

# CURRICULUM POLICY

**(Revised in August 2025)**



*Islamiya English School Abu Dhabi LLC*



## **Curriculum Policy**

### **Introduction**

IES offers students a broad, balanced, creative, and inclusive curriculum which promotes learning and personal growth and development for all children.

IES curriculum follows a formal learning pathway aligned to national and international standards supported by extracurricular activities and enrichment programs which nurtures a holistic and balanced development of the student.

This policy sets out the requirements and standards to support IES in their delivery of a high-quality curriculum which strengthens students' knowledge and skills and strives for pedagogical excellence.

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

### **Purpose**

- Outline the curriculum requirements and their standards to provide students with a high-quality education, making them independent and collaborative learners to reach their full potential.
- Ensure curricular choices and cross-curricular links are provided for meaningful and authentic learning experiences required to achieve world-class standards.
- Define the requirements for the compulsory “core” subjects and the rationale behind the curriculum development of schools.
- Enable all students, throughout the curriculum, to develop broad understanding of and respect for the UAE culture and national identity to acquire necessary skills and values that will contribute to nation building and meeting national priorities.
- Specify structured progression within the curriculum to ensure a stimulating and challenging program of learning and development for all students.

## Policy

### Academic Plan

**Requirements:** Schools shall develop and implement their academic plan which should include the following at a minimum:

1. A clear rationale underpinning the school's licensed curriculum that is aligned with the mission, vision, and values of the school, the Emirate, and the UAE.
2. Details of the language(s) of instruction in which subjects/ courses will be delivered.
3. A commitment to the delivery of teaching and learning through high academic content standards/ learning outcomes, with a focus on pedagogical excellence and innovation.
4. Alignment of the educational program (e.g., Cambridge International Examinations, IB Program) to the licensed standards/ learning outcomes.
5. Implementation of internal and external assessments relevant to the curriculum, as per the ADEK Assessment Policy
6. Plans to academically prepare Cycle 3 students to meet equivalency requirements including:
  - a. Course Offerings: (e.g., program of study, catalog/description guide) with required core subjects and elective courses with associated credit hours (if applicable).
  - b. Course Syllabi: Each syllabus shall include course requirements, course description, course units (including learning outcomes/objectives, principles, concepts, skills, activities, assessments, and digital/textbook resources), other resources, learning outcomes/objectives, instructional time, grading criteria, and pre-requisites.
7. A curriculum design and adaptations to meet the needs of students with a wide range of abilities, including students with additional learning needs and multilingual learners as per the **ADEK Inclusion Policy**.
8. The provision of academic support, interventions, and guidance as appropriate for each student.
9. Adherence to the UAE Ministry of Education (MoE) compulsory subjects with details pertaining to the promotion of the Arabic language and UAE culture and national identity

### Curriculum Requirements

#### Approved Curriculum:

Schools shall seek and obtain approval for their curriculum from ADEK, in line with the relevant UAE Ministry of Education requirements for curriculum adoption and equivalency (as issued in the relevant ministerial resolutions and amendments for the applicable year). The approved curriculum shall fulfill all the requirements of the school's licensed curricula, their national statutory requirements, and applicable standards.

**Provision of Curricular Choices:** Schools shall adopt a curriculum, where appropriate and in line with the requirements of their approved curriculum (see Section 2.1 Approved Curriculum), that offers a wide range of curricular options that interest multidisciplinary groups of students of differing ages, cultures, and ability levels with extensive multidisciplinary choices and opportunities for students to benefit from learning experiences that nurture their talents, interests, and aspirations.

### Provision of Curricular Pathways Leading Towards Nationally and Internationally

**Recognized Qualifications:** Schools shall ensure that their curriculum programs, courses, syllabi, and activities promote challenge, relevance, opportunity, and choice for all students. The curriculum shall include creative, physical, and practical experiences to strengthen knowledge and skills relevant to the career choices of students, both nationally and internationally.

## **Curriculum Design and Implementation**

**Curriculum Design:** Schools shall include the following when designing their curriculum

1. A vertically (across grade level) and horizontally (within grade level) aligned progression of learning with a set of learning outcomes clarifying what students are expected to know, understand, and be able to do in every cycle, aligned to standardized benchmark and international assessment frameworks. This is evidenced by the school's scope and sequence, yearly overviews, and/or curriculum map.
2. Continuity, referring to a "spiral" curriculum with repetition of selected content at subsequent levels, each time at an increased level of complexity. This is evidenced by recurring and continuing opportunities for essential skills to be practiced, developed, and understood.
3. A range of subjects, specific educational units of instruction with rigorous, coherent, and relevant assessments aligned to grade level learning outcomes.
4. A listing of learning resources (digital or textbook) and the rationale for how the resources will be utilized to support learning.
5. Identification of how academic progress and attainment will be assessed, monitored, supported, and recorded as learning outcomes are mastered.
6. Minimum time requirements for the subjects/ courses, and relevant activities.
7. Identification of compulsory subjects/ courses and optional or elective subjects/ courses.
8. Monitoring and evaluation of the school's planned, taught, and assessed curriculum.

## **Integration of UAE National Priorities:**

Schools shall offer a curriculum that provides students with world-class standards in education while fostering UAE culture and national identity. This shall be achieved through focusing on high-quality teaching that is mindful of cultural values and national identity and promotion of the Arabic curriculum, in line with MoE compulsory subjects.

## **Breadth and Balance:**

Schools shall provide an inclusive learning environment encompassing a breadth and depth of study, with the flexibility of learning pathways, choice, and maximum opportunities for learners.

## **Cross-Curricular Links:**

Schools shall ensure that the integration across subjects and cross-curricular links are meaningful, innovative, aligned, and planned purposefully.

## **Enhancements:**

The curriculum shall enhance the development of 21st-century skills, including character, collaboration communication, analysis, synthesis, critical thinking, problem-solving, digital literacy, innovation, transferable life

skills, and growth mindset, to explore the curriculum across planned programs, including the adoption of a positive school environment as per the ADEK Student Behavior Policy and values such as teamwork, integrity, transparency, innovation, etc. as per the ADEK Values and Ethics Policy and the ADEK Cultural Consideration Policy.

### **Promotion of Academic and Social and Emotional Learning Skills:**

The curriculum shall promote higher-level thinking skills, (e.g., critical thinking, mental flexibility) along with creativity, positive attitudes, strong ethics, self-management, and adaptability, as per the **ADEK Wellbeing Policy**.

### **Promotion of Holistic Student Wellbeing:**

Schools shall promote awareness of their wellbeing strategy and associated wellbeing policies and integrate aspects of an overarching positive behavior model, safe and healthy eating practices, mindfulness, social and emotional learning, including emotional regulation and resilience etc., as per the **ADEK Wellbeing Policy**.

### **Sustainability Principles:**

Schools shall integrate sustainability principles into the curriculum across all grades that address the school's goals and vision to contribute to the UN Sustainable Development Goals, and those of the Abu Dhabi Environmental Agency and other relevant entities (e.g., Abu Dhabi Agricultural and Food Safety Authority, Department of Energy), as per the **ADEK Sustainability Policy**.

### **Continuity, Transition, Review, and Equivalency:** Schools shall ensure that:

1. The curriculum prepares students through the provision of opportunities for success in their next level of education and future careers.
2. Where students are seeking to transfer between curricula, parents are aware of the impact of changing curricula and the potential challenges that may arise from a break in the continuity and progression of learning.
3. Seeking Equivalency (Al Thanawiya)/ Qualifying for Graduation: In instances where UAE National students are enrolled in a curriculum or framework that relies heavily on high-stakes exams and should fail such exams, these students shall successfully complete a series of compulsory subjects and courses as measured by a continuous assessment system, to be able to qualify for graduation through seeking equivalency for the UAE's General Education Certificate (Al Thanawiya), subject to meeting the standards. The school shall communicate this, as appropriate, to both students and parents.
4. The curriculum shall be broad and balanced for structured progression of learning within and across all subjects so that student's progress through a structured scope and sequence of learning outcomes.
5. The curriculum shall be evaluated annually and reviewed to reflect the range, quality, and impact of the curriculum on students' academic outcomes and personal wellbeing. Adjustments shall be made as needed.

### **Resources:** Schools shall ensure that:

1. The Principal is responsible for making sure that a **Resource Selection Committee** has been established and that all textbooks and other learning resources in use have been vetted in line with the **ADEK Cultural Consideration Policy**.
2. High-quality materials are aligned to learning outcomes/ standards at the targeted grade levels.
3. Additional teaching and learning resources are utilized to support and enrich the teaching of all subjects.

## **Topics in the Approved Curriculum:**

The school shall ensure that potentially controversial topics are addressed in the manner outlined in the **ADEK Cultural Consideration Policy**.

## **Licensing and Declaration of Programs (e.g., BTEC, IBCP, MYP, PYP)**

### **Initial Licensing and Adding/ Amending/ Canceling Curricula**

1. For any new school completing the Temporary License application, ADEK requires the school's curriculum to clearly outline the academic plan with details of student learning outcomes at every cycle of the educational process, as per the ADEK Licensing Policy.
2. ADEK reserves the right to:
  - a. Provide additional guidance to new school owners on changes to the proposed curriculum that ADEK will require before a Temporary License is granted.
  - b. Specify improvements to the curriculum that will be required for the school's continuing operation through the ongoing licensing and inspection processes for existing schools.
3. During the licensing evaluation process, for academic plans that are derived from curricula based on international curriculum, ADEK requires evidence that such curricula are in alignment with the curriculum standards and requirements applicable to those countries.
4. Schools shall provide evidence of curriculum or framework accreditation/affiliation/ authorization by the relevant body. This evidence is considered when successfully granting and renewing a license.
5. Schools shall seek approval from ADEK through the licensing process when proposing significant changes to their curriculum.
  - a. The proposed changes must comply with the approved curriculum and its requirements.
  - b. "Significant changes" include, but are not limited to, the addition, cancellation, or amendment of any subjects and/or courses, and changes to the syllabus and examinations.

## **Accreditation**

### **Accreditation, Authorization, and Affiliation (AAA):**

Schools shall obtain the relevant accreditation, authorization, or affiliation as per the requirements of each curriculum, as indicated in Figure 1. AAA Requirements by Curriculum

**Figure 1. AAA Requirements by Curriculum**

Curriculum	Accreditation	Authorization	Affiliation <sup>†</sup>
	Cycles 1, 2, 3	Cycles 1/ 2/ 3	Cycle 3
American (PK-12)	!		!
British	!		!
Canadian – Alberta and Nova Scotia	!		!
International Baccalaureate Program	!	!	
MOE	!		
SABIS	!		!
Other (i.e., Indian, French etc.)			!

! Required

**Exemption Criteria:** The following types of schools are exempt from seeking accreditation, authorization, and affiliation:

- Schools that report losses (<0% EBITDA) in the previous year (to be assessed on a case-by-case basis).
- New schools/or schools that switch to a new curriculum will be given a grace period of 2 years

**Enhanced Quality Assurance:** Schools that have authorization and/or affiliation for a curriculum that does not require accreditation shall additionally seek accreditation from the relevant approved and/or recommended accreditation bodies as per Figure 1. AAA Requirements by Curriculum

## Enrichment

**Extracurricular Activities:** Schools shall offer a wide and varied range of extra- curricular activities that complement and enrich the formal curriculum to enhance the students’ academic and personal development, as per the **ADEK Extracurricular Activities and Events Policy**.

- Schools shall also ensure that the extracurricular activities include a wide range of social, cultural, scientific, athletic, intellectual, artistic, and/or philanthropic enrichment programs, in line with the **ADEK Extracurricular Activities and Events Policy**, across all cycles to ensure opportunity, access, and participation by all students.

**2 Creativity, Innovation, and Enterprise:** Schools shall ensure that the curriculum embeds opportunities and activities for enterprise, innovation (e.g., using Artificial Intelligence driven tools), social contribution, and creativity to motivate and inspire students to gain a well-rounded education and to aspire to contribute to the development of their society.

## **Adaptation for All Student Groups**

**Accommodations:** Schools shall accommodate and cater to the educational needs of all students.

### **ADEK Compulsory MoE Subjects:**

All schools shall teach compulsory subjects as per the MoE requirements.

### **Minimum Instruction Time for Compulsory MoE Subjects:**

All schools shall teach the minimum time for compulsory subjects consistent with the MoE requirements.

### **Exemptions from ADEK Compulsory MoE Subjects:**

Exemptions from the requirements of teaching ADEK compulsory MoE subjects are not authorized. Schools shall make adjustments and provide support and resources to accommodate all students' needs to meet the equivalency requirements of the UAE General Education Certificate (Al Thanawiya)

### **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
- Fulfills 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.

### **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
<b>FS1</b>	Observational Assessment Arabic, English, 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
<b>FS11</b>	Phonics Screening	Ongoing	Class teachers

	Observational assessment Arabic, English, Maths, Science, Islamiat, ICT and Art	Ongoing/ Continuous assessments	Head of Section/Academic Coordinator/Class Teacher
<b>Grade 1</b>	Placement test in English, Maths and Science	New Students Before admission April to June	Head of Section/Class Teacher/Academic Coordinator/Exam In charge
	Diagnostic test in Arabic , English, Maths and Science	September	Class Teacher
	Formative assessments in Arabic MT (Silsilat salama) Arabic NMT Islamic Education Moral Education Social Studies English, Maths, Science, PE, ICT and Art	Ongoing/ Continuous assessments  Sept to June	Head of Section/Class Teacher/Academic Coordinator/Exam In charge

<b>Grade 2</b>	Placement test in English, Maths and Science	New Students Before admission April to June	Class Teacher/Head of section/Academic coordinator/Exam In charge
	Diagnostic test in Arabic , English, Maths and Science	Sept	Class Teacher
	Formative assessments in Arabic MT (Silsilat salama) Arabic NMT Islamic Education Moral Education Social Studies English, Maths, Science, PE, ICT and Art	Ongoing/ Continuous assessments  Sept to June	Class Teacher/ Head of section/Academic coordinator/Exam In charge
<b>Grade 3</b>	Placement test in English, Maths and Science	New Students Before admission April to June	Class Teacher/Head of Section/Academic coordinator/Exam in charge
	Diagnostic test in Arabic, English, 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 English, Maths, Science, PE, ICT and Art	Ongoing/ Continuous assessments  Sept to June	Class Teacher/Head of Section/ Academic coordinator/ Exam Incharge
<b>Grade 4</b>	Placement test in English, Maths and Science	New Students Before admission April to June	Class Teacher/Subject Coordinator/Head of Section /Exam In charge
	Diagnostic test in Arabic, English, 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 English, 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
<b>Grade 5</b>	Placement test in English, 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, English, 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 English , 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
<b>Grade 7</b>	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 , English, 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 English , 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
<b>Grade 8</b>	Placement test in English, 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
<b>Grade 9</b>	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
<b>Grade 10</b>	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
<b>Grade 11</b>	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
<b>Grade 12</b>	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 realize 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 optimize 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**

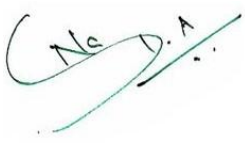
#### **The quality of curriculum provision and the impact on learning is monitored and improved through**

- 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**

This policy is to be reviewed and checked annually by the SLT.

This policy is also approved by the governing bodies.

<b>Draft Date:</b>	<b>03/07/25</b>
<b>Approved By Board of Governors:</b>	<b>Approved</b>
<b>Principal Approval:</b>	
<b>Review Date:</b>	<b>26/08/25</b>

**The End.**