifted and talented students)

The School curriculum shall be designed to meet the needs of students with a wide range of abilities, including those with special education needs and those who are gifted or talented. Schools shall accommodate and cater for the educational needs of these students as per ADEK and MOE requirements set out in Policy (48).

TECHNOLOGY

Technology plays a crucial role in the learning process at OOL and students use and further develop their digital literacy skills on a daily basis.

- AI as an optional subject is offered for students of Cycle 3 in CBSE
- Weekly computing lessons are taught from grade1 to 12 by a specialist teacher.
- Computing curriculum further provides students digital citizenship skills to participate fully in their communities and make smart choices online and in life.
- BYOD classes are fixed in the regular school timetable
- Cross-curricular links ensure technology skills are used in other subjects
- Learning and innovation skills programme encourages use of technological skills

Homework

Homework is an integral part of the School academic program. It helps students to reinforce what they learn in class and develop independent learning skills. Schools shall include homework as part of their curriculum and take into account the following requirements:

- Homework should be aligned to the chosen curriculum and assigned reasonably as students have many other learning activities such as School activities, family commitments, personal interests, etc. Which can be equally educational.
- Homework should increase progressively as the student moves through the grade levels.
- Homework, assignments and tests shall be coordinated to ensure students have an overall fair and balanced afterschool workload
 - Home work schedule documented in the students Handbook
 - The instructional time is as per the stipulations of ADEK.



Kinder garten and Primary curriculum

In our Foundation Stage, dedicated teachers encourage and promote 'active' learning in all the areas of the Kinder garten celebrating each child's achievements and preparing them for a smooth and happy transition into the Primary School. The curriculum sets out what most children are expected to achieve by the end of the Foundation Stage. It is organised into the Prime Areas of Communication and Language, Personal, Social and Emotional and Physical Development, alongside the Specific Areas of Mathematics, Literacy, Understanding the World and Expressive Arts and Design. Teachers encourage and extend each child's natural curiosity and enthusiasm as they build their range of skills. Children will learn in groups, pairs and individually across an array of different activities as we discover their learning styles and preferences. Digital Technology and enterprise and industry knowledge is woven seamlessly into the lessons, ensuring that all children are confident interacting with technology as a learning tool. In the Primary Phase we teach: English, Mathematics, Science, Computing

Primary School (Cycle1) Subjects

English, Mathematics, Science, Computing, EVS, English, French/ Hindi/ Malayalam, Art and Music, Physical Education, ,Arabic, Islamic studies (for Muslim students) UAE Moral, Social and Cultural Studies .

Middle school (Cycle 2) Subjects

In cycle 2 the students will continue to build on and develop their knowledge, skills and understanding through a learning focused curriculum that prepares the students with 21st Century skills suitable for entry to Cycle 3. The curriculum in the core subjects will be balanced with a cross-curricular approach in the foundation subjects with a view to emphasising independent enquiry and a love of learning. Students will follow a rich and balanced curriculum which will be delivered by a combination of the class teacher and specialist teachers.

Subjects in middle school (Cycle 2) English, Mathematics, Science (physics, chemistry, Biology,) Computer science , History, Geography, French, Hindi Malayalam Art Music, Physical Education, Arabic, Islamic studies (for Muslim students), UAE Moral, Social and Cultural Studies.

Senior School (Cycle3)

The Cycle 3 curriculum follows accredited exam boards from the India (CBSE) and UK (CAIE). The school is an accredited examination center for both Cambridge International exam boards and Central Board secondary examination , India. .

Cycle 3 students also adhere to Ministry of Education requirements for Arabic, Islamic Studies and Moral Social and Cultural Studies (MSC).

- All cycle 4 qualifications we offer are recognised by schools, colleges and universities internationally, thus enabling all of the students to gain access to the best academic institutions in the world.

Last review 3rd March 2024

Next Review date 4th March 2025

Review Leads HOSP