



Al Ain English Speaking School

Curriculum Policy

PURPOSE

The purpose of this policy is to inform the staff, parents and governors about the school's curriculum. It incorporates our philosophy, aims and values as well as describing the approach to the teaching and delivery of our curriculum.

CONTEXT

The AAESS curriculum has been developed to ensure breadth and balance in all areas of learning with a particular emphasis on enquiry and mastering skills. It is fully aligned to each of the subject programmes of study, standards and outcomes of the National Curriculum for England and local UAE educational policies and requirements, including meeting the ADEK regulations for MOE subjects.

It includes not only the formal requirements of the National Curriculum for England, but also the range of extra-curricular activities that the school organises to enrich the experience for AAESS students.

The AAESS curriculum is regularly reviewed and adapted to meet the requirements of the National Curriculum for England, ADEK expectations and our local and global context.

MISSION STATEMENT

AAESS is an inclusive, caring, and multicultural community that enables all individuals to reach their physical, mental and social potential in a positive and innovative learning environment. In our delivery of the National Curriculum for England, students are taught to value enquiry, resilience, reflection and treating everyone with respect and integrity, while learning together to become responsible and enterprising global citizens.

In our delivery of the curriculum, through well-planned, high-quality learning opportunities, we aim to help our students develop their creativity, innovation skills, critical thinking, problem solving abilities, collaboration and communication.

CURRICULUM ALIGNMENT

The school follows the National Curriculum for England (adapted where appropriate to meet our UAE context and requirements). This ensures:

- Core subjects (English, mathematics and science) are prioritised and taught systematically
- Foundation subjects are delivered through a well-sequenced and coherent curriculum

To ensure Breadth and Balance, the curriculum delivered includes (but is not exclusive to) other subjects:

- Humanities (History, Geography)
- Languages
- Creative Arts (Art and Design, Music, Drama)
- Physical Education
- Computing
- Design Technology
- PSHE and Relationships Education

Planning and Sequencing

- Each subject has a clearly sequenced curriculum map showing progression over time.
- Long-term, medium-term, and short-term planning ensures learning builds systematically on prior knowledge.

AIMS

AAESS aims to provide a curriculum, which inspires, challenges and safeguards all our students, enabling them to become: We recognise that successful learners, who enjoy learning, make progress and achieve; are confident individuals who can live safe, healthy and fulfilling lives; become responsible citizens who positively contribute to society.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote cooperation and understanding between all members of our community.

Teaching within the curriculum reflects the cultural values and legal framework of the UAE, while ensuring that fundamental British values are promoted appropriately. The curriculum is inclusive and does not discriminate against individuals on the basis of any protected characteristic as defined by the Equality Act 2010.

At AAESS, we:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they start their primary curriculum journey.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development for the future, enabling choice and decision-making and fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and next steps and helping each child to progress.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child, including those who have additional needs.
- Value each child as an individual; we aim to nurture well-rounded, respectful and confident children who will develop skills for life-long learning.
- Ensure the curriculum complements the requirements of the school's accrediting organisations / examination bodies.
- Provide a learning experience which is mindful of cultural values, national identity and develops students' knowledge, understanding and appreciation of the heritage of the UAE.
- Provide pupils with access to up-to-date, impartial careers education, information, advice and guidance, enabling them to make informed choices about future learning and employment pathways. Careers education is age-appropriate and includes opportunities such as employer engagement, careers events and guidance activities.
- Enable pupils to develop an understanding of the opportunities, responsibilities and experiences of life in British society. Through planned learning across the curriculum, pupils explore democratic values, the rule of law, individual liberty, and mutual respect and tolerance, in a way that is appropriate to the UAE context.

The progress of each individual child is at the heart of what we do at AAESS and is tracked carefully. This is shared with parents and guardians to ensure that working in partnership each child has the chance to fulfil their potential.

EARLY YEARS FOUNDATION STAGE

Preschool and FS2 (Ages 3 – 4)

We understand the importance of providing a great start to a child's education, igniting their passion for learning as they grow. Our goal is to encourage each child to achieve their full potential across a wide range of activities, developing new talents as well as stretching the things that they are already good at. 'Active' learning is encouraged and promoted throughout all the areas of the Early Years Foundation Stage Curriculum as well as 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 seven areas of learning:

Prime areas:

- Communication and Language Development
- Physical development
- Personal, Social and Emotional Development

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

As well as considering what opportunities we are providing for the pupils, we observe the skills and qualities that pupils need to support them to become successful learners throughout life. We use the characteristics of learning to examine the overall development of the pupils. In addition to the standard characteristics of learning we also consider a pupil's emotional wellbeing.

PRIMARY SCHOOL - KEY STAGES ONE & TWO

Year 3 – Year 6 (Ages 7-11)

In both Key Stages 1 and 2, the curriculum is taught through discrete subjects and thematic topics. These are linked when relevant. Over the course of the academic year, each child can experience the full range of National Curriculum subjects. The long-term overview ensures each of the year group objectives are covered during the year, while Medium Term Plans, for each half term (5 weeks), contain the progression of learning objectives.

Short-Term Plans are written on a weekly basis and provide details of daily teaching and learning activities for each session. The weekly plans are reviewed by teaching teams daily and, as a working document, are updated to reflect any necessary adaptations.

As they learn to make decisions and seek greater independence in their learning, we continue to stretch the range of challenges that they are exposed to and build on their depth of understanding. Our contextual teaching style supports students in connecting their learning to the real world, making learning come alive and ensuring that the skills that they have gained are not forgotten in the months and years ahead.

Year 7 – Year 13 (Ages 11-18)

Our secondary curriculum provides an all-round education, combining academic excellence with a wealth of enrichment opportunities. It has been designed to develop independent learning, resilience and confidence and our belief is that it will provide our students with immediate advantages in gaining places in top universities and, later, in the workplace.

The broad and balanced curriculum approach will continue to Year 9 in line with the National Curriculum for England, after which the students will be supported as they make their IGCSE course choices and become more specialised. Alongside the academic programme, we offer a full Enrichment programme and students are encouraged to engage in sporting, creative and community-based activities. In Years 12 and 13, we offer specialised AS and A Levels courses. Our teaching team, school counsellor and Head of 6th Form are available to both our students and their parents to guide them through these choices. Participation in the Duke of Edinburgh Award Scheme and debating challenges are encouraged and form part of our student enrichment programme. We believe that with the right support, teaching and guidance, our students will graduate from AAESS and take their place at the world's top universities. We are confident that they will become courageous leaders, compassionate supporters and excellent decision makers, ready to make a difference on the global stage.

MODIFICATIONS

As an inclusive school, we pride ourselves on ensuring that all students can enjoy and participate in all aspects of the curriculum and provide numerous pathways for them to succeed. Modification and the removal of barriers is an intrinsic part of curriculum planning at AAESS.

Planning ensures that the needs of all groups of students are met through scaffolding, guiding, use of extension and support materials as well as developing full engagement and challenge for all students of all abilities.

Our Inclusion team work tirelessly to support our SEND students and help remove or support any barriers to learning. In addition to this, a yearly rigorous review of the curriculum at all phases is undertaken at SLT level to investigate any other necessary modifications to ensure full engagement and challenge.

ROLES AND RESPONSIBILITIES

Teachers:

- 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.
- implement the curriculum and monitor learners' progress through assessment

Heads of Department/Heads of Year:

- 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 including the review of planning, learner bookwork, lesson observations, home learning, classroom displays.
- 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 Lead, subject leaders review the curriculum plans for their subject to ensure that there is full coverage of the National Curriculum and that progression is planned for.

The SLT (Senior Leadership Team):

- 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 the SEF and the 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 appropriate CPD and support for all staff including SLT, HOD and HOY.

MONITORING AND EVALUATION

The SLT, HOY and HOD all have responsibility for the leadership of the curriculum, for teaching and learning and for monitoring the effective delivery of this policy.

This is done by:

- supporting teaching and learning through the effective allocation of resources and the best use of school facilities.
- ensuring professional development and performance management promotes good quality teaching and learning.
- monitoring the quality of teaching and learning through lesson observation, work scrutiny, learning walks and the scrutiny of assessment data.