

DIS Curriculum mapping and links to Assessment Methods, Reporting and Sharing with Parents, Teaching & Learning Pedagogy, Monitoring & Evaluation, Professional Development and Outstanding Outcomes										
Our Curriculum Guarantee – The school ensures that all learners will have access to the curriculum outlined in this document using the teaching strategies and methods of assessment described below. We ensure viability of the curriculum by allocating recommended curriculum time to each subject, arranging that time to maximise learning outcomes and by ensuring all teachers are fully qualified in the subjects they teach.										
Curriculum Rationale - Early Years (Foundation Stage) - at DIS we follow the Early Years Foundation Stage Curriculum (England) which targets 17 aspects, covering the 7 areas of learning. While the development of Language, Mathematics and motor skills are at the heart of learning, there is also an emphasis on an inquiry-based learning approach; this is used to deepen understanding in topics of interest, music, art and physical development, including swimming. The curriculum is built on a skill-based learning and assessment framework, where we teach appropriate curriculum topics through continuous, enhanced and adult-led provision. There is a focus on 'learning through play' with stimulating activities in the classroom and daily opportunities to learn outdoors. Our Early Years curriculum ensures seamless transition into Primary 1 (KS1); skill and knowledge acquisition is spiralled, so that new learning reinforces and builds on previous experiences. The first half term of Primary 1 has the same 'learning through play' theme that the children experience during their Early Years education.										
DIS Phase and School Years (age)	DIS Curriculum (what DIS students will learn)		Assessment Methods (how students will be assessed)		Reporting and Sharing with Parents	Teaching & Learning Strategies / Pedagogy	Monitoring & Evaluation	Professional Development		Outstanding Outcomes
	Academic	Outside the classroom The whole student	DIS Internal	External	How parents and students will be informed about learning and progress.	How our students will learn.	How we know about the standard of teaching at DIS	Phase specific CPD	Whole School CPD	
Early Years EY1 (3) EY2 (4)	Early Years Foundation Stage (2012) 17 Aspects: <ul style="list-style-type: none"> Listening & Attention Understanding Speaking Moving & Handling Health & Self Care Self Confidence & Self Awareness Managing Feelings & Behaviour Making Relationships Reading Writing Numbers Shape, Space & Measure People & Communities The World Technology Exploring and Using Media & Materials Being Imaginative 7 Areas of Learning: <ul style="list-style-type: none"> Communication & Language Personal, Social and Emotional Development Physical Development Literacy Mathematics Understanding the World Expressive Arts & Design Arabic (for first Language Speakers) 	<ul style="list-style-type: none"> Daily outdoor learning experiences Physical play Swimming Wake Up - Shake Up <u>Events:</u> <ul style="list-style-type: none"> Healthy Week Safety Week National Day International Day <u>Educational visits/ visitors:</u> <ul style="list-style-type: none"> Dubai Aquarium 'Posh Paws' Musical performance Theatre performance Desert Drums Safa Park Mushrif Park Miracle Gardens Kidzania <u>Other activities:</u> <ul style="list-style-type: none"> Year Group assemblies Library sessions 	Baseline testing Target Tracker (Best-fit teacher judgement against 17 aspects of learning and development) Formative assessment through on-going observation EY2 Phonics assessments Moderation of teacher judgements		Meet the Teacher session Parent sharing sessions (5 times throughout the year) A web-based skills tracker: provides photographic evidence of student learning Curriculum Information Evenings in Term 1 Parent – Teacher meetings in Term 1 & 2 Summative report & Learning Journey in Term 3 Home-school diaries Sharing photographs through VLE/ parent messaging	Continuous provision Enhanced provision Adult-led provision <u>6 Domains of Learning & Teaching:</u> <ul style="list-style-type: none"> Effective LC & SC Challenge & Pace Differentiation Questioning (deeper level thinking) Independent learning Critical thinking skills TASC Wheel - an enquiry based learning approach LET's linked to the Characteristics of Learning in the EY profile Disney Learning Challenges Phased Phonics Programme Reward and behaviour strategy Marking and feedback strategy	New teacher observations Formal Appraisal observations Learning Walks Let's Share Walks Tracking of teacher performance and student performance through progress meetings Phase Leaders monitoring of: Teaching and learning, assessment practices, marking, feeding back, student progress and attainment, results analysis, aspect reviews and learning environment Phase Leaders department improvement planning, monitoring of targets and evaluation of outcomes All teachers' awareness of school Vision, Core Values and Aims Senior leadership strategic planning and school improvement planning, monitoring of targets and evaluation of outcomes Results analysis: Are all groups making progress and achieving success?	Target Tracker Photographic evidence learning portfolio Outstanding Early Years conference Developing confident talkers in Early Years Improving Communication, Language & Literacy Moderation of teacher judgements Developing outdoor learning provision	6 Domains of Teaching & Learning Training VLE Training iPad and App Training Interactive Whiteboard training Middle & Senior Leaders Training	Most of our Early Years students make progress above UK/ International standards Most students in Early Years 2 achieve a good level of development All groups of students are successful All students are happy, well cared for and have their needs supported

DIS Curriculum mapping and links to Assessment Methods, Reporting and Sharing with Parents, Teaching & Learning Pedagogy, Monitoring & Evaluation, Professional Development and Outstanding Outcomes

Our Curriculum Guarantee – The school ensures that all learners will have access to the curriculum outlined in this document using the teaching strategies and methods of assessment described below. We ensure viability of the curriculum by allocating recommended curriculum time to each subject, arranging that time to maximise learning outcomes and by ensuring all teachers are fully qualified in the subjects they teach.

Curriculum Rationale – Primary 1 (Key Stage 1) - at DIS we follow the National Curriculum for England which offers a broad and balanced range of subjects. Whilst the core subjects of Mathematics, English and Science are at the heart of learning, there is also an emphasis on learning through an inquiry-based approach; we use this to develop knowledge in Humanities, Computing, Languages, Physical Education, including swimming and Visual & Performing Arts. The curriculum is subject-based, built on a skill and assessment framework where we teach appropriate curriculum topics that reflect the international mix of our students. Our curriculum takes into consideration a clear understanding of the local culture. We enhance and embed learning through cross curricular themes, allowing learning to be seen as interdisciplinary. The curriculum is enriched through our attitude to learning strategies, extensive extracurricular activities and CAS community programmes; these develop the whole child in becoming lifelong learners, accepting cultural diversity and being responsible global citizens. Our Primary 1 (KS1) Curriculum ensures a seamless transition into Primary 2 (KS2); skill and knowledge acquisition is spiralled, so that new learning reinforces and builds on previous experiences.

DIS Phase and School Years (age)	DIS Curriculum (what DIS students will learn)		Assessment Methods (how students will be assessed)		Reporting and Sharing with Parents	Teaching & Learning Strategies / Pedagogy	Monitoring & Evaluation	Professional Development		Outstanding Outcomes
	Academic	Outside the classroom The whole student	DIS Internal	External	How parents and students will be informed about learning and progress.	How our students will learn.	How we know about the standard of teaching at DIS	Phase specific CPD	Whole School CPD	
Primary 1 (Key Stage 1) Year 1 (5-6yr) Year 2 (6-7yr)	National Curriculum for England <ul style="list-style-type: none"> Read Write Inc. Phonics scheme English Mathematics Topic (Humanities Geography & History) Science PSHE Computing Art and Design Physical Education Music Integrated Studies Library sessions Ministry requirements <ul style="list-style-type: none"> Arabic A & B Islamic Education Islamic Education for Non-Arabs 	<p>Outdoor learning activities</p> <p><u>Events:</u></p> <ul style="list-style-type: none"> National Day International Day Healthy Week MADD Week Science Week Eid Assembly Seasonal Sing Along <p><u>Visits:</u></p> <p>Year 1</p> <ul style="list-style-type: none"> Healthy Life Styles visits (Fruits & Vegetables market) Big Bus Tour SMCCU centre Posh Paws Burj Khalifa Musical performance Theatre performance <p>Year 2</p> <ul style="list-style-type: none"> Environmental study at the beach Heritage education Creek and Museum Kidzania Musical Performance Theatre Performance <p><u>Other activities:</u></p> <ul style="list-style-type: none"> Year group/ phase assemblies Library sessions Library certificates Healthy eating award Principal's Awards Pobble Award SRC Presentations 	<p>4 Assessment cycles per year incorporating National Curriculum testing in</p> <ul style="list-style-type: none"> Reading Writing Mathematics Phonics <p>4-5 Assessment cycles per year</p> <ul style="list-style-type: none"> Science <p>TA Judgements based on specific skill based Assessment criteria in</p> <ul style="list-style-type: none"> Reading Writing Speaking & Listening Mathematics Science <p>End of Year Assessment in</p> <ul style="list-style-type: none"> Phonics Reading Writing Mathematics <p>Moderation of teacher judgements</p> <p>Tracking of student progress and attainment</p>	<p>InCAS (CEM) Cognitive ability tests Years 1 & 2</p>	<p>How parents and students will be informed about learning and progress.</p> <p>Term 1</p> <ul style="list-style-type: none"> Meet the Teacher session Curriculum Information Evenings Parent-Teacher meeting Parent sharing session (Y1) Progress Report <p>Term 2</p> <ul style="list-style-type: none"> Student Led Conference Books sighted by parents <p>Term 3</p> <ul style="list-style-type: none"> Parent-Teacher meeting Books sighted by parents End of Year summative reports <p>Home-school diaries</p> <p>Assemblies</p> <p>VLE messaging/ Sharing photographs</p>	<p>6 Domains of Learning & Teaching:</p> <ul style="list-style-type: none"> Effective LC & SC Challenge & Pace Differentiation Questioning (deeper level thinking) Independent learning Critical thinking skills <p>Tasc Wheel - an enquiry based learning approach</p> <p>Self & Peer Assessment</p> <p>Read Write Inc. Phonics programme</p> <p>Pobble portfolios and strategies to promote and encourage writing</p> <p>Alan Peat Sentence types to develop the quality of writing</p> <p>VCOP to improve writing development</p> <p>LETS student characteristics linked to the IB Learner Profile</p> <p>6 R's to develop attitudes to learning</p> <p>5 B's to support independent learning.</p> <p>Marking and feedback strategy</p> <p>Transition to aid social and academic integration</p> <p>Reward and behaviour strategy</p>	<p>New teacher observations</p> <p>Formal Appraisal observations</p> <p>Learning Walks</p> <p>Let's Share Walks</p> <p>Tracking of teacher performance and student performance through progress meetings</p> <p>Phase Leaders monitoring of: Teaching and learning, assessment practices, marking, feeding back, student progress and attainment, results analysis, aspect reviews and learning environment</p> <p>Phase Leaders' department improvement planning, monitoring of targets and evaluation of outcomes</p> <p>All teachers' awareness of school Vision, Core Values and Aims</p> <p>Senior leadership strategic planning and school improvement planning, monitoring of targets and evaluation of outcomes</p> <p>Results analysis: Are all groups making progress and achieving success?</p>	<p>Read Write Inc. training</p> <p>Pobble training</p> <p>Alan Peat training</p> <p>Moderation of teacher judgements</p> <p>Developing Applying & Reasoning skills through Mathematical investigations</p> <p>Pie Corbett (visual story telling)</p> <p>TA/ CH support programme</p>	<p>6 Domains of Teaching & Learning Training</p> <p>VLE Training</p> <p>IPad and App Training</p> <p>Interactive Whiteboard training</p> <p>Middle & Senior Leaders Training</p>	<p>Most of our Year 1 and Year 2 students make progress above UK/ International standards</p> <p>Most of our Year 2 students attain above the curriculum standard</p> <p>All groups of students are successful</p> <p>All students are happy, well cared for and have their needs supported</p>

DIS Curriculum mapping and links to Assessment Methods, Reporting and Sharing with Parents, Teaching & Learning Pedagogy, Monitoring & Evaluation, Professional Development and Outstanding Outcomes										
Our Curriculum Guarantee – The school ensures that all learners will have access to the curriculum outlined in this document using the teaching strategies and methods of assessment described below. We ensure viability of the curriculum by allocating recommended curriculum time to each subject, arranging that time to maximise learning outcomes and by ensuring all teachers are fully qualified in the subjects they teach.										
Curriculum Rationale – Primary 2 (Key Stage 2) - at DIS we follow the National Curriculum for England which offers a broad and balanced range of subjects. The curriculum is subject-based, built on a skill and assessment framework where we teach appropriate curriculum topics that reflect the international mix of our students, but take into consideration a clear understanding of the local culture. Whilst the core subjects of Mathematics, English and Science are at the heart of learning, there is also an emphasis on learning through an inquiry-based approach; we use this to develop knowledge in Humanities, Computing, Languages, Physical Education, including swimming and Visual & Performing Arts. We enhance and embed learning through cross curricular themes, allowing learning to be seen as interdisciplinary. The curriculum is enriched through our attitude to learning strategies, Outdoor Education experiences, extensive extracurricular activities, CAS community programmes; these develop the whole child in becoming lifelong learners, accepting cultural diversity and being responsible global citizens. Our Primary 2 (KS2) Curriculum ensures a seamless transition into KS3; skill and knowledge acquisition is spiralled, so that new learning reinforces and builds on previous experiences, combined with the hybrid Year 6 programme, which provides a year-long transition from Primary to Secondary School.										
DIS Phase and School Years (age)	DIS Curriculum (what DIS students will learn)		Assessment Methods (how students will be assessed)		Reporting and Sharing with Parents	Teaching & Learning Strategies / Pedagogy	Monitoring & Evaluation	Professional Development		Outstanding Outcomes
	Academic	Outside the classroom The whole student	DIS Internal	External	How parents and students will be informed about learning and progress.	How our students will learn.	How we know about the standard of teaching at DIS	Phase specific CPD	Whole School CPD	
Primary 2 (Key Stage 2) Year 3 (7-8yr) Year 4 (8-9yr) Year 5 (9-10yr) Year 6 (10-11yr)	National Curriculum for England <ul style="list-style-type: none"> English Mathematics Science Humanities (Geography & History) French (Yrs 4-6) PSHE Computing Art and Design Physical Education Music Integrated Studies Library sessions <p>Year 6 is a unique hybrid curriculum year where student go through Primary 2 (KS2) to KS3 transition over an academic year</p> <p>Ministry requirements</p> <ul style="list-style-type: none"> Arabic A & B Islamic Education Islamic Education for Non-Arabs 	<u>Events:</u> <ul style="list-style-type: none"> Y6 Graduation National Day International Day Health Week MADD Week Science Week Ancient Greek/ Egypt/ Aztec days Y5 Production (Y6 join Secondary production) Ro'yati Society (Islamic Education visit) Eid assembly Seasonal Sing Along Outdoor Education camps: <ul style="list-style-type: none"> Y4 – 1 night camp Y5 – 2 night camp Y6 – 3 night camp Y6 – 1 week Int camp <u>Visits:</u> <p>Year 3</p> <ul style="list-style-type: none"> Burj Khalifa Dubai Aquarium & Rainforest café <p>Year 4</p> <ul style="list-style-type: none"> Adventure Day Cinema visit <p>Year 5</p> <ul style="list-style-type: none"> Hatta Mountains SMCUU Centre Children's City Kidzania <p>Year 6</p> <ul style="list-style-type: none"> Jumeirah Beach Park Moving Images Museum Graduation Trip <u>Other activities:</u> <ul style="list-style-type: none"> Year Group/ Phase assemblies Good work awards Library certificates Healthy Eating Awards Principal's Awards Pobble Awards EAFL Readers Cup Y6 MUN (Model United Nations) 	4 Assessment cycles per year incorporating National Curriculum testing in <ul style="list-style-type: none"> Reading Writing Mathematics 4-6 Assessment cycles per year <ul style="list-style-type: none"> Science TA Judgements based on specific skill based Assessment criteria in <ul style="list-style-type: none"> Reading Writing Speaking & Listening Mathematics Science Moderation of teacher judgements Tracking of student progress and attainment	InCAS (CEM) Cognitive ability tests in Years 3 to 6	<u>Term 1</u> <ul style="list-style-type: none"> Meet the Teacher session Curriculum Information Evenings Parent-Teacher meeting Progress Report Books sighted by parents <u>Term 2</u> <ul style="list-style-type: none"> Student Led Conference Books sighted by parents <u>Term 3</u> <ul style="list-style-type: none"> Parent-Teacher meeting Books sighted by parents End of Year summative reports Home-school diaries VLE messaging/ Sharing photographs	<u>6 Domains of Learning & Teaching:</u> <ul style="list-style-type: none"> Effective LC & SC Challenge & Pace Differentiation Questioning (deeper level thinking) Independent learning Critical thinking skills Tasc Wheel - an enquiry based learning approach Self & Peer Assessment Pobble portfolios and strategies to promote and encourage writing Alan Peat Sentence types to develop the quality of writing VCOP to improve writing development RUSAC to assist when solving Maths problems LETS student characteristics linked to the IB Learner Profile 6 R's to develop attitudes to learning 5 B's to support independent learning Marking and feedback strategy Transition to aid social and academic integration Reward and behaviour strategy	New teacher observations Formal Appraisal observations Learning Walks Let's Share Walks Tracking of teacher performance and student performance through progress meetings Phase Leaders monitoring of: teaching and learning, assessment practices, marking, feeding back, student progress and attainment, results analysis, aspect reviews and learning environment Phase Leaders department improvement planning, monitoring of targets and evaluation of outcomes All teachers' awareness of school Vision, Core Values and Aims Senior leadership strategic planning and school improvement planning, monitoring of targets and evaluation of outcomes Results analysis: Are all groups making progress and achieving success?	Read Write Inc. training Pobble training Alan Peat training Moderation of teacher judgements Developing Applying & Reasoning skills through Mathematical investigations	6 Domains of Teaching & Learning Training VLE Training iPad and App Training Interactive Whiteboard training Middle & Senior Leaders Training	Most of our Year 3 to Year 6 students make progress above UK/ International standards Most of our Year 6 students attain above the curriculum standard All groups of students are successful TIMMS & PIRLS benchmarks are achieved All students are happy, well cared for and have their needs supported

DIS Curriculum mapping and links to Assessment Methods, Reporting and Sharing with Parents, Teaching & Learning Pedagogy, Monitoring & Evaluation, Professional Development and Outstanding Outcomes

Our Curriculum Guarantee – The school ensures that all learners will have access to the curriculum outlined in this document using the teaching strategies and methods of assessment described below. We ensure viability of the curriculum by allocating recommended curriculum time to each subject, arranging that time to maximise learning outcomes and by ensuring all teachers are fully qualified in the subjects they teach.

Curriculum Rationale – Secondary (Key Stage 3) - at DIS we follow the National Curriculum for England which offers a broad and balanced range of subjects. The curriculum is subject-based, built on a skill and assessment framework where we teach appropriate subjects that reflect the international mix of our students. There is a focus on interdisciplinary cross curricular mapping of knowledge and skills to accelerate learning. The curriculum is enhanced by our extensive extracurricular activities and the ‘skills for life’ (S4L) enrichment programme that develops the whole child in areas of being a contributing and tolerant global citizen. We provide ample opportunities for students to learn outside the classroom, such as MUN, debating, Performing Arts and Sport teams. There is seamless transition from Key Stage 2 as core subjects plan together to create smooth progress into Key Stage 3 by ensuring a spiralling curriculum built on prior knowledge and skills. The Key Stage 3 Curriculum ensures students are well prepared to take on the rigours of the Key Stage 4 IGCSE courses. Students at DIS could easily transfer to a UK school, or a British international school.

DIS Phase and School Years (age)	DIS Curriculum (what DIS students will learn)		Assessment Methods (how students will be assessed)		Reporting and Sharing with Parents	Teaching & Learning Strategies / Pedagogy	Monitoring & Evaluation	Professional Development		Outstanding Outcomes
	Academic	Outside the classroom The whole student	DIS Internal	External	How parents and students will be informed about learning and progress.	How our students will learn.	How we know about the standard of teaching at DIS	Phase specific CPD	Whole School CPD	
Secondary Key Stage 3 Year 7 (11) Year 8 (12) Year 9 (13)	National Curriculum for England <ul style="list-style-type: none"> English Mathematics Humanities (Geography & History) Science French Spanish (Year 9) PSHE (S4L) ICT & Computing – including programming Art and Design Physical Education Music Drama Integrated Studies Global Perspectives (Year 9) Ministry requirements <ul style="list-style-type: none"> Arabic A & B Islamic Education Special Islamic Education 	<ul style="list-style-type: none"> Year 7 & 9 Camp Y7-9 Science Fair Y 7-9 Production MADD Week Healthy Lifestyle Week Whole Secondary School & Year Assemblies Maths UK challenge English Reader’s Cup Model United Nations World Scholars Cup Dubai Debates Emirates Airlines Festival of Literature World Village Day (Year 7) Sports Day National Day International Day 	Minimum 2 formal assessments each term per subject Moderation of formal assessments Target Settings Week 5 for baseline to measure progress National Curriculum achievement level each term per subject Assessment Week in Term 3 Student intervention and target setting	MIDYIS CEM Cognitive ability tests - Year 7 Insight CEM Cognitive ability Tests - Year 9	<ul style="list-style-type: none"> New Parents information Evening Term 1 Interim report Term 2 Interim report Term 3 Summative report Parents Evenings for each Year Group twice per year Year 9 Options Evening 	6 Domains of Teaching & Learning Focus on pace & challenge AFL Differentiation Enquiry Based Learning Questioning Techniques Independent Learning LET’s the IB Learner Profile in Early Years – Students outcome characteristics PEEL Point Evidence Explain Link to Question Peer Assessment Teacher Assessment Self-Assessment	New teacher observations Formal Appraisal observations Learning Walks Let’s Share Walks Tracking of teacher performance Aspects of learning Head of Department monitoring of: standards of teaching and learning, assessment practices, marking, feeding back, student progress and attainment, results analysis Head of Department’s department improvement planning, monitoring of targets and evaluation of outcomes All teachers’ awareness of school Vision, Core Values and Aims Senior leaderships strategic planning and school improvement planning, monitoring of targets and evaluation of outcomes Results analysis Are all groups making progress and achieving success?	VLE Training iTunes U App Training 6 Domains of Teaching & Learning Training BSME Pastoral Training BSME Curriculum & Data What Works SPARK IB Conference	6 Domains of Teaching & Learning Training VLE Training iPad and App Training Electronic Whiteboard training Middle & Senior Leaders Training	Most of our Year 7 to Year 9 students make progress above international standards Most of our Year 9 students attain above the curriculum standard All students achieve success

DIS Curriculum mapping and links to Assessment Methods, Reporting and Sharing with Parents, Teaching & Learning Pedagogy, Monitoring & Evaluation, Professional Development and Outstanding Outcomes

Our Curriculum Guarantee – The school ensures that all learners will have access to the curriculum outlined in this document using the teaching strategies and methods of assessment described below. We ensure viability of the curriculum by allocating recommended curriculum time to each subject, arranging that time to maximise learning outcomes and by ensuring all teachers are fully qualified in the subjects they teach.

Curriculum Rationale – Secondary (Key Stage 4) - at DIS we offer Cambridge IGCSE qualification which offers an inclusive, broad and balanced range of subjects. We think this is the most appropriate qualification for study at 14-16 years of age. The international nature of the syllabi suits the mix of our student body, which is made up of over 80 nationalities. IGCSE students are able to transfer their studies to the UK or other British international schools around the world. The curriculum is enhanced by our extensive extracurricular activities and the 'skills for life' (S4L) enrichment programmes that develop the whole child in areas of being a contributing and tolerant global citizen. The S4L programme focuses on areas such as careers, learning/exam skills and social responsibility at Key Stage 4. We provide ample opportunities for students to learn outside the classroom. Our Key Stage 4 Curriculum ensures seamless transition to the IBDP and IBCP programmes due to our focus on the IB learner profile at all key stages throughout the school LETs initiative. We think it is important that students take formal external examinations at 16 years old that are written, marked and ratified by an examination board in the UK. Our IGCSE results give us the ability to benchmark ourselves against UK and international standards. We use IGCSE results to gauge school performance, and to evaluate the effectiveness of teaching and learning at DIS. The students' IGCSE grades in different subject areas assist in making informed subject choices at IB.

DIS Phase and School Years (age)	DIS Curriculum (what DIS students will learn)		Assessment Methods (how students will be assessed)		Reporting and Sharing with Parents	Teaching & Learning Strategies / Pedagogy	Monitoring & Evaluation	Professional Development		Outstanding Outcomes
	Academic	Outside the classroom The whole student	DIS Internal	External	How parents and students will be informed about learning and progress.	How our students will learn.	How we know about the standard of teaching at DIS	Phase specific CPD	Whole School CPD	
Secondary Key Stage 4 Year 10 (14) Year 11 (15)	Cambridge IGCSE Subjects <ul style="list-style-type: none"> English Language and Literature Mathematics Geography History Science Dual Award Chemistry Biology Physics French Spanish Economics Business Studies Enterprise PSHE (S4L) ICT Computing Art and Design Physical Education Music Drama Integrated Studies Psychology (EDEXCEL) Ministry requirements <ul style="list-style-type: none"> Arabic A & B Islamic Education Special Islamic Education 	<ul style="list-style-type: none"> International Award (Duke of Edinburgh Bronze and Silver Award) School Production Whole Secondary School & Year Assemblies Maths UK challenge Model United Nations World Scholars Cup Dubai Debates Emirates Airlines Festival of Literature Sports Day Study Skills Days National Day International Day 	Minimum 2 formal assessments each term per subject Moderation of formal assessments Target Setting Week 5 for baseline to measure progress IGCSE grade achievement level each term per subject Assessment Week in Term 3 (Year 10) Mock Examinations in Term 1 or 2 (Year 11) Student intervention and target setting	YELIS CEM Cognitive ability tests Year 10 Cambridge IGCSE Examinations in Term 3 (Year 11)	<ul style="list-style-type: none"> New Parents Information Evening Term 1 Interim report Term 2 Interim report Term 3 Summative report IGCSE/BTEC Results analysis for parents, teachers and Board members Parents Evenings for each Year Group twice per year 3 x IB Presentation Evenings to Year 11 and parents in Terms 1 and 2 New Parents Information Evening 	LET's the IB Learner Profile in KS4 – Students' characteristics 6 Domains of Teaching & Learning Focus on pace & challenge AFL Differentiation Enquiry Based Learning Questioning Techniques Independent Learning PEEL Point Evidence Explain Link to question Peer Assessment Teacher Assessment Self-Assessment Past Examination Papers DIRT Individual Student Intervention	New teacher observations Formal Appraisal observations Learning Walks Let's Share Walks Tracking of teacher performance Aspects of learning Head of Department monitoring of: standards of teaching and learning, assessment practices, marking, feeding back, student progress and attainment, results analysis Head of Department's department improvement planning, monitoring of targets and evaluation of outcomes All teachers' awareness of school Vision, Core Values and Aims Senior leaderships strategic planning and school improvement planning, monitoring of targets and evaluation of outcomes Results analysis Are all groups making progress and achieving success?	VLE Training iTunes U App Training IGCSE Examination Board training 6 Domains of Teaching & Learning Training BSME Pastoral Training BSME Curriculum & Data What Works SPARK IB Conference	6 Domains of Teaching & Learning Training VLE Training iPad and App Training Electronic Whiteboard training Middle & Senior Leaders Training	Most of our Year 10 to Year 11 students make progress above international standards Outstanding IGCSE results year on year End of Year 11 attainment is above expected levels for most of students compared to international standards All students achieve success

DIS Curriculum Mapping and links to Assessment Methods, Reporting and Sharing with Parents, Teaching & Learning Pedagogy, Monitoring & Evaluation, Professional Development and Outstanding Outcomes										
Our Curriculum Guarantee – The school ensures that all learners will have access to the curriculum outlined in this document using the teaching strategies and methods of assessment described below. We ensure viability of the curriculum by allocating recommended curriculum time to each subject, arranging that time to maximise learning outcomes and by ensuring all teachers are fully qualified in the subjects they teach.										
Curriculum Rationale – Secondary (Key Stage 5) IB Diploma and IBCP - at DIS we offer the IB Diploma, IBCP and Group Courses which offer a broad and balanced range of subjects. The three subjects chosen at the higher level offer the same academic depth as A levels. We think the IBDP is the most appropriate pre-university qualification for study at 16-18 years of age for DIS students. The international nature of the syllabi suits the mix of our student body, which is made up of over 80 nationalities. IBDP students apply to the top universities around the world and the qualification is known for its academic rigor and challenge. We believe that this broad and balanced pre-university curriculum ensures students continue to develop their native language and mathematical skills whilst developing broader and deeper subject knowledge in the Humanities, Sciences and Foreign Languages. There is a strong focus on developing study skills such as research and referencing. The CAS component ensures students develop as well-rounded and caring members of the global community. CAS links appropriately to the D of E award offered in the Secondary School and the CAS enrichment programme in the Primary School. The TOK course and Extended Essay develop principled thinkers who can inquire and question knowledge. We provide ample opportunities for students to learn outside the classroom such as attending the Model United Nations conferences around the world. The students receive career and university application guidance for any university of their choice around the world. The IBCP offers a more specific tailored curriculum appropriate for those students who wish to follow a more vocational route to foundation degree courses and the work place. IBCP students spend a substantial amount of their time on work experience placements. Group Courses offers students an alternative route to university by completing individual certificates as per regular Diploma students, without completing the core components of Extended Essay and Theory of Knowledge.										
DIS Phase and School Years (age)	DIS Curriculum (what DIS students will learn)		Assessment Methods (how students will be assessed)		Reporting and Sharing with Parents	Teaching & Learning Strategies / Pedagogy	Monitoring & Evaluation	Professional Development		Outstanding Outcomes
	Academic	Outside the classroom The whole student	DIS Internal	External	How parents and students will be informed about learning and progress.	How our students will learn.	How we know about the standard of teaching at DIS	Phase specific CPD	Whole School CPD	
Secondary Key Stage 5 Year 12 (16/17) Year 13 (17/18)	IB Programmes ➤ IBDP ➤ IBCP ➤ IB Group Courses Group 1 • English Language & Literature • English Literature Group 2 • Arabic Language & Literature • Arabic/French/Spanish Group 3 • Business & Management • Economics • Geography • History • Integrated Technology in a Global Society (ITGS) • Psychology Group 4 • Biology • Computer Science • Design Technology • Environmental Systems & Societies (ESS) • Physics Group 5 • Mathematical Studies • Mathematics SL/HL Group 6 • Business & Management • Chemistry • Film • Music • Sports Exercise & Health Science • Theatre Arts • Visual Arts Core Courses • Theory of Knowledge (TOK) • Extended Essay (EE) • Creativity, Action, Service (CAS) Programme • PSHE (S4L) IB specific BTEC Subjects • BTEC Leisure & Tourism Ministry requirements • Arabic A & B • Islamic Education • Special Islamic Education	✚ International Award (Duke of Edinburgh Silver and Gold Award) ✚ School Production ✚ Whole Secondary School & Year Assemblies ✚ Maths UK Challenge ✚ Model United Nations ✚ World Scholars Cup ✚ Dubai Debates ✚ Emirates Airlines Festival of Literature ✚ Sports Day ✚ Study Skills Days ✚ National Day ✚ International Day ✚ University Fairs ✚ University application student and parent meetings ✚ IB Team Building Day	Minimum 2 formal assessments each term per subject Moderation of formal assessments Target Settings Week 5 for baseline to measure progress IB points score achievement level each term per subject Twice termly progress tracker points score Assessment Week in Term 3 (IB1) IB Mock Examinations in Term 1 (IB2) Academic Mentoring Student intervention and target setting	ALIS CEM Cognitive ability test Year 12 IB Examinations Extended Essay TOK Essay and Presentation CAS diaries completed on line. BTEC Examinations and Coursework IB Examinations in Term 3 (IB2) IELTS (International English Language Testing System)	➤ Y11 interviews ➤ New Parents Information Evenings ➤ Term 1 Interim report ➤ Term 2 Interim report ➤ Term 3 Summative report ➤ IGCSE/BTEC Results analysis for parents, teachers and Board members ➤ Parents Evenings for each Year Group twice per year ➤ 3 x IB Presentation Evenings to Year 11 students and parents in Terms 1 and 2 ➤ Universities Counsellor – Monthly Newsletters ➤ University application student and parent Information Evenings ➤ IB Application Process for Y11 – information is available on the website and sent to parents ➤ IB Reading List sent to Y11 students and their parents	LET's the IB Learner Profile in IB Years – Students' characteristics 6 Domains of Teaching & Learning Pace & Challenge AFL Differentiation Enquiry Based Learning Questioning Techniques Independent Learning PEEL Point Evidence Explain Link to question Peer Assessment Teacher Assessment Self-Assessment Past Examination Papers DIRT Individual Student Intervention	New teacher observations Formal Appraisal observations Learning Walks Let's Share Walks Tracking of teacher performance Aspects of learning Head of Department monitoring of: standards of teaching and learning, assessment practices, marking, feeding back, student progress and attainment, results analysis Head of Department - department improvement planning, monitoring of targets and evaluation of outcomes All teachers' awareness of school Vision, Core Values and Aims Senior Leaders Strategic Planning and School improvement planning, monitoring of targets and evaluation of outcomes Results analysis All groups making progress and achieving success IB Clinic – drop in for students and parents	VLE Training iTunes U App Training IB Subject Training IB Examiner training 6 Domains of Teaching & Learning Training BSME Pastoral Training BSME Curriculum & Data What Works SPARK IB Conference Professional Interviews conducted with new IB teachers	6 Domains of Teaching & Learning Training VLE Training iPad and App Training Electronic Whiteboard training Middle & Senior Leaders Training Induction Week - new IB Teachers Induction	Most of Year 11 to Year 12 students make progress above international standards Outstanding IB results year on year End of Year 13 attainment is above expected levels for most of students compared to international standards All students achieve success Strong Academic Mentoring programme means students are always aware of points and their progress