



# Curriculum Policy

<b>Policy Issued</b>	June 2020
<b>Next Review</b>	June 2021
<b>Lead Professional</b>	Assistant Principals – Curriculum & Assessment
<b>SGG Ratification</b>	June 2020

## **Rationale**

At Al Mamoura we aim to provide a broad, balanced and enriched curriculum, with access for all. This policy is supported by appropriate long, medium and short term plans which ensure appropriate coverage and assessment occur in all subjects' areas from Nursery – Year 12. Instructions is in English, except when in a language lesson which operate in the language being taught. The MOE curriculum is delivered alongside the ENC to ensure all students have the opportunity to access the Arabic dimension across the school.

The aim of this policy is to ensure that all students receive a balanced curriculum that is consistent across all departments.



## Introduction

At Al Mamoura Academy we are an innovative learning community where we nurture our learners through collaboration, leadership and creativity. We believe that learning is an enjoyable, lifelong process through which everybody can achieve their potential and exceed their expectations. We will challenge and support our students to do their very best by providing an extensive range of exciting learning experiences beyond the statutory requirement, ensuring that each learner has access to a broad and balanced curriculum. In this way we aim to nurture and develop each individual socially, emotionally, academically and physically, thus preparing them to make a positive contribution to society.

Ultimately, it is our aim to provide a broad and balanced skills- based curriculum that has a clear rationale and is centred around our Learners and Teaching DNA alongside the Mamoura Mascot Manners and the Aldar Core Values of excellence, creativity, passion, respect, and collaboration. The overall quality of the curriculum is designed to meet the needs of all students, ensuring a wide variety of subjects provides creative, practical and physical experiences. We endeavour to deliver a rich, stimulating and progressive curriculum with flair and variety; offering far-reaching opportunities for students so that they will develop their intellectual, artistic, cultural, spiritual and physical abilities to the full. It helps students achieve more and enables the right of every child to:

- stay safe
- be healthy
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing



## Curricular Aims

At Al Mamoura Academy we understand the importance of providing a great start to a student's education, igniting their passion for learning as they grow. The quality of life and learning within our School is important and we endeavour to provide an experience that extends beyond the one contained in the English National Curriculum. We offer an academic but fun, stimulating and caring environment, ensuring each student's safety as they develop the confidence needed to take on new challenges. We recognise that each student is uniquely talented, and our goal is to encourage them 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 by:

- ensuring statutory requirements of the English National Curriculum and the Ministry of Education are met providing our students with a varied curriculum with strong values
- regularly reviewing and keeping up to date with changes in the English National Curriculum and from the Ministry of Education; identifying strengths and weaknesses within our teaching and data analysis should also help to review and sculpt the curriculum
- ensuring innovative and dynamic learning takes place; including cross curricular opportunities that are deliberately planned to enrich student's experiences and give them a better understanding of the 'bigger picture'
- personalising learning at every opportunity to ensure students are always well supported, guided and challenged, enabling them to develop skills in specific areas of interest
- creating a curriculum where the transition of students between years and key stages is seamless; this includes preparing our students for the working world and university after they leave us. Primary and Secondary will work closely together to ensure this happens
- ensuring that high expectations and standards are the norm and that students are always motivated to do better. Challenging work should always be available and should be built into all lessons



## **English National Curriculum**

At Al Mamoura Academy, the curriculum is effectively planned to provide a systematic delivery of content and a progression of skills throughout all year groups. Curriculum mapping and topic-based learning fosters excellent links between subjects to ensure that the curriculum flows progressively across the phases. Planning and schemes of work are structured so that students learn systematically, building on knowledge and skills year on year. Personal, social and emotional education are also integrated through our school ethos, underpinning our everyday teaching, assemblies and standalone events.

## **Early Years Foundation Stage**

In our Foundation Stage, dedicated teachers encourage and promote 'active' learning throughout all the areas of the Early Years Foundation Stage Curriculum (EYFS), celebrating each student's achievements and preparing them for a smooth and happy transition into the Primary School. The curriculum sets out what most students are expected to achieve by the end of the Foundation Stage. It is organised in seven areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Knowledge and Understanding of the World
- Expressive Arts and Design

Teachers encourage and extend each student's natural curiosity and enthusiasm as they build their range of skills. Students will learn in groups, pairs and individually across an array of different activities as we discover their learning styles and preferences. Digital Technology is woven seamlessly into the lessons, ensuring that all students are confident interacting with technology as a learning tool.



## **Lower and Upper Primary**

In the Lower and Upper Phases of the Primary School we provide an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs. Each classroom establishes a climate of warmth and support in which self-confidence and self-esteem can grow. In which all students feel valued and are able to make mistakes as they learn, without fear of criticism. We teach the following subjects:

- English
- Mathematics
- Science
- Computing
- History
- Geography
- Design & Technology
- Art
- Music
- Physical Education

## **Middle and Senior School**

In the Middle and Senior School students are prepared for the opportunities, responsibilities and experiences of adult life through a variety of aspects of the curriculum. All teachers have an important part to play in the spiritual, moral, social and cultural development of students, and they should:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the law
- encourage students to accept responsibility for their behaviour, show initiative and contribute to Academy life
- assist students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions



## **Ministry of Education Curriculum**

At Al Mamoura Academy, we follow the Ministry of Education Curriculum for both Native and Non-native students. The Arabic Language Curriculum is designed to offer a distinctive, modern learning that is based on teaching the four main skills: reading, writing, listening and speaking.

As part of the MOE curriculum, Moral Education, Islamic Studies and Social Studies is taught through an innovative, engaging approach designed to develop students of all nationalities and ages in the UAE with universal principles and values.

The Moral Education programme covers four main pillars;

- character and morality
- the individual and the community
- civic studies
- cultural studies

The Islamic Studies programme aims to prepare students to meet the challenges of the future through encouraging a knowledge of the outside world and contributing to the preparation of a generation loyal to their country. The curriculum provides the necessary knowledge, skills, values, and directions to enable students to preserve their country and participate in its renaissance.

The Social Studies programme has been designed based on the Unified National Framework for Curriculum and Evaluation Standards. Within this curriculum, students from Year 1-9, explore the history, geographical features and the economical status of the United Arab Emirates and Gulf Coast Countries.



## **Curriculum Design**

Each department is responsible for the design of their curriculum so that all students have the opportunity to learn and make progress. Learning and progress are monitored frequently and are recorded regularly through the Academy's Assessment, Recording and Reporting procedures. In particular, the schemes of work seek to:

- reflect the Academy's vision and mission statement
- provide continuity and progression in the acquisition of knowledge, development of skills and understanding and development of attitudes and values for each student
- build on each student's aptitudes, prior learning and achievements
- foster in students the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves
- provide a love of learning that will stay with the students through their lives
- provide the broad range of knowledge and skills that students need for university and beyond
- prepare students for the appropriate public examinations
- ensure that ICT and other appropriate resources are used wherever appropriate to enhance learning
- support the personal, social and moral aspects of the curriculum
- ensure that students on the SEN Register and AoE/AGT are catered for appropriately
- ensure that all students have appropriate opportunities for support, stretch and challenge in their learning

## **Extra-curricular activities**

At Al Mamoura Academy, a wide range of activities is offered at the start of each term. Parents of the students wanting to attend such activities are asked to sign a consent form. Most teaching staff participate in the provision of extra-curricular activities at some stage during the year. We also have many enrichment activities organised by external providers.



## Curriculum Compliance

In order to be compliant, the following must be true for the MOE subjects:

- The duration of each session should not be less than 40 minutes, and the school has the right to apply the expected time of the classes in proportion to its weekly schedule, provided that the total minutes are not less than the total minutes of the classes stipulated in the attached schedule.
- Teaching the three compulsory subjects in this resolution in accordance with the expectations of the national documents of the curriculum of Islamic Studies, Arabic language for Native and Non- Native speakers and Social Studies.
- Arabic is an optional subject for Non-Arabic speaking students after year nine.

### Native Speakers

Subject / YG	1	2	3	4	5	6	7	8	9	10	11	12
Islamic Studies	3	3	3	2	2	2	2	2	2	2	2	2
Arabic language	6	6	6	5	5	5	4	4	4	4	4	4
Moral Education	-	1	1	1	1	1	1	1	1	1	1	1
Social Studies	1	1	1	1	1	1	2	2	2	-	-	-

### Non-Native Speakers

Subject / YG	1	2	3	4	5	6	7	8	9	10	11	12
Islamic Studies	2	2	2	2	2	2	2	2	2	2	2	2
Arabic language	4	4	4	4	4	4	4	4	4	Optional	Optional	Optional
Moral Education	-	1	1	1	1	1	1	1	1	1	1	1
Social Studies	1	1	1	1	1	1	1	1	1	-	-	-



## Timetable Allocations

### Lower and Upper Primary

SUBJECTS	NUMBER OF LESSONS	
	Year 1-3	Year 4
English	5	5
Mathematics	5	5
Science	2	3
Arabic	5	5
Islamic Studies	3	2
Social Studies (N) / (NN)	1	1
Moral Education	1	1
Topic	2	2
Music	1	1
Physical Education	2	2
ICT	1	1
Library	1	1
Guided Reading	5	5



## Middle School

SUBJECTS	NUMBER OF LESSONS			
	Year 5	Year 6	Year 7 & 8	Year 9
English	5	4	4	4
Mathematics	5	4	4	4
Science	2	3	3	3
Arabic	5	4	3	4
Islamic Studies	2	2	2	2
Social Studies(N) / Private Studies (NN)	1	2	2	2
Moral Education	1	1	1	1
Geography	-	1	2	2
History	-	1	2	2
French	-	1	2	2
Design Technology and Food	1	2	2	2
Art	1	1	1	1
Music	1	1	1	1
Physical Education	2	2	2	2
ICT	1	1	1	1
Drama	-	1	1	1
Guided Reading	5	-	-	-
Topic	1	-	-	-
Study Skills	-	2	-	-



## Senior School – Years 10 and 11

When students enter Year 10, they choose their GCSE subject where there are 19 subjects for them to choose from. Their curriculum has been split up into core subjects and GCSE option subjects. During the academic year 2020-2021, Year 10 students take 4 GCSE subjects while Year 11 take 3 GCSE subjects.

There is an exception for some students for whom the SEN Coordinator, in consultation with the parents and student, deem it more appropriate for the student to study a reduced number of subjects because of their learning needs. In a similar way it is sometimes deemed appropriate for a student to take an extra subject – for example in the case of a bilingual student.

SUBJECT	NUMBER OF LESSONS	
	Year 10	Year 11
<b>Core Subjects</b>		
English	4	5
Mathematics	4	5
Science	5	6
Arabic	3	3
Islamic Studies	2	2
Moral Education	1	1
Physical Education	2	2
<b>Option Subjects</b>		
Geography	3	3
History	3	3
ICT	3	3
Art	3	3
Music	3	-
English Literature	3	-
French	3	3
Spanish	3	-
Food Technology	3	3
Graphics	3	-
Business	3	3
Economics	3	-
Psychology	3	-
Arabic 1 <sup>st</sup> Language	3	-
Support for Learning	3	-



The option blocks for Year 10 in 2010-2021 is as follows:

<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>	<b>Option 4</b>
Business Psychology History SFL	Graphics Psychology Economics French Food Technology SFL	Geography Art Arabic 1st Language Psychology	ICT Business Music Spanish

The option blocks for Year 11 in 2010-2021 is as follows:

<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>
Geography History	ICT Art English Literature	French Food Technology Business



## Senior School – Post 16

At Post 16 the GCE AS and A level curriculum offers 19 subjects for students to choose from where it continues to evolve but reflect the interests and abilities of each cohort, each year. Whilst the context for delivery of the curriculum may change the skills that we seek to develop remain the same. In Post 16 the curriculum is a skills based curriculum which aims to encourage students to apply the skills acquired at KS 4 with greater independence.

SUBJECTS	NUMBER OF LESSONS
	Year 12
<b>Core Subjects</b>	
Arabic	3
Islamic Studies	2
Moral Education	1
Physical Education	1
Enrichment	2
<b>Option Subjects</b>	
Art and Design	-
Photography	-
Product Design	-
Biology	-
Chemistry	-
Physics	5
Mathematics	5
Further Mathematics	-
Economics	5
Business	5
History	-
English Language & Literature	-
Psychology	5
Modern Foreign Languages – French - Spanish	-
Geography	-
ICT	5
Computer Science	-
EPQ Qualification	1



The option blocks for Year 12 in 2010-2021 is as follows:

<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>	<b>Option 4</b>
Mathematics Economics	Business	Physics ICT	Psychology

### **Curriculum review**

Curriculum review is performed on an annual basis, but also regularly by teachers, subject leaders and leadership at all levels, with a view to ensuring it meets the needs of the students and is kept aligned to the ENC and the UAE National Priorities. The evidence of the impact of the curriculum on achievement and enjoyment, termly reports, data analysis, staff and student voice and parental feedback are all taken into consideration. There is regular review of potential areas for innovation. Heads of Subject and Departments are encouraged to share their ideas through their meetings with their line manager, or through Heads of Department meetings, through the open forum meetings and through their department Review and Action Plans. Student voice and parental voice also offer opportunities for ideas to be offered.



## **Responsibilities:**

**ELT** will ensure that:

- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Executive Leadership Team annually through monitoring of planning and timetables.
- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of Aldar Education and indicate how the needs of individual students will be met.
- All students are able to access the curriculum through effective and appropriately resourced differentiated activities. Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the English National Curriculum.
- All subjects will be taught and assessed with an emphasis on a 'skills- based' approach, with 'challenge evident at all levels of planning.
- The Curriculum is designed to reflect our local community and the opportunities within our local area. The curriculum will also ensure that all aspects of community cohesion are addressed.
- The procedures for assessment meet all legal requirements and students and their parents receive information to show how much progress the students are making, how they compare with national expectations, and what is required to help them improve.
- Leadership is distributed and subject leads appointed and empowered to drive curriculum areas forward through Curriculum Action Groups (CAGs).

**Middle Leaders** will ensure that:

- Termly reviews will be carried out to record curriculum compliance, coverage and ensure continuity and progression for students across the school.
- The school curriculum is implemented in accordance with this policy.
- Subject Leaders and Directors of Phase are to keep up to date with National Curriculum changes and ensure this is reflected in any documentation produced. It is important that reviews take place as we constantly look to improve what we teach alongside the way we teach it.
- The subjects for which they have responsibility are led and managed effectively to enable successful delivery of the whole curriculum, using quality resources.
- Leaders of English, Mathematics, Science and the Educational Technology Coach should support other subject areas in ways in which they can embed key areas into their subject and lessons. This should also be monitored with sharing of good practice taking place across all phases.



**Teachers** will ensure that:

- They have a secure and up-to-date subject knowledge in all areas of the curriculum that they deliver.
- The agreed curriculum is consistently planned and delivered where students are given creative and innovative learning experiences.
- A range of teaching techniques are used which challenges and stimulates the students mind.
- They enable all students to work with increasing independence regardless of their age or ability.
- They have high expectations of the students and the students share these expectations.
- The opportunities for extending learning beyond the classroom are promoted.

This policy is to be read in conjunction with these further policies:

- Teaching and Learning Policy
- Assessment, Recording and Reporting policy
- Marking & Feedback Policy
- Homework Policy