



AJ GROUP OF SCHOOLS

Title: CURRICULUM POLICY	Issue Date: April/Sept 2016
School: Al Ain Juniors	Next Revision Date:
Reference No.: AJS-GDC-001	Version No.:

CURRICULUM POLICY

Curriculum is a working document that illustrates exactly what is taking place in classrooms.

Curriculum maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson.

The curriculum is all the planned activities that the school organize in order to promote learning and personal growth and development. The school have developed a creative approach to its curriculum where they embrace the opportunities to offer both locally and globally to enhance learning. However, the creative curriculum does include the formal requirements of the National Curriculum, the Early Years Foundation Stage, UAE Arabic and Islamic as well as the range of extra-curricular activities that the school organizes in order to enrich the experiences of the children. It also includes the 'hidden curriculum', or the values the children learn from the way they are treated and expected to behave. The school aims to teach children how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills so that they achieve their true potential.

The revised curriculum includes values and competencies for the students to excel in their personality development. Values define a person's character. Competencies are a unique blend of skills, attributes and disposition closely related to surroundings.

Aims and Objectives

The aims of the school curriculum are to:

- ❖ Enable pupils to reach high standards of attainment.
- ❖ Set challenging expectations of educational standards and achievement, acknowledging and challenging disadvantage and discrimination in all forms.
- ❖ Value individuals and communities.
- ❖ Acknowledge specific individual needs and meet them as far as possible within available resources.
- ❖ Provide wide and varied education experiences, which are based on the Foundation Stage Curriculum, the Key Stage 1 & 2 National Curriculum.
- ❖ Enable pupils to receive an education that will serve them well beyond their primary school experience.
- ❖ Ensure the ethos of the school provides a valuable learning experience for all young people.
- ❖ Focus on learning and students' learning outcomes rather than on textbooks or content.
- ❖ Blend core subjects, additional subjects & enrichment activities for breadth, balance & relevance.
- ❖ Cover the core areas of Arabic, English, mathematics, Islamic studies, social studies, ICT and science through clear programs of study defining the desired learning outcomes for these subjects.
- ❖ Extend learning through on-going enrichment activities such as school clubs, cultural & sporting activities & community-based activities to offer additional choice and challenge for students.
- ❖ Differentiate learning & support to meet the specific learning needs of individual students (including those students who are slower learners & those who have special gifts or talents).
- ❖ Creative curriculum partnership with local & national community, industry & wider stakeholder links.
- ❖ Have a range of approved out-of-school activities, events, visits & cultural experiences.
- ❖ Provide for a clear vocational dimension to the curriculum with good opportunities for students to become well qualified and equipped to take appropriate pathways towards meeting their career aspirations.
- ❖ Have a clearly-structured and appropriately targeted provision for students to develop strong basic skills.



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The Creative Curriculum

In order to engage, inspire and motivate, the school actively seeks out opportunities to make the learning more meaningful for the pupils. This is achieved in a number of ways, including:

- making links across subjects through the use of topic work,
- identifying areas of interest to capture pupils' curiosity,
- using a range of teaching styles to encompass the different learners within the classroom,
- planning themed weeks to encourage creativity and innovation (e.g. Book Week, Health and Safety Week),
- incorporating local and national initiatives (e.g. UAE Day, UN Day, World Peace Day, etc.),
- working with other schools and the local community (e.g. Road Safety [Traffic Department], Health Safety [Local Hospital]).

Key Skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication
- application of number
- information technology
- working with others
- improving own learning and performance
- problem-solving
- independent thinking
- independent learning
- critical thinking
- creativity
- problem-solving
- digital competency
- cultural awareness
- global citizenship
- collaboration
- initiative
- entrepreneurship
- leadership and responsible
- communication

The school believes that all children need to make good progress in these skill areas in order to develop their true potential.

Values such as resilience, respect, empathy, integrity, honesty, care and tolerance are incorporated in the school curriculum.

Independence

The school firmly believes that a successful learner is a person who is able to access, organize, select and apply resources and materials to enable them to progress their learning. In order to promote this, they are committed to provide opportunities within school for the children to develop their independence (see appendix 2).

Innovation:

- Students shall be taught lessons using innovative methods.
- Students shall be encouraged for innovative ideas.



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The AJ Group Curriculum

1. Early Years Foundation Stage:

- a. Nursery
- b. Reception

The AJ Group philosophy underpinning the Foundation Stage curriculum is that learning should be carefully planned and structured, with an emphasis on activities that are fun, relevant and motivating for each child. Teachers delivering the Foundation Stage curriculum therefore support children's learning through planned play and extending and developing children's spontaneous play.

Teaching in the early years in AJ Group means systematically helping children to learn so that they are:

- helped to make connections in their learning;
- actively led forward;
- help to reflect on what they have already learned.

Arabic and Islamic studies (for Muslim students only) /Moral Science are taught in line with ADEC's directives.

2. Key Stage 1 and 2:

Key Stage 1 & 2 follows the UK National Curriculum which is a broad **and** balanced curriculum.

Compulsory national curriculum subjects are:

- English
- Math
- Science
- Social Studies
- Art and design
- Physical education (PE), including swimming
- Information and communication technology (ICT)

Additional subjects taught as compulsory subjects:

- UAE Social Studies
- Islamic Studies (only for Muslim students)
- personal, social and health education (PSHE)

Foreign languages taught:

- Arabic is taught as a compulsory language
- French, Tagalog and Urdu are taught as optional languages



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Enriched Curriculum & Co-Scholastic Curriculum:

3P Learning is an online learning resource for school-aged students, with programs covering mathematics, spelling and literacy, reading skills.

The diversity of activities, tasks and challenges in each program instil a sense of achievement and pride in all levels of students, allowing them to track their own individual progress and improvement. Learning becomes fun – with independent learning encouraged and celebrated. It is a very powerful tool both in and out of classroom learning.

Mathletics:

Mathletics is an extremely enthralling e-learning resource, which has highly engaging curriculum-aligned content, live activities and targeted adaptive practices, coupled with powerful teaching resources, diagnostic testing and assessments.

Spellodrome:

Spellodrome encourages independent learning and the development of critical spelling awareness. Arrays of interactive and fantastically engaging games make learning to spell fun and highly motivating for students.

Reading Eggs:

Learn to read. Read to learn, a complete learning experience from the very building blocks of reading to developing advanced reading skills and strategies. Hundreds of fun lessons, comprehensive activities and over 1500 eBooks are just a click away. Reading Eggs supports core literacy teaching from ages 4 to 13 – launching students on a journey to becoming proficient readers.

Yardstick kits:

Students perform Science projects and experiments in class using materials provided by the School. Every student is provided with a kit of materials for a thorough understanding of concepts learnt as Science lessons. This has generated a lot of enthusiasm & fun at the same time towards learning.

Extended Learning:

- Extended learning through on-going enrichment activities such as school clubs, cultural & sporting activities & community-based activities offer additional dimensions and challenges for students.

Planning

The school plan out its curriculum in three phases.

The school agrees a whole school overview of each curriculum area, thus creating a long-term plan for each class. This indicates what topics are to be taught during the year and is used as a guide for delivery of foundation subjects. We



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follow the National Frameworks for Literacy and Numeracy. The long-term plans are reviewed on an annual basis (see appendix 3).

For medium-term plans, the school gives clear guidance on the objectives and teaching strategies that can be used when teaching each topic. These may be in sufficient detail to make short term plans in foundation subjects unnecessary. The Literacy medium-term planning is taken directly from the National Literacy Framework.

The short-term plans are those that teachers write on a weekly or daily basis. These are mainly used for Literacy and Numeracy planning, using them to set out the learning objectives for each session and to identify what resources and activities are going to be used in the lesson.

For Early Years Foundation Stage, they adopt a continuous provision approach to curriculum planning. Curriculum is carefully planned out to ensure that there is coherence and full coverage of all aspects of the early learning goals/development matters and there is planned progression in all six areas.

The school is well aware that all children need the support of parents/carers and teachers to make good progress in school. It strives to build positive links with the parents of each child by keeping them informed about the curriculum and how well each child is progressing.

Special Needs

The school curriculum is designed to provide access and opportunity for all children who attend the School, if there is a necessary need to adapt the curriculum to meet the needs of individuals or groups of children, then the school does.

The school provides an Individual Education Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need and outlines how the school aims to address this need. It also sets out targets for improvement so that the school can review and monitor the progress of each child at regular intervals (see SEN policy for more details).

Gifted and Talented

The school identifies children whose abilities are outside the usual range in either a particular area of the curriculum or more generally. Registry/record of the identified children is kept and maintained which serves as a guide for teachers in planning and applies strategies to meet particular need.

The Role of a Subject Leader

Activities for a subject leader may include:

- annual evaluation of the subject - identify subject priorities for future development through the SDP
- review planning
- scrutiny of work - consider standards across all abilities and ages (with colleagues)
- review and update policy when required
- resourcing - ensure resources are appropriate/suitably stored/labelled etc.
 - identifying shortfalls in resources
 - evaluating value for money when resources are purchased and deployed



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- informal monitoring - displays, use of resources, photographs, pupil interviews
- review and update scheme of work, if necessary
- arrange school based training, if needed
- attend courses, if appropriate
- disseminate from courses/action research/newsletters, when appropriate
- commit to personal professional development in the area of responsibility
- reporting to Executive Management, where appropriate

Monitoring and Review

The Head Teacher and Phase Coordinators share responsibility for the day to day organization of the curriculum and lead the monitoring of subjects that are taught throughout the school.



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Appendix 1

National Curriculum Subjects

- English
- Mathematics
- Science
- Information and Communication Technology (ICT)
- Social Studies
- Art and Design
- Music
- Physical Education

Religious Education is a required subject but is not part of the National Curriculum. Every school follows their Locally Agreed Syllabus

Foundation Stage Areas of Learning

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Curriculum Responsibilities

1. English –
2. Mathematics –
3. Science –
4. Information and Communication Technology (ICT) –
5. Social Studies –
6. Art and Design –
7. Music –
8. Physical Education –
9. Arabic –
10. Islamic Arabic –
11. UAE English –
12. UAE Arabic –
13. EYFS –