

CURRICULUM POLICY

(Revised in August 2024)



Islamiya English School Abu Dhabi LLC



Curriculum Policy

Islamiya English School follows UK National Curriculum

We are committed to delivering a culture of curiosity, confidence and kindness. The curriculum at Islamiya English School is designed to:

- Develop a love of learning for its own sake;
- Develop a foundation of knowledge and body of skills with which to understand and question the world we live in and to prepare us, through an innovative
- approach to education, for the world we are likely to inhabit in the future;
- Develop an awareness of, and appreciation of, the moral and spiritual dimension in our lives (within the confines of the local cultural context);
- Develop an enthusiasm for the world beyond the classroom – in particular, sport, and the arts (music, art and drama);
- Develop a respect for difference in others and a recognition that the efforts and achievements of every individual in our community are valued equally;
- In addition to this, the Curriculum Policy aims to ensure that the curriculum of Islamiya English School
- Fulfils all ADEK and accreditation curricular requirements;
- Develop lively enquiring learners that are resilient and take responsibility for their learning.
- Provide an interesting, well-planned knowledge and skills based curriculum that ensures coverage of the National Curriculum and ADEK mandatory subjects
- Develop behaviors and habits to allow our pupils to become effective learners
- Develop an inclusive and equitable curriculum that provides a flexible and relevant education for all pupils
- Develop a curriculum that has relevance, where cross-curricular links are embedded.
- Develop the character of our learners.

Introduction

- All children at IES School Abu Dhabi have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.
- High Performance Learning is embedded into all areas of the curriculum, ensuring an emphasis on mastering values for learning. It is fully in keeping with the school's aims, guidance from the National Curriculum for England and local UAE educational policies.
- The curriculum includes all of the planned experiences that we organize in order to promote learning, personal growth and development of our learners.
- It includes not only the formal requirements of the National Curriculum for England, but also the

range of extra-curricular activities that the school facilitates in order to enrich the experience of the children and the Islamiya English School – Abu Dhabi Learner Profile

Aims and Values

- We empower our learners to aim high.
- As on a learning journey of *High Performance Learning school*, we develop 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.
- At IES School, we aim to build a caring and supportive community where each individual is able to grow in a safe and secure environment.
- We recognize that each child is a unique individual with his/her own contribution to make to the life of the school and consequently we provide extensive opportunities through a broad, balanced and ever evolving curriculum.
- We value the social and moral development of each person, as well as their intellectual and physical growth.

Through our Curriculum we aim to:

- Provide broad and balanced learning experiences.
- Build up the learners' confidence and motivation to learn through the use of HPL and a range of learning and teaching styles.
- Embed key skills and attributes in order to prepare children for real-life and everyday situations.
- Provide opportunities to apply knowledge and learning in practical ways.
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum for England and EYFS framework.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Enable children to be creative and to develop their own thinking
- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others

Organization and Planning

- We aim to emphasize the effectiveness of the curriculum in improving education for all children, and to provide real life experiences and useful resources which will enrich learning experiences for our diverse learners.
- Every year group has curriculum overviews that are adapted and evolve to meet the requirements of the UK National Curriculum, ADEK expectations and our local and global context. These are regularly reviewed and adapted by teaching staff. Details of the main content and topics taught each term are provided for parents in the form of Year group specific curriculum overviews.

National Agenda- UAE Vision

The National Agenda aims for all schools to be innovative and has set as a target that our learners rank among the best in the world in reading, mathematics and science exams, and to have a strong knowledge of the Arabic language. We acknowledge the National focus of the UAE being within the top 20 countries of the PISA and in the top 15 countries for TIMMS assessments.

Moral Education is also a statutory part of the curriculum and is taught in an imaginative way to help learners become more globally aware and develop independent skills. This is combined with additional Careers guidance which is built into the school programme.

It is also compulsory that learners, who have an Arabic passport study the MOE curriculum for Arabic and Tarbia Islamia and in the same way Muslim learners will study the MOE curriculum Arabic NMT and Tarbia Islamia.

Inclusion

- We are a fully-inclusive, non-selective school and we support all our learners to ensure that they can perform highly.
- If a learner displays signs of having special needs, the learner's teacher will work with the family and the Head of section to gather evidence and observations of the key barriers to learning.
- Support will be given through in class interventions and use of Quality First Teaching. Should the need for further support be deemed necessary, intervention and an Accommodation Plan or the learner will be referred to the school counsellors.
- The Behavior Plan is put in place. The Individual Educational Plans (IEPs) are in place for each of the learners..

- This sets out the nature. It also sets out targets for improvement, so that we can review and monitor the progress of each learner at regular intervals.

The Curriculum:

The subjects taught in the school are English Language, , Arabic, Classical Arabic, Islamic Studies, Tarbia Islamia, Mathematics, Science (Physics, Chemistry, Biology), Social Studies, Ijtimayat, , ICT, Economics, Business Studies, Accounting, Art, Physical Education, Global perspectives and Moral Education.

From Grade VIII the students prepare for the International Cambridge examination, UK (IGCSE). Students appear for the IGCSE Cambridge Examination in Grade X. It is compulsory for the students to appear in all the subjects offered by the school. The maximum number of subjects a student has to take depends on his/ her nationality. Students of IAL Cambridge will appear for exam in Grades XI and XII.

Grades	Assessment	Administered Date	Administered by
FS1	Observational Assessment Arabic, Eng, Maths, Science, Islamiat , Art and ICT	Ongoing and/or before admission Continuous assessments	Admissions team/ Head of section/Academic coordinator and Class Teachers
	Phonics Screening	Ongoing/ Continuous assessments	Class teachers
FS11	Phonics Screening	Ongoing	Class teachers
	Observational assessment Arabic, Eng, Maths, Science, Islamiat, ICT and Art	Ongoing/ Continuous assessments	Head of Section/Academic Coordinator/Class Teacher
Grade 1	Placement test in Eng, Maths and Science	New Students Before admission April to June	Head of Section/Class Teacher/Academic Coordinator/Exam In charge
	Diagnostic test in Arabic , Eng, Maths and Science	September	Class Teacher
	Formative assessments in Arabic MT (Silsilat salama) Arabic NMT Islamic Education Moral Education Social Studies Eng, Maths, Science,	Ongoing/ Continuous assessments Sept to June	Head of Section/Class Teacher/Academic Coordinator/Exam In charge

	PE, ICT and Art		
Grade 2	Placement test in Eng, Maths and Science	New Students Before admission April to June	Class Teacher/Head of section/Academic coordinator/Exam In charge
	Diagnostic test in Arabic , Eng, Maths and Science	Sept	Class Teacher
	Formative assessments in Arabic MT (Silsilat salama) Arabic NMT Islamic Education Moral Education Social Studies Eng, Maths, Science, PE, ICT and Art	Ongoing/ Continuous assessments Sept to June	Class Teacher/ Head of section/Academic coordinator/Exam In charge
Grade 3	Placement test in Eng, Maths and Science	New Students Before admission April to June	Class Teacher/Head of Section/Academic coordinator/Exam in charge
	Diagnostic test in Arabic , Eng, Maths and Science	Sept	Class Teacher
	PTM, PTE, PTS	May/June	Class Teacher/Academic coordinator/Exam In charge /SLT
	Formative assessments Internal assessments Summative assessments in Arabic MT (Silsilat salama) Arabic NMT Islamic Education Moral Education Social Studies Eng, Maths, Science, PE, ICT and Art	Ongoing/ Continuous assessments Sept to June	Class Teacher/Head of Section/ Academic coordinator/ Exam Incharge
Grade 4	Placement test in Eng, Maths and Science	New Students Before admission April to June	Class Teacher/Subject Coordinator/Head of Section /Exam In charge
	Diagnostic test in Arabic , Eng, Maths and Science	Sept	Class Teacher
	PTM, PTE, PTS	May/June	Class Teacher/Subject Coordinator/Exams In charge/SLT
	Formative Assessments Internal Assessments Arabic MT/NMT	Internal Assessment Oct, Feb and May	Class Teacher/ Subject Coordinator/Head of Section /Exam In charge

	Tarbia Islamia MT/NMT Social Studies Ishtimaiyat Eng , Maths , Science, Art, ICT, Moral Education and Global perspectives. Summative Assessments in all the above subjects.	Summative Assessments Term Exams 1,2 &3 Dec, March and June	
	PIRLS	For every 4 Years	Class Teachers/Subject coordinator/Exam In charge/SLT
	TIMMS	For every 4 years	Class Teachers/Subject coordinator/Exam In charge/SLT
Grade 5	Placement test in Eng, Maths and Science	New Students Before admission April to June	Class Teacher/Subject Coordinator/Head of Section /Exam in charge/SLT
	Diagnostic test in Arabic , Eng, Maths and Science	Sept	Class Teacher
	PTM, PTE, PTS	May/June	Class Teacher/Subject coordinator/Exams Officer/SLT
	Formative Assessments Internal Assessments Arabic MT/NMT Tarbia Islamia MT/NMT Social Studies Ishtimaiyat Eng , Maths , Science, Art, ICT, Moral Education and Global perspectives. Summative Assessments in all the above	Internal Assessment Oct, Feb and May Summative Assessments Term Exams 1,2 &3 Dec, March and June	Class Teacher/Subject coordinator/Head of Section / Exam Incharge

Appendix 2 - Secondary (Grade 6 - Grade12):

Year Groups	Assessment	Administered - Date	Administered by
Grade 6	Placement test in Eng,	New Students	Class Teacher/Head of Sections/Subject coordinator/Exam In charge

	Maths and Science	Before admission April to June	
	Diagnostic test in Arabic , Eng, Maths and Science	Sept	Class Teacher
	PTM, PTE	May/June	Class Teacher/Head of Section/Subject Coordinator/Exam Incharge/SLT
	Formative Assessments Internal Assessments Arabic MT/NMT Tarbia Islamia MT/NMT Social Studies Ishtimaiyat Eng , Maths , Science, ICT, Moral Education and Global perspectives.	Internal Assessment Oct, Feb and May J	Class Teacher/Subject coordinator/Head of Section / Exam In charge
	End of Term Assessments Summative Assessments in all the above subjects	Summative Assessments Term Exams 1,2 &3 Dec, March and June	Class Teacher/Subject coordinator/Head of Section / Exam In charge
Grade 7	Placement test in Eng, Maths and Science	New Students Before admission April to June	Class Teacher/Head of Sections/Subject coordinator/Exam In charge
	Diagnostic test in Arabic , Eng, Maths and Science	Sept	Class Teacher
	PTM, PTE, PTS	May/June	Class Teacher/Head of Section/Subject Coordinator/Exam in charge/SLT
	Formative Assessments Internal Assessments Arabic MT/NMT Tarbia Islamia MT/NMT Social Studies Ishtimaiyat Eng , Maths , Phy,Chem,Bio, ICT, Moral Education and Global perspectives	Internal Assessment Oct, Feb and May	Class Teacher/Subject coordinator/Head of Section / Exam In charge
	End of Term Assessments Summative Assessments in all the above subjects	Summative Assessments Term Exams 1,2 &3 Dec, March and June	Class Teacher/Subject coordinator/Head of Section / Exam In charge
Grade 8	Placement test in Eng, Maths, Phy, Chem, Bio and ICT	New Students Before admission April to June	Class Teacher/Head of Sections/Subject coordinator/Exam In charge
	Diagnostic test in Arabic	Sept	Class Teacher

	Eng, Maths ,Phy, Chem, and Bio		
	PTM, PTE, PTS	May/ June	Class Teacher/Head of Section/Subject Coordinator/Exam In charge/SLT
	Formative Assessments Internal Assessments Arabic MT/NMT Tarbia Islamia MT/NMT Social Studies Ishtimaiyat Eng , Maths , Phy,Chem,Bio, ICT, Moral Education and Global perspectives and Economics	Internal Assessment Oct, Feb and May	Class Teacher/Subject coordinator/Head of Section / Exam In charge
	End of Term Assessments Summative Assessments in all the above subjects	Summative Assessments Term Exams 1,2 &3 Dec, March and June	Class Teacher/Subject coordinator/Head of Section / Exam In charge
	TIMMS	For every 4 Years	Class Teachers/Subject coordinator/Exam In charge/SLT
Grade 9	Placement test in Eng, Maths, Phy, Chem, Bio and ICT	New Students Before admission April to June	Class Teacher/Head of Sections/Subject coordinator/Exam In charge
	Diagnostic test in Arabic , Eng, Maths ,Phy, Chem, and Bio	Sept	Class Teacher
	PTM, PTE, PTS	May/ June	Class Teacher/Head of Section/Subject Coordinator/Exam In charge/SLT
	Formative Assessments Internal Assessments Arabic MT/NMT Tarbia Islamia MT/NMT Social Studies Ishtimaiyat Eng , Maths , Phy,Chem,Bio, ICT, Moral Education , Global perspectives and Economics	Internal Assessment Oct, Feb and May	Class Teacher/Subject coordinator/Head of Section / Exam In charge
	End of Term Assessments Summative Assessments in all the above subjects	Summative Assessments Term Exams 1,2 &3 Dec, March and June	Class Teacher/Subject coordinator/Head of Section / Exam In charge
Grade 10	Diagnostic test in Arabic , Eng, Maths ,Phy, Chem, and Bio	Sept	Class Teacher
	Internal Assessments End of Term Assessments	Oct and Feb Ongoing	Class Teacher/Subject coordinator
	Mock Exams	January/March and April	Exams Officer/SLT

	IGCSEs	June	Exams Officer/SLT
	PISA- 15-year olds only	For every 5 years	Class Teachers/Subject coordinator/Exam In charge/SLT
Grade 11	Internal Assessments	Oct and Feb	Class Teacher/Subject coordinator
	End of Term Assessments	Ongoing	Class Teacher/Subject Coordinator
	Mock Exams	January/March and April	Exams Officer/SLT
	AS-Levels	June	Exams Officer/SLT
Grade 12	End of Term Assessments	Ongoing	Class Teacher/Subject coordinator
	Mock Exams	January/March and April	Exams Officer/SLT
	A-Levels	June	Exams Officer/SLT
	EmSAT Exams	Every Academic Year	Exams Officer/GRE

Thematic and Text-Rich Curriculum

Our school curriculum is connected through themes and texts. We ensure a full coverage of the learning objectives, with clear mapping, frequent repetition and a spiraling approach which encourages our learner to make links and build on prior learning, in turn, this allows for the meeting and exceeding of each learning objective as well as the fluidity of transferable skills. Our HPL values have been embedded throughout the planning which will drive innovation, creativity and self-belief, as well as building core skills. Our curriculum is built on carefully chosen texts that link with our themes and expose our learners of high-quality language and vocabulary. Learning of hyper personalized through dialogue and talk based learning.

Our text rich curriculum is available in a child friendly display, in each year group; this allows learners to visualize how their learning grows, how ideas and themes link throughout our curriculum and everyday learning.

The IES Learner Profile

Integral to learning at Islamiya English School – Abu Dhabi is the IES Learner Profile. As part of the IES curriculum for all learners, the concept of enhancing learning and life skills, as well as knowledge, is seen as a key priority. HPL identifies key characteristics and attributes that prepare young people to succeed in learning and in life, and categorizes these into Advanced Cognitive Performance characteristics (ACPs) and Values, Attitudes, Attributes (VAAs).



Advanced Cognitive Performance characteristics

(ACPs) Meta-Thinking:

Reflecting on their own thinking, knowingly using a wide range of thinking approaches, and transferring knowledge from one circumstance to another; Self-regulation; The ability to monitor, evaluate and self-correct; Big picture thinking; Working with big ideas and holistic concepts.

Linking:

Use connections from past experiences to seek possible generalizations and assist conclusions. Analysis; Critical or logical thinking; the ability to deduct, hypothesize and reason; Complex and multi-step problem solving; The ability to break down a task, decide on a suitable approach and then act.

Creating:

Intellectual playfulness; The ability to abandon one idea for another or generate multiple solutions.

Realizing:

The ability to use some skills with such ease as they are no longer require active thinking.

Values, Attitudes and Attributes (VAAs)

Empathetic:

Collaborative Seeking out opportunities to receive responses to work, to present their own ideas to others clearly and concisely and to listen to and act upon the views of others.

Agile Thinking:

Enquiring; Being curious, proactive and thinking independently Creative and enterprising; open-minded and flexible in thought processes.

Hard-working:

Resilience; Overcoming setbacks and remaining confident, focused, flexible and optimistic; Perseverance; Being able to keep going, to face obstacles and difficulties but never give up.

What is the aim of the IES Learner Portfolio?

- To help learners develop a love of learning in and beyond the school.
- To help prepare learners for life in a rapidly changing world.
- To build upon the skills embedded in subject lessons.
- To give coherence and a whole school reference point for the learning strategies taught in subject lessons.

- To provide learners with a clear pathway for developing learning skills throughout their school experience.
- To place the emphasis on the learner to own and manage the process of learning enhancement.
- To develop resources and lessons which challenge learners to engage in the process of consciously developing their skill set.
- To provide a practical structure for learners to realise the qualities of the IES learner

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

Head of Department/Phase:

- 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 National Curriculum and that progression is planned for.

Vice-Principal:

- Working with the Heads of Department 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
- Monitoring planning to ensure curriculum coverage
- Carrying out work scrutiny 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:

- 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, learning and attainment/progress
- Focus on continuous improvement through self-review, performance management and professional development of all teachers
- Provide CPD and support for the Vice Principal, Heads of Section and Curriculum leaders


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
- SEF
- School Development Plan and Post-Inspection Action Plan
- Policy and procedural review
- ADEK inspections
- IES internal / Mock inspections

Policy Review

The School Leadership team is responsible for ensuring the annual review of this policy

Draft Date:	03/07/24
Approved By Board of Governors:	Approved
Principal Approval:	
Review Date:	26/08/24

The End.