



## CURRICULUM POLICY

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
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Role	CURRICULUM SUPERVISOR
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Signature	



**INDIAN SCHOOL**  
**RAS AL KHAIMAH**



## **CURRICULUM POLICY**

Education aims at making children capable of becoming responsible, productive and useful members of the society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in school. Attitudes, emotions and values are the integral part of cognitive as well as conceptual development of the learning process.

Curriculum is, perhaps, best thought of as a set of planned activities which are designed to implement educational aims. Such aims target at the content of what is to be taught and the choices in methodology of teaching, materials prepared for the classroom and evaluation.

Indian School, RAK is dedicated to challenge each student not only in the field of academic, but also to support them in physical, emotional and social development through the diverse opportunities and wonderful activities. The emphasis of ISRAK curriculum focuses on personality development, character formation, leadership qualities and a global outlook to build up a career in the field of their choice.

The school has made sufficient modification in the CBSE curriculum in order to meet the international standards in Grades 1 – 8, to develop cognitive, psychomotor and affective skills, emphasizing on the thought process of the student, using evaluation to buildup learning strategies and to determine social utility. The success of this curriculum depends upon its effective implementation and it is expected that the teachers will make efforts to create better facilities, develop linkages with the world of work and foster conducive environment as per recommendations made in the curriculum document.

## SCHOOL CURRICULUM OVERVIEW

**“Education is a fundamental element for the development of a nation and the best investment in its youth.” -Sheikh Mohammed bin Rashid Al Maktoum  
-The UAE Vision 2021.**

As well as promoting academic achievement, our dynamic, child-centric, skills-based curriculum has been designed to ensure the all-round development of each and every student – identifying their unique talents and unleashing their true potential, INDIAN SCHOOL, RAK offers a curriculum which follows a clear rationale and is aligned to NCERT/CBSE, and UAE national visions, parameters and programmes. Well-balanced and rigorous, the curriculum enables our students to acquire and develop knowledge, skills and values in a highly stimulating as well as challenging environment. It is a rich, varied and inclusive curriculum that acknowledges the uniqueness of every child and caters to the diverse needs of every individual in all spheres of their school life and maintain their connections with their own home country and culture

A challenging environment is used to accelerate progress in reading and writing across the curriculum. The co-curricular activities, sports events, assemblies, intra-school competitions, various clubs, excursions, innovative projects and community service endeavors are all linked to the curriculum and help the students in developing their independent thinking, talents, skills as well as leadership qualities.

The School curriculum elaborately focuses on the Content, Learning Objectives and Learning Outcomes of the educational programs. Students are inculcated a broad and balanced range of subjects and activities – an action plan with the special reference to intellectual, physical, spiritual, moral and social development which prepares the young mind for the challenges of globalization. The learning experiences ISRAK offer paves the way for the construction of knowledge, fostering creativity which is programmed by the subject experts.

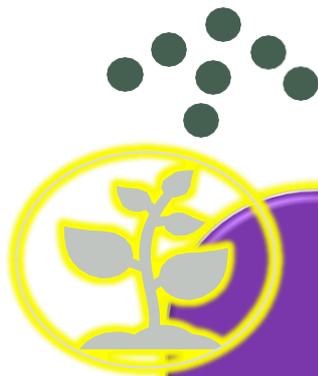
ISRAK’s mission is to advance the learning skills of the students within a global context, by providing quality and affordable education and shaping generations of responsible global citizens. The school will groom the citizens of tomorrow through an integrated education model that encompasses the development of their physical, academic, emotional and social competencies. To us, every student is unique and he/she is respected and loved for his/her individuality. ISRAK's goal is to work with commitment coupled with professionals' support in instilling into the students the values of honour and honesty, and also boost their self-confidence, attitude, creativity and knowledge. Through our actions, we will definitely advance the welfare of the community we serve.

***The overarching goals of the Curriculum are diverse and flexible which enable the learners:***

- *To enhance the overall development—physical, intellectual, social and emotional*
- *To develop assertive communication and interpersonal skills*
- *To create a strong sense of human values*
- *To foster national unity and cultural learning in an interdependent society*
- *To nurture creative thinking and learning competencies required for the bright future*
- *To promote goal setting, decision making to empower in an information-driven economy*
- *To acquire the ability to utilize technology and information for the betterment of humankind*
- *To recognize and value the collective heritage, ideas and values of a multicultural world and demonstrate sensitivity to socio - cultural diversity*
- *To develop ethical reasoning skills including one's physical and mental well being*

Starting at Kindergarten level, the curriculum culminates in the All India Secondary Schools Examination at the end of Grade 10, and the All India Senior School Certificate Examination, at the end of Grade 12, both of which are overseen by the Central Board of Secondary Education (CBSE), New Delhi, India.

Opening up a vista of opportunities, these qualifications set pupils graduating from CBSE Schools UAE, in good stead to apply for universities and higher education colleges across the globe.



### OUR MISSION

- To foster a culture of innovation, research, collaboration and enterprise in learning.
- To inculcate values among students through targeted programmes.
- To provide a broad, balanced and challenging curriculum, sensitive to the needs of all students.
- To build a team of well-informed professionals who can develop a community of self-reliant learners and competent leaders.
- To involve all stakeholders as effective partners in the school wide development programme.



### OUR VISION

To create a safe and inclusive school environment founded on values, that empowers ALL students to be independent, reach their full potential and become competent global citizens.

## Organization and Planning

As part of the process of designing the curriculum for a unit of work, teachers consider how ISRAK's Ethos can be incorporated into and lived out through the teaching and learning. Within all phases, the curriculum is developed as block units of work enriched with real-life experiences, cross-curricular links, value-based, and innovative learning.

### Planning

Planning within all phases and all subjects takes on the following structure:

- Curriculum Overview

To allocate teaching time to each unit of work

- Long Term Planning

All curriculum aspects are being taught to ensure statutory requirements are being met.

- Medium Term Planning

To ensure unit plans demonstrate a full coverage of all curriculum objectives, the inclusion of prior learning of students, assessment opportunities, cross-curricular and real-life/UAE links.

- Weekly Lesson Plans

Individual lesson plans that outline student expectations, timed, differentiated class activities, and anticipated short and long-term outcomes.

### Structure

Indian School's curriculum is planned for each grade and each subject across each grade, subject leaders and grade leaders create the plans in collaboration with the teachers in the appropriate grade/subject to ensure complete understanding and ownership of each plan.

The curriculum structure is explained as follows:

#### Long-Term Planning -(Curriculum and Progression Maps)

(LTP) This is a plan of the course content/topic areas covered over the academic year, which is broken down into 2 terms Long term planning enables the school to map the NCERT and CBSE curriculum standards/expectations with the planned curriculum for Indian School, ensuring full curriculum coverage with differentiated routes of progression. This ensures that previously learned 'chunks' of the curriculum are built upon at the students' different levels of understanding and grasp, but still cover CBSE requirements alongside meeting the MoE UAE statutory guidelines.

Teachers use the NCERT and CBSE curriculum standards to plan course content over an academic year which is split into two terms from April to March. Teachers map the curriculum for each grade up to Phase 4, to track progression and coverage across the school in ways that invite differentiation so as to meet the needs of differently performing groups of students. This ensures a seamless curriculum transition between grades and phases. The school's planning provides parents, teachers and students with the assurance that should families be required to relocate and their child enroll at another CBSE

school, the transition from Indian School RAK to another school, in terms of curriculum and subjects studied, should be seamless.

#### Medium Term Planning (MTP)

This overviews the content of the curriculum that is to be followed in each block in greater detail. Each term is divided on a timeline of blocks of five, six or seven weeks, which broadly outlines weekly curriculum activities. Medium-term planning generally considers the best order in which the content can be taught, building on previous learning and developing knowledge and understanding through the year. At this point in planning, careful consideration is given to the assessment focus which measures learning objective outcomes, cross-curricular links and available resources from LMS, YouTube, Google classroom and texts. Implicit in the MTP are opportunities for tiered activities and differentiated assessment to allow all students to access the curriculum content at a level suitable for their learning needs. This is a more detailed plan of the content/topic areas broken down over the academic year. Each block of planning will include: Learning objectives, differentiated activities, resources and assessment opportunities.

#### Short Term Planning

The detailed day-to-day planning by teachers involves regular assessments and feedbacks received from subject heads.. This informs the day-to-day planning and considerations, adjustments, and enables a differentiated and tailored curriculum for all our students. Teachers manage the progression of their lessons using the assessment for learning information. This is a detailed set of notes which teachers make for their own classroom use daily, to plan each lesson's learning activities, learning objectives, assessment opportunities, and success criteria.

#### Quality Assurance, monitoring and review

The curriculum is regularly reviewed and updated by the curriculum lead and subject heads. This allows teachers to adapt, where appropriate and to incorporate any pertinent changes in curriculum standards and/or new requirements from the Education Ministry and UAE National Agenda Parameters. Planning is shared with teachers across grades and subjects and is cross moderated for quality assurance purposes and ensuring consistency throughout the school.

Quality assurance implicit in curriculum planning structure provides the rigor required for all students to acquire the highest educational standards. Planning takes account of learners' needs, integrating systems for students requiring support while building stretch and challenge to encourage students to go beyond their comfort levels. Our governors determine, support, monitor and regularly review the school's curriculum planning as part of our quality assurance systems

#### Modifications to our school curriculum

Modifications to our school curriculum are made based on the CBSE, MoE & NAP requirements and student needs. Based on National Educational Policy, there will be changes in the Curriculum. It focuses more on the 21st century learning skills.

Main features of the curriculum are: Art integration across the school, Competency-based learning  
Experiential learning, Real Life Application, Multi-Disciplinary Education & Cross-Curricular links

## Roles and Responsibilities:

### The Governing Body

The governing body will monitor the effectiveness and implementation of this policy and ensure that a robust framework is in place for setting curriculum priorities and aspirational targets, and enough teaching time is provided for students to cover the National Curriculum and other statutory requirements .

Indian School RAK is compliant with teaching a "broad and balanced curriculum" which includes English, maths, science, Arabic, Islamic Education and Moral, Social and Cultural Studies (MSCS), and appropriate teaching time is provided for students to cover the requirements of the curriculum and implements relevant statutory assessment arrangements.

### Principal

The principal is responsible for ensuring that this policy is adhered to, and that:

- the amount of time provided for teaching the curriculum is adequate and meets the requirements NCERT& MOE, as well as the needs of the students
- all required elements of the curriculum, and the subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- they manage requests to withdraw children from curriculum subjects, where appropriate
- the school's procedures for assessment meet all legal requirements
- the governing body is advised on whole-school targets in order to make informed decisions
- proper provision is in place for students with different abilities and needs, including s tudents of determination .

Vice Principal, Curriculum Lead, Section and Department Heads will ensure that:

- long term planning is in place for all subjects.
- schemes of work encourage progression in line with the curriculum requirements.
- there is consistency in terms of curriculum delivery.
- schemes of work are in place and are used by all staff delivering a particular subject.
- appropriate subjects are selected so that they best meet the learning needs of our students.
- assessment is appropriate and there is a consistent approach toward assessment.
- they keep the school principal informed of proposed changes to curriculum delivery .
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.

Teaching staff and learning support staff will:

- ensure that the school's curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.

- share and exchange information about best practices amongst their colleagues, and, through joint planning ensure that they continually develop new ideas
- participate in high-quality professional development and training for curriculum matters, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs.
- work in partnership with other agencies to provide an appropriate range of extra-curricular opportunities.

Students will:

- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum that offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive support to enable them to make the appropriate curriculum or career choices at key points.

Parents and Caregivers will:

- be consulted about their children's learning and in planning their future education at key points
- be informed about the curriculum on offer and understand the rationale behind it

National Agenda- UAE Vision 2021

The National Agenda aims for all schools to be innovative and has set as a target that our learners rank among the best in the world in reading, mathematics and science exams, and to have a strong knowledge of the Arabic language. We acknowledge the National focus of the UAE being within the top 20 countries of the PISA and in the top 15 countries for TIMSS assessments.

Moral Social and Cultural Studies is also a statutory part of the curriculum and is taught in an imaginative way to help learners become more globally aware and develop independent skills. This is combined with additional Career Guidance which is built into the programme. It is also compulsory that learners, study the MOE curriculum for Arabic and in the same way, Muslim learners will study the MOE curriculum for Islamic

Assessment in the Curriculum

Using assessment efficiently and effectively is the best way to know if a curriculum is positively impacting and empowering our learner. Well-designed assessments that align with the curriculum help us know if those important changes to students are beginning to happen and if they are embedded.

Assessments Identify a student's stage of development and achievement against age-related expectations. They develop each student's wider learning skills and behaviours in order for them to

achieve deeper learning. It is a progressive process completed alongside each student. This enables the teacher to collect holistic evidence.

During each term, the following internal assessments are conducted:

#### Summative Assessment

Baseline Assessments, End of Unit assessments, Mid-term/periodic assessments and End of term assessments

#### Formative Assessment

Formative assessments are ongoing and provide evidence of and for progression in learning (AFL & AOL). It enables teachers to identify learning gaps and provide personalised feedback and support.

#### Wellbeing

Well-being is embedded throughout all aspects of the curriculum and school life. A key priority of all staff is the safety and well-being of all students. As such, regular well-being sessions are held to share age-appropriate information with students on issues such as; health education, moral, social, and cultural development, Islamic values, and career guidance.

#### Career Guidance

In order to provide students with the key skills and awareness to prepare them for life, Career guidance includes:

- College/university information
- Interview techniques - CV writing
- Financial awareness
- Careers education sessions
- Guided research activities
- Volunteer work experience

#### Inclusion

All students, including Students of Determination, Gifted & Talented students have access to a broad and balanced curriculum in line with the KHDA/MOE regulations, external examinations board, access arrangement guidelines, and UAE Federal Law.

Teachers set high expectations for every student regardless of their attainment. Indian School RAK, uses all appropriate assessments which ensure every student makes progress beyond curricular expectations. Potential areas of difficulties are accurately identified through a range of assessment data (internal and standardized) that ensures students receive appropriate and targeted support which is timely monitored, to remove barriers in learning.

Modification and adaptation of curriculum is done to ensure students of determination receive appropriate scope to make age-related progress in line with expectations. Periodic monitoring and evaluation of individual students' progress is made to ensure timely feedback is given to all stakeholders to plan next steps. Students of determination may receive special assessment dispensation in line with the external assessment board.

### Monitoring arrangements

The Principal has the overall responsibility for the quality of provision provided for the students and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken by the SLT and MLT. These tasks will link into a programme of monitoring, Strategic Development Plan priorities and subject action plans, as well as performance management of teaching staff.

The Principal, Vice Principal and respective Subject/Area Heads will report their findings through regular reports to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements. Heads of Departments, alongside coordinators, will monitor and evaluate the planning and standards achieved by students. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutiny and student interviews. They will provide formally recorded feedback to the Principal, Vice Principal, Governors and Staff, to celebrate strengths and identify aspects for improvement.

Termly meetings and Annual Review are conducted to discuss progress made and support the identification of next steps for development.