



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 Al-Futtaim Education Foundation

Curriculum Policy

Date	06 December 2020
Review Date	06 December 2021
Owner	Director
Author	Brian Cleary, Paul Gardner, Sarah Marshall, Fiona Ryan
Version	Version 2
Policy Type	Board
Circulation	External
Date Authorised	06 December 2020
Authorised By	Board of Governors

AIMS:

- Provide an agreed overview of our curriculum based on the National Curriculum for England and IB curriculum content
- Ensure curriculum coverage and delivery is consistent, challenging, progressive and balanced
- Raise attainment and maximise progress for all students

LINK TO THE SCHOOL CORE VALUES AND AIMS:

This Curriculum Policy is aligned to the following Core Values and Aims;

- Promoting life-long learning.
- Encouraging creativity and global awareness through a holistic and nurturing curriculum.
- Addressing the individual needs of all students including special needs, gifted and talented and English language learners.
- Empowering students to achieve their academic potential.

OBJECTIVES:

- Lifelong learning is promoted through a creative, broad and balanced curriculum.
- Curriculum content and delivery is progressive.
- The needs of all learners are met through curriculum adaption and personalised learning targets.

CURRICULUM DESIGN

We provide an adaptive, challenging and coherent curriculum that is based on a clear rationale which aligns to our school and the UAE National Vision. Our comprehensively structured, broad and balanced curriculum is challenging, relevant and personalised. The curriculum ensures a smooth transference of skills leaving students very well prepared for the next phase of learning and beyond. Students are given opportunities to strengthen their skills and knowledge through creative, innovative, physical, practical and real life experiences. Clear evidence of learning based on following student needs and interests can be seen throughout. Cross curricular themes are systematically and innovatively planned so as to develop meaningful opportunities to promote critical thinking, allow for the effective use of technology and to ensure a deeper understanding of learning across subjects. The curriculum is continually reviewed both horizontally and vertically, so as to impact positively on student achievement, student aspiration as well as Emirate and national priorities.

CURRICULUM ADAPTION

We pride ourselves on an effectively planned and integrated curriculum. Our appropriately modified and stimulating learning opportunities engage and challenge all students. The curriculum is motivating and diverse to reflect our international student population. Our teachers are innovative, flexible and creative when modifying the curriculum to support inclusivity, this allows students the support they need to achieve both personal and academic goals. We provide opportunities to extend students to achieve and nurture their aspirational targets and as a result they gain a well-rounded education. The curriculum provides many opportunities for students to engage in various creative, enterprising and innovative learning opportunities including regular social contributions. Students access engaging and stimulating learning opportunities both inside and outside of the classroom including opportunities to work with the local community on purposeful, creative and enterprising projects. Every opportunity is made for students to explore and expand their knowledge and enjoyment through a wide range of extra-curricular activities. Our curriculum ensures students develop a clear understanding and appreciation of the UAE in all aspects and across numerous subjects.

Curriculum Rationale - Early Years Foundation Stage:

Our inspiring, challenging and student-centred curriculum is based on the Early Years Foundation Stage Framework (EYFS), modified to integrate aspects of UAE culture and heritage. Delivered by a team of expert practitioners and specialist teachers in Play, Physical Education, Arabic and Phonics, cross curricular themes are innovatively delivered developing critical thinking skills, allowing for deep levels of learning across our wide variety of subjects and supported by the effective integration of digital technology. Innovative, stimulating break-out spaces both indoors and outdoors, allows exciting learning opportunities to be created which are loved by students, parents and staff. Our rich and diverse curriculum give students opportunities to develop a wide range of skills and knowledge through creative 'play based' and 'problem based', physical, practical and real-life experiences, both inside and outside of the classroom. Teachers are both flexible and innovative when modifying the curriculum to support inclusivity, with high levels of personalisation embedded to reflect the diversity in culture and needs of our cohort of students. Modifying the curriculum to follow the student interests ensures high levels of engagement and provides students with the support required to achieve both their personal and academic goals. Regular opportunities are provided for students to engage in creative and enterprising learning opportunities, further enriched by special events, trips, visitors, clubs and peer led learning experiences.

Curriculum Rationale – Key Stage 1:

Our dynamic, challenging and lively curriculum is based on the National Curriculum for England, modified to integrate aspects of local culture and heritage. Delivered by a team of expert practitioners and specialist teachers in Arabic, Physical Education, Performing Arts, Islamic (for Muslim students) and Library. Cross curricular themes are innovatively delivered developing critical thinking skills, allowing for deep levels of learning across our wide variety of subjects, supported by the effective integration of technology. Our rich and diverse curriculum give students opportunities to develop a wide range of skills and knowledge through creative, physical, practical and real-life experiences, both inside and outside of the classroom. Teachers are both flexible and creative when modifying the curriculum to support inclusivity, with high levels of personalisation embedded, providing students with the support required to achieve both their personal and academic goals and extending students to achieve aspirational targets across the wide range of subjects on offer. Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, further enriched by special events, trips, visitors, clubs and peer led learning experiences.

Curriculum Rationale – Primary 2 (Key Stage 2):

Our dynamic, challenging and lively curriculum is based on the National Curriculum for England, modified to integrate aspects of local culture and heritage. Delivered by a team of expert practitioners and specialist teachers in Art, Arabic, Physical Education, Computing, Performing Arts, Islamic (for Muslim students), and Library along with French and Design and Technology for Years 5 and 6. Cross curricular themes are innovatively delivered developing critical thinking skills, allowing for deep levels of learning across our wide variety of subjects and supported by the effective integration of technology. Our rich and diverse curriculum give students opportunities to develop a wide range of skills and knowledge through creative, physical, practical and real-life experiences, both inside and outside of the classroom. Teachers are both flexible and creative when modifying the curriculum to support inclusivity, with high levels of personalisation embedded, providing students with the support required to achieve both their personal and academic goals and extending students to achieve aspirational targets across the wide range of subjects on offer. Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, further enriched by special events, trips, visitors, clubs and peer led learning experiences.

Curriculum Rationale - Key Stage 3:

Our dynamic, broad and inclusive curriculum is based on the National Curriculum for England, modified to integrate aspects of local culture and heritage. Delivered by a team of expert practitioners, educated at Degree level in their teaching subjects, students receive specialist educators in English, Maths, Science, Art, Computer Science, Design Technology, Drama, Humanities, Languages (Arabic and European), Music, and Islamic (for Muslim students).

Teachers are both flexible and creative when modifying the curriculum to support inclusivity, with high levels of personalisation embedded, providing students with the support required to achieve both their personal and academic goals and extending students to achieve aspirational targets across the wide range of subjects on offer. Our curriculum in KS3 is developed to stretch and challenge all our students and is based on a solid grounding of academic excellence. Here at DIS we place a huge emphasis on not ceiling student achievement.

Through our blended learning approach students will have the opportunity to become more independent and digital literate, whilst developing them into responsible global citizens of the future. We place the IB learner profile at the heart of our curriculum to ensure that each child becomes a well round individual as they move into the next stage of their educational journey.

Our rich and diverse curriculum gives students opportunities to develop a wide range of skills and knowledge through creative, physical, practical and real-life experiences, both inside and outside of the classroom. Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, further enriched by special events, trips, visitors, clubs and peer led learning experiences. We strongly believe that the experiences students receive outside of the classroom are just as important as those in it and are fundamental to developing our students.

Each Year, our curriculum offer is reviewed rigorously to ensure that it is fit for purpose. Each subject undergoes a Yearly review with the focus on Intent, Implementation and impact. The design of each curriculum is well thought through providing coherence across the curriculum. This allows authentic links to be made across subject areas which enhances the learning of students.

Curriculum Rationale - Key Stage 4 - IGCSE / GCSE

We offer Cambridge IGCSE, AQA GCSE and Edexcel IGCSE/ GCSE qualifications which offer an inclusive, broad and balanced range of subjects. We offer a mix of the (I)GCSE and traditional GCSE, depending on what is best for the individual needs of the subject area. The curriculum is enhanced by our extensive extracurricular activities and enrichment programmes that develop the whole child in areas of being a contributing and tolerant global citizen. 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 skills at all Key Stages. 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 (I)GCSE results give us the ability to benchmark ourselves against UK and international standards. We use (I)GCSE results to gauge school performance, and to evaluate the effectiveness of teaching and learning at DIS. The students' (I)GCSE grades in different subject areas assist in making informed subject choices at IB.

Curriculum Rationale - IB Diploma and IBCP:

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.

LINKS TO OTHER POLICIES

This Curriculum policy should be read in conjunction with the Admissions, Assessment, Learning and Teaching, G&T and SEND policies.