

# Curriculum Policy

| Date           | Review Date    | Lead Policy Writer/s                          | Leader Responsible                            |
|----------------|----------------|---|---|
| September 2021 | September 2021 | Michael Connor, Carrie Mc Nerney & Lynn Ashby | Michael Connor, Carrie Mc Nerney & Lynn Ashby |

## Curriculum Aims

### School Mission

*Everyone at NAS Dubai believes that there are no limits to what we can achieve for ourselves and for others.*

### Nord Anglia Education Vision

*We empower our students to achieve better ACADEMIC OUTCOMES than they could in other schools  
 We enable a GLOBALLY CONNECTED family of students to collaborate without limits  
 We nurture WELLBEING RESILIENCE and PURPOSE in every member of our global family  
 We foster CREATIVITY through incomparable learning experiences in and out of school*

### The definition of learning at Nord Anglia International School Dubai

*Our learning journeys embrace the NAE Education vision with traditional foundations that are strengthened by local and international perspectives: balancing rigorous academic inquiry with creativity and wellbeing. Children are always placed first, growing their learner profiles in our diverse global community to become adaptable lifelong learners.*

### Nord Anglia International School Values Statement

*We are committed to the seventeen sustainable development goals that were established by the United Nations as the blueprint to achieve a better and more sustainable future for all.*

*We understand how we support the vision for the United Arab Emirates launched by H.H. Sheikh Mohammed bin Rashid Al Maktoum and believe that diversity is our community resource, inclusion is our community process and inclusiveness is our community outcome.*

## Curriculum Intent

Our curriculum intent is to:

- Provide a broad and balanced education for all students that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
- Have a high ambition for all students
- Equip students with the knowledge and cultural capital they need to succeed in life
- Provide guidance and subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising the personalised needs of all students
- Wellbeing, resilience and purpose are embedded in all areas of the curriculum
- Develop students' independent learning skills and resilience, to equip them for the challenges they will face in a globalised and competitive world
- Encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.
- Supports and not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Learning is enhanced when teachers are thinking purposefully about curricular planning.

## Curriculum Structure

- The medium of learning for our curriculum is English. We assume high levels of fluency throughout and also from those for whom English is not the language of the home. Where English competence is challenged, we provide EAL support.
- At Foundation Stage 1 and 2, we follow a modified Early Years Foundation Stage curriculum that encompasses Development Matters and Birth to Five Frameworks. In the moment planning allows teachers to observe and interact with children as they pursue their own interests and also allows for assessing and moving the learning on in that moment.
- At KS1 (Y1- Y2), KS2 (Y3- Y6), our curriculum is underpinned by the National Curriculum for England but currently driven by our global and local context which include the key themes of Expo 2020 - The Universe in Motion, The World of Opportunities and The Sustainable Planet. Emphasis is placed upon creating learning opportunities that allow the students to be curious about their learning through inquiry project-based learning.
- In KS3, our curriculum is underpinned by the National Curriculum for England. In Years 7 and 8 emphasis is placed on building skills, developing knowledge, promoting confidence, and striving

for excellence across the curriculum. In addition, students study our innovative DICE curriculum. DICE is a high-quality Design, Innovation, Computational Thinking and Enterprise curriculum, that is an inspiring, rigorous and practical subject that compels students to become 21<sup>st</sup> century learners. Using design, computational thinking, creativity and imagination, students research, design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

- At KS4 (Y9-11) students study a curriculum of IGCSEs and GCSEs. The curriculum model prepares students to take examinations at the end of Year 11 with the Edexcel, AQA or Cambridge examination boards. We offer a broad range of subjects; in addition, students can express preference for further subjects to support their individual interests and aspirations
- At KS5 we have three four learning pathways. IB Diploma, IB courses, A Levels, and High School Diploma (NEASC Accredited).
- The UAE Ministry of Education guidelines define the framework of Arabic, Islamic Education and UAE Social Studies

## Knowledge and Skill Development

At Nord Anglia International School Dubai, we believe in offering a broad and balanced curriculum that will develop students and offer them experience in the following areas:

- **Linguistic:** to develop students' communication skills, increase their command of language, foster curiosity and deepen their understanding of the world. This is developed through English (Language and Literature) and at least one foreign language (Arabic, French, Spanish, German, Mandarin). Students who pursue the IBDP in Year 12 & 13 are also required to study linguistics as part of the programme. At NAS Dubai we utilise our global community of schools within Nord Anglia Education to share ideas and expertise with other language specialists on curriculum development and teaching methodologies. This also provides a learning platform for students to link with the other schools to exchange information, pictures, work and competitions with their counterparts and learning firsthand about their lives. We enrich the curriculum through the children sharing their own experiences from visiting or living in other countries, welcoming visiting speakers, or embarking on language trips, residential or exchanges.
- **Mathematical:** to provide a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Mathematics within our curriculum teaches students to become fluent in the fundamentals of mathematics, reason mathematically and solve problems by applying their mathematics to a variety of routine and nonroutine problems. This is developed through mathematics, Computer Science, DICE, Design & Technology and Science.
- **Scientific:** Students learn to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Students develop scientific skills, knowledge and understanding. This is developed through the teaching of science and DICE.
- **Technological:** Opportunities are facilitated for students to learn about a range of technological skills, enabling students to access information easily, enjoy accelerated learning, and provide stimulating experiences to practice what they learn. It enables students to explore new subjects

and deepen their understanding of difficult concepts, particularly in STEAM, DICE and inquiry-based learning opportunities.

- **Human and Social:** Students study human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. Students have the opportunity to develop their knowledge in this area through their study of Economics, Geography, Politics, History, Islamic Studies, UAE Social Studies and Moral Education.
- **Physical:** students develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and learn how to lead healthy, active lives. This is developed through Physical Education and our Enrichment Programme.
- **Aesthetic and Creative:** inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own work. Students are encouraged to be creative in all curriculum areas, through development of the 4Cs. Mandatory subjects such as Art & design, Design & Technology, Performing Arts together with our Enrichment programme and links to Julliard further supports this.
- **Moral, Social and Cultural Development:** students develop universal principles and values, that reflect the shared experiences of humanity. They are taught academic content with an exploration of character and ethics through the four pillars of character and morality; the individual and the community; civic studies; and cultural studies. This is developed through Moral Education and Personal Tutor time.

## Curriculum Drivers

Our curriculum focuses on using a balance of content knowledge, alongside practical investigations, problem solving and reasoning to ensure students continue to develop 21st Century skills. A key goal is for students to be able to use their skills across all subjects and in an interdisciplinary manner. Critical thinking skills, reasoning, problem-solving, communication and innovation opportunities are key foci of curriculum development and lesson planning.

- Our Local and Global context provide the curriculum drivers that support in providing a holistic education that develops our students to become ambitious and adaptable life-long learners
- Our curriculum challenges students to develop a high level of knowledge in addition to key critical thinking and problem-solving skills. The curriculum includes many real-world applications to prepare students for success. We emphasise personalised learning and deliver curriculum opportunities that meet the unique needs of each student.

- In addition, our curriculum is enhanced to address issues of equality, diversity and inclusion to enrich the learning that is taking place.
- In Primary, our curriculum is driven by the EXPO 2020 themes of - The Universe in Motion, Sustainability and The World of Opportunities.
- From 3-18, through development of students in line with the IB learner profile, as well as the 4 Cs; communication, critical thinking, creativity and collaboration skills, students become 21<sup>st</sup> century learners.
- Other curriculum driver considerations are as below:
  - NAE Global Campus: The Nord Anglia Global Campus encourages our students to be globally connect. Our curriculum is enhanced with projects, activities and challenges from our Global Campus, a range of unique and exciting activities that encourage exploration, creativity and expression.
  - UAE 50<sup>th</sup> Anniversary
  - UNICEF Sustainable Goals: These SDGs form the basis of our Social Impact Programme and our annual Global Challenge. This is a chance for our students to take on projects like recycling, making positive change in the local community – even learning how to turn plants into biofuel. We also use activities surrounding World Children’s Day to educate our students about their rights, how to protect them, and how to advocate for those who may not have a voice.
  - Juilliard School: Our students’ learning of the performing arts is enhanced using a repertoire of core music, dance and drama works encompassing a wide range of genres, styles and cultures designed and hand-selected by Juilliard. Teachers use the Juilliard Creative Classroom, an extraordinary online collection of educational resources that have been designed to enhance and supplement our performing arts curricula. Juilliard designed teaching materials, creative activities, historical information, rehearsal strategies, and professional development resources lead students through explorations of core works of music, dance, and drama and emphasise building students’ personal artistry through their own creativity.
  - MIT University: By tackling real-world challenges across the subjects of science, technology, engineering, art and mathematics (STEAM), students develop transferable skills such as flexibility, creativity and communication. They are encouraged to experiment rather than wait for instructions, and learn that collaboration and critical thinking can solve even the trickiest problems.

## Enrichment Opportunities

- Enrichment activities are an integral part of our curriculum and include opportunities for informal learning in a range of settings such as clubs and communities as well as educational trips which include both local and international field trips.

Our enrichment programme:

- enriches and enhances learning
- allows students to make a positive contribution to our school community.
- develops students as Global citizens, 21<sup>st</sup> century learners and 22<sup>nd</sup> century learners with the drivers behind activities being critical thinking, creativity, cultural awareness, collaboration, communication, courage and care.
- enables students to realise their potential in a variety of settings beyond the classroom.
- students can develop a sense of self-awareness and understand their schoolwork better with enrichment programs that are in line with the school curriculum. They also learn how to positively grow their interests and skills to have a more robust understanding of their potential.
- Our NAS Dubai Enrichment Programme is classified as: an experience outside of the normal, an enrichment to students day, a fun opportunity and access to a 'new' activities
- Our enrichment categories:

**Creativity and Expression:** an experience that encourages students to think outside of the box, including brainstorming, refining ideas, being responsive to others' ideas

**Critical Thinking:** Discovering truth for yourself including analysing, interpreting, evaluating

**Cultural Awareness:** Addressing global issues, includes advocacy, taking action, enquiry

**Collaboration:** Working with others, includes being open minded, pitching solutions, taking feedback

**Courage:** Demonstrating adaptability, resilience and initiative. Includes trying new things, being brave

**Care:** Helping or guiding others – includes philanthropy, mentoring

**Health, Leisure & Wellbeing:** Learning what wellbeing means, the importance of looking after yourself physically, mentally and emotionally.

## Subject Time Allocation

### Key Stage 1 and 2 Years

In Key Stage 1 & 2, the curriculum is designed to give students a broad exposure to a wide variety of thematically linked subjects areas, creating opportunities for project-based learning. The curriculum time is displayed in minutes in the below table:

| Year Group                  | 1        | 2        | 3        | 4        | 5        | 6        |
|-----------------------------|----------|----------|----------|----------|----------|----------|
| English (Including Phonics) | 300      | 300      | 300      | 300      | 300      | 300      |
| Maths                       | 300      | 300      | 300      | 300      | 300      | 300      |
| Science                     | 60       | 60       | 90       | 90       | 120      | 120      |
| Topic (History/Geography)   | 60       | 60       | 60       | 60       | 90       | 90       |
| Art/DT                      | 60       | 60       | 60       | 60       | 90       | 90       |
| Social                      | 0        | 40       | 40       | 40       | 40       | 40       |
| Moral                       | 40       | 40       | 40       | 40       | 40       | 40       |
| Computing                   | 40       | 40       | 60       | 60       | 60       | 60       |
| Arabic                      | 120      | 160      | 160      | 160      | 160      | 160      |
| Arabic A                    | 0        | 80       | 80       | 80       | 40       | 40       |
| Languages                   | 80       | 80       | 100      | 100      | 120      | 120      |
| Language A                  | 40       | 40       | 20       | 20       |          |          |
| Islamic                     | 40       | 120      | 120      | 120      | 120      | 120      |
| Islamic A                   | 0        | 40       | 40       | 40       |          |          |
| PE                          | 120      | 120      | 120      | 120      | 120      | 120      |
| Performing Arts             | 60       | 60       | 60       | 60       | 60       | 60       |
| Total (mins)                | 1320     | 1580     | 1670     | 1670     | 1680     | 1680     |
| Total (hours)               | 23.6     | 26.3     | 27.8     | 27.8     | 28       | 28       |
| Rounded                     | 24 Hours | 27 hours | 28 hours | 28 hours | 28 hours | 28 hours |
| CCAs                        | 45       | 45       | 45       | 45       | 45       | 45       |

In Year 1 – 6, curriculum planning looks for cross curricular links to facilitate opportunities to apply skills across a breadth or subjects.

## Key Stage 3 Years 7-8

In Key Stage 3, the curriculum is designed to give students a broad exposure to a wide variety of subjects and to develop their knowledge and learning skills. In Years 7 and 8, the following subjects are studied with the number of 60-minute periods allocated to each subject per fortnight shown in the table:

|   | Year 7 | Year 8 |
|---|--------|--------|
| Maths   | 6      | 6      |
| English   | 6      | 7      |
| Library   | 1      |        |
| Science   | 8      | 8      |
| DICE (Design, Innovation, Computing and Entrepreneurship)       | 4      | 4      |
| Geography   | 4      | 4      |
| History   | 4      | 4      |
| World Language (French, Spanish, German or Mandarin)            | 4      | 4      |
| Arabic A or B   | 6      | 6      |
| Music   | 2      | 2      |
| Art   | 2      | 2      |
| Drama   | 2      | 2      |
| PE  | 4      | 4      |
| Moral Education   | 1.3    | 1.3    |
| Social Studies  | 2      | 2      |
| Islamic Studies (Muslim Students) or Prep (Non Muslim students) | 3      | 3      |

In KS3 nearly all of the lessons are single lessons, apart from practical subjects (music, DICE, Drama and Art) which are delivered as 1 double lesson per fortnight. Muslim students will study Islamic Education throughout Key Stage 3; non-Muslim students will have prep at this time and can-do self-study or homework. All students study Moral Education which is delivered by Form Tutors during an extended Tutor time once a week.



## Key Stage 4 - Years 9 to 11

In Key Stage 4, students begin their 3-year (I)GCSE journey, and will study subjects for external examination, generally in Y11. Mathematics, World Languages and Arabic B may be taken as early entry subjects before Year 11. Students who taken Mathematics GCSE in Y10 will then go on to study Further Mathematics GCSE in Y11.

In term 3 of Y8, students will choose to study one humanity from Geography and History, and will choose two option subjects from the following:

- Art, Photography, Dance, Drama, Music,
- Design and Technology, PE,
- Business Studies, Economics, Computer Science, Psychology, Geography

All students will study Social Studies and Arabic (A or B) until the end of Y10. Arabic passport holders must continue to study Arabic A in Year 11. Muslim students must continue to study Islamic Education throughout Key Stage 4; non Muslim students will have prep at this time. All students study Moral Education which is delivered by Form Tutors during an extended Tutor time once a week.

The number of allocated hours per week are shown below:

|  | Year 9 | Year 10 | Year 11 |
|--|--------|---------|---------|
| Maths  | 4      | 4       | 4       |
| English  | 5      | 4       | 5       |
| Science  | 4      | 6       | 6       |
| Computer Science   |        |         | 2       |
| Humanity   | 3      | 2       | 2       |
| World Language (Arabic A in Y11 for Arab passport holders) | 2      | 2       | 2       |
| Arabic A/B   | 2.7    | 2.7     |         |
| Option 1   | 2      | 2       | 2       |
| Option 2   | 2      | 2       | 2       |
| PE   | 2      | 2       | 2       |
| Moral Education  | 0.7    | 0.7     | 0.7     |
| Social Studies   | 1      | 1       |         |
| Arabic A / Prep  |        |         | 0.7     |
| Islamic Education / Prep                                   | 1.3    | 1.3     | 1.3     |

Throughout Key Stage 3, lessons transition in length from being nearly all singles in Key Stage 2, to being a majority of doubles in Year 11. In all years, option subjects are delivered as double lessons.

## Key Stage 5 Years 12 and 13

In Key Stage 5 students have a choice of post-16 pathways. We offer IB Diploma, A Levels (introduced in 2021), and the High School Diploma.

### IB Diploma

For students studying for the IB Diploma, we follow the curriculum as prescribed by the IBO: the DP core and six subject groups.

The DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

**Theory of Knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know.

- The Extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- CAS (Creativity, Activity and Service) in which students complete a project related to those three concepts.

The subjects that are on offer within the six subject groups are:

|  |   |
|--|---|
| Group 1 Studies in language and literature | Language A Literature (English) (HL and SL)<br>Language A Literature and Language (English) (HL and SL)   |
| Group 2 Language acquisition               | French, Spanish, German, Mandarin, Arabic (all available at HL, SL and Ab initio)   |
| Group 3 Individuals and societies          | Economics, Business Management, Geography, Global Politics, History, Psychology (all available at HL and SL), ESS (SL only)                                 |
| Group 4 Sciences                           | Physics, Chemistry, Biology, Design Technology, Computer Science, Sports Exercise and Health Science Psychology (all available at HL and SL), ESS (SL only) |
| Group 5 Mathematics                        | Analysis and approaches (HL and SL)<br>Applications and interpretation (HL and SL)  |
| Group 6 The arts                           | Visual Arts   |

For groups 1, 2 and 5, Higher Level and Standard Level students are taught in separate classes (for 3 and 4 hours per week respectively); for groups 3, 5 and 6 the classes are combined and the teachers manages the delivery of the separate HL units within the 4 hours of lessons. Students also have 2 hours per week timetabled for Theory of Knowledge and 1 hour per week for Core.

## A - Levels

For the A Level pathway, the following subjects are on offer in the first year:

English, Maths, Business Studies, Economics, Geography, Psychology, Physics, Biology, Computer Science, Design Technology, Drama and Art

Students study 3 or 4 A Levels and can also undertake an Extended Project Qualification

High School Diploma

Students on the High School Diploma pathway will follow a personalized timetable which typical is made up of a reduced set of IB classes.

Compulsory Subjects

Alongside the IB or A Levels, Arabic passport holders must continue to study Arabic A throughout Key Stage 5 and Muslim students must continue to study Islamic Education throughout Key Stage 5

All students study Moral Education which is delivered by Form Tutors during an extended Tutor time once a week.

## Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Gifted and Talented
- More able students
- Students with low prior attainment
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support pupils to take part in all subjects.

At Nord Anglia International School Dubai, we use a personalised approach to learning that inspires ambition and produces exceptional achievement in every subject across the curriculum. Our curriculum and learning environment offer a bespoke approach that reflects diversified needs of our students. This is demonstrated through our personalised pathways. These pathways reflect the experience of learning encountered by our students from entry through to aspiring destinations. Team around Child (TAC) meetings, parent conferences, curriculum webinars, and Personalised Learning Plans reflect the pathways and demonstrate our commitment to delivering highly personalized learning experiences for our students.

Further information can be found in in our SEN policy.

## Roles and responsibilities

- Heads Of Department, Heads of Years, Heads of Subjects and the Personalised Learning Team, in conjunction with the Senior Leadership Team are responsible for reviewing and monitoring the curriculum with reference to balance, breadth and relevance for individual students, and with reference to the issues of vertical and horizontal progression and continuity for all pupils throughout all stages in their school journey.
- Overall responsibility for the curriculum at Nord Anglia International School Dubai rests with the Senior Leadership Team. The SLT members are responsible for day-to-day decisions about the management of the curriculum of the school.
- The SLT has responsibility for development of the curriculum and for overseeing the effective delivery of the curriculum, together with CPD for subject leads, which is integral to the continuity of high standards of monitoring and evaluation.
- Termly reviews of the curriculum are carried subject leads, in conjunction with their SLT link. Feedback from teachers, students, learning walks and data are all used to aid with the review. Curriculum is modified in response to the curriculum reviews.

## Policy Links

This policy is implemented in conjunction with the following policies and procedures

- EYFS policy
- Curriculum Implementation: Learning and Teaching Policy
- Curriculum Impact: Assessment policy
- SEN policy
- Languages Policy
- Innovation Statement
- Equality information and objectives
- In order to progress, the above should be underpinned by adherence to Attendance and Behavior Policies and communicated to all members of the learning partnership formed between our school Teachers and Parents/Carers.

All polices can be found here: [Nord Anglia International School Dubai Policies](#)