



St. Mary's Catholic High School, Dubai – Muhaisnah

CURRICULUM POLICY

Written by:	Primary and Secondary Section Heads	Reviewed:	June 2019
Endorsed by:	SLT	Next Review:	June 2020
Approved by:	Board of Governors		



Curriculum Policy

At St. Mary's Catholic High School, Muhaisnah, our curriculum is based on the **National Curriculum for Key Stages 1 to 3 and the Early Years framework in Reception**. Our rigorous, well planned curriculum combined with high quality teaching aligns with the school's mission to **provide holistic, quality, affordable, and inclusive education that develops innovative, globally aware and lifelong learners who are capable of making good moral judgments, guided by the values of respect, honesty, compassion, and excellence in a multicultural environment.**

Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the **National Curriculum**, but also the range of activities that the school organises in order to enrich the learning experiences of our students as well as compliance with the standard requirement of the educational quality assurance and regulatory authority of the Government of Dubai, United Arab Emirates, **Knowledge and Human Development Authority (KHDA)**. In addition, the curriculum is also planned guided by the objectives underpinning the **UAE National Agenda**, which was launched in 2014 by H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai that provides schools with concrete targets against which to measure the progress they are making towards achieving the aspirations of the UAE Vision 2021.

Values

At St. Mary's Catholic High School, Muhaisnah, we strive to make our students passionate for learning and make their learning journey as much fun and as meaningful and relevant as possible. We offer students, an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every student is valued as an individual; we aim to nurture well rounded, respectful and confident students who will develop skills for life-long learning. We nurture our students on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare students for life in modern world very seriously and ensure that the fundamental values are introduced, discussed and lived out through the ethos and work of our school.

At St. Mary's Catholic High School, Muhaisnah, our values permeate all areas of school life and are reflected by the school's core values:

- **Respect:** Appreciate the worth of yourself and others, accept the diversity of culture and individual difference, and take care all property and equipment
- **Honesty:** Live life in a genuine and authentic way.



- **Excellence:** Give your best at all times and develop a love for learning that will become a lifelong value.
- **Compassion:** Treat everyone with understanding and kindness.

Aims

At St. Mary's Catholic High School, we aim to offer a balanced and broad based curriculum which enables all students to:

- Enjoy learning and have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Feel successful in their learning and to promote high self-esteem
- Become creative, independent learners who are committed to excellence and continuous improvement.
- Be a center of excellence in learning and teaching. Have the flexibility to decide how best to learn in different situations
- Inform and involve parents through newsletters and home projects, as well as school parent meetings.
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning
- Ensure that cross curricular learning opportunities are highlighted and specifically planned in order to deepen and contextualize learning where possible and appropriate.
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning
- Prepare all students for a successful adult and working life in a 21st century global society.
- Achieve and exceed National and International standards in achievement, attainment and progression.

Organisation and Planning

At St. Mary's Catholic High School, Muhaisnah, our curriculum is based on the 2014 National Curriculum for Key Stages 1, 2 and 3 and the **Early Years 2017 framework in Reception.**

KS1-3

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>



Foundation Stage

https://www.foundationyears.org.uk/files/2017/03/eyfs_statutory_framework_2017.pdf

Our curriculum is delivered giving flexibility to meet the needs of the students, to personalize learning and encourage personal development. This focuses on promoting high standards in the six essential areas of learning: **literacy, numeracy, ICT capability, learning and thinking skills, personal, emotional and social skills** while keeping the curriculum broad and exciting. The programmes of learning are set out in six essential areas of learning which are incorporated into all subjects, allowing better links between them and giving the school more flexibility to tailor learning to the needs of all students. Subject teaching, cross-curricular studies and extracurricular activities are complementary and act together to benefit the student's learning.

Subjects : Years 1 - 9

Scholastic	Non-Scholastic
English Language English Literature (Grades 4, 5 & 6) Arabic French (Grade 3 onwards) Mathematics Science Geography Moral Education (Years 2-9) History Social Studies Information Technology Islamic Studies /Religious Studies/ Citizenship Studies	Art Physical Education / Sport Positive Education Period Curricular Activities

The EYFS programme of studies focuses on the development of the key areas as indicated below.

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Roles



The Principal will ensure that:

- the amount of time provided for teaching the curriculum is adequate and meets the requirements of KHDA as well as the needs of the students (see Appendix 1) and supports the National Agenda Parameter of UAE (see appendix 2) .
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- the board is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- the board is informed of progress towards the standards of the curriculum in the school and any areas that require more input.

The board will ensure that:

- it considers the advice of the principal when approving this curriculum policy.
- it contributes to decision making about the curriculum.

Heads of school will ensure that:

- they have an oversight of curriculum structure and delivery within their sections
- detailed and up-to-date schemes of learning are in place for the delivery of courses within their key stage.
- scope and sequence/ unit plans are monitored and reviewed on a regular basis.
- assessment is appropriate to the grade and international expectations and in line with the curriculum standards.

Heads of Department and section coordinators will ensure that:

- long term planning is in place for all courses. Such schemes of learning will be designed using the school pro-forma and will contain curriculum detail.
- provide a strategic lead and direction for the subject:
 - support and offer advice to colleagues on issues related to the subject;
 - support staff development and improve the quality of teaching and learning over time;
 - monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
 - monitor and evaluate teacher's planning and teaching;
 - keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
 - to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
 - provide efficient resource management for the subject.
 - map coverage of the curriculum to long term plan
 - schemes of learning encourage progression at least in line with grade standards.

Teaching staff and learning support staff will:

- ensure that the school's curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- 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.
- share and exchange information about best practice amongst their colleagues in order to utilize best practice and through joint planning ensure that they continually develop new ideas.



- participate in high quality professional development and training for curriculum matters, 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.
- work in partnership with other agencies to provide an appropriate range of extra-curricular opportunities. (e.g. visits etc)

Students will:

- have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive support to enable them to make the appropriate curriculum, college or career choices at key points.

Parents and carers will:

- be consulted about their children's learning and in planning their future education at key points.
- be informed about the curriculum on offer and understand the rationale behind it.

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable students to broaden, deepen and accelerate their understanding and development of skills and knowledge. Students are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mind set in all our children linking back to our school mission and vision to become – a **cradle of quality integral education**. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and students. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and Head of Sections and budgets spent with these in mind to ensure a high quality delivery of our curriculum. The school has provided access for English, Maths, Science **iCurriculum iPLS (iPrimary Lower Secondary Curriculum by Pearson)** programme comes with a wealth of support with sample Schemes of



Work, exemplified Units of Work, internally assessed Progress Tests, externally assessed Achievement tests and a comprehensive Professional Development programme – all supported by world-renowned Pearson print and digital courseware.

Appendix 1: Curriculum Requirements for Private Schools in Dubai for the academic year 2018/2019

https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Curriculum_Requirements_for_Private_Schools_in_Dubai_Eng.pdf



In accordance with Article (18) of the Executive Council Resolution (2) in 2017, concerning the regulation of the work of private schools in the emirate of Dubai, the following table shows the time allocation requirements for the subjects of Islamic Education, Arabic, UAE Social Studies and UAE Moral Education for private schools operating in Dubai during the academic year 2018/2019.

All curriculum schools (non-MoE)

Guidelines on Islamic Education subject:

ISLAMIC EDUCATION												
Grade	1	2	3	4	5	6	7	8	9	10	11	12
Year	1	2	3	4	5	6	7	8	9	10	11	12
Arab Muslim students (Those who are registered in the school/KHDA under an Arab passport and as Muslims)	3 lessons per week			2 Lessons per week								
Non-Arab Muslims (Those who are registered in the school/KHDA under any other nationality and are Muslims)	2 lessons per week											

- All Muslim Students (Arab and Non-Arab) must follow the UAE Curriculum standards and must use the MoE prescribed textbooks for Islamic Education.
- The use of any other textbooks for the teaching of this subject is strictly prohibited.
- The offering of Islamic Education in the Early Years is not mandatory but encouraged. It is expected that schools that choose to do so will follow the standards, expectations and curriculum content of the MoE for Islamic education in this phase of the school.



General Guidelines:

- Lessons, for all subjects, are expected to be a minimum of 40 minutes each, all running within the school's timetable.
- The use of any additional/enrichment learning resources must follow the MoE Guidelines for Cultural Adaptation.

UAE Moral Education Implementation requirements:

- Teaching the UAE Moral Education is mandatory for grades 1-12 (years 2-13) as of next academic year 2018-2019.
- Moral education must be taught for at least 1 lesson per week (minimum of 40 minutes) either as standalone lesson or integrated.

Private schools offering MoE curriculum:

Private schools offering the *UAE Ministry of Education curriculum* are expected to strictly follow the set time allocation requirements and curriculum guidelines by the *Ministry of Education*. This will include any future updates to the requirements/guidelines issued by the *Ministry of Education*.

Appendix 2: National Agenda Parameter of UAE

<https://www.vision2021.ae/en/uae-vision>

UAE VISION

UAE Vision 2021 was launched by H.H. Sheikh Mohammed bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai, at the closing of a Cabinet meeting in 2010.

The Vision aims to make the UAE among the best countries in the world by the Golden Jubilee of the Union. In order to translate the Vision into reality, its pillars have been mapped into six national priorities which represent the key focus sectors of government action in the coming years.

<https://www.vision2021.ae/en/national-agenda-2021/list/first-rate-circle>



FIRST-RATE EDUCATION SYSTEM

Education is a fundamental element for the development of a nation and the best investment in its youth

For that reason, the UAE Vision 2021 National Agenda emphasizes the development of a first-rate education system, which will require a complete transformation of the current education system and teaching methods. The National Agenda aims for all schools, universities and students to be equipped with Smart systems and devices as a basis for all teaching methods, projects and research. There will also be significant investments to promote and reinforce enrollment in preschools as this plays an important role in shaping children's personalities and their future.

Furthermore, the National Agenda has set as a target that our students rank among the best in the world in reading, mathematics and science exams, and to have a strong knowledge of the Arabic language. Moreover, the Agenda will aim to elevate the rate of graduation from secondary schools to international standards and for all schools to have exceptional leadership and internationally accredited teaching staff.