

## Curriculum Policy

### RATIONALE

Pristine Private School is totally committed to nurture every child as an effective learner, allows breadth and depth of learning, offering challenge and enjoyment, personalisation and choice, through a broad, balanced and relevant education, rich in opportunities and experiences. Learning is meaningful for all children, connects with their wider lives, promoting independence and interdependence, and empowering them to meet life's challenges as confident global citizens.

### AIMS/PURPOSE

**We aim to provide a curriculum that:**

- develops skills for learning, skills for life and skills for work;
- provides equal opportunities for all students regardless of gender, aptitude or cultural background;
- creates and maintains a stimulating and innovative learning environment, including rich opportunities for experiential and project-based activities that would create meaning and make learning enjoyable.
- reflects needs, backgrounds, perspectives and interests of students in their learning;
- ensures challenge and support to develop deep levels of thinking and application;
- ensures opportunity of attainment at the highest level through continuity and progression;
- develops tools for positive personal and social values;
- treats all pupils and students with respect;
- recognises the crucial role which parents play in their children's education and makes every effort to encourage parental involvement in the educational process

**Our curriculum is underpinned by the Curriculum Drivers, *Enterprise* and *Possibilities*, and the Pristine Core Values that we hold dear at Pristine Private School. Through our Curriculum, we encourage our pupils to: -**

- be enthusiastic, enterprising and eager to put their best into all activities
- take risks and aim to develop a culture of excellence in which students challenge themselves to achieve highly
- develop an enquiring mind and scientific approach to problems
- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team
- to solve problems using technological skills
- engage in art/craft, music, drama, enabling them to develop their inventiveness and creativity
- know about geographical, historical and social aspects of the local environment and heritage and be aware of other times and places and recognise links among family, local, national and international events.

- develop agility, physical co-ordination and confidence in and through movement.
- acquire PPS core values to grow as committed compassionate individuals, develop tolerance, respecting diversity and international-mindedness
- to behave in a dignified and acceptable way and learn to take responsibility for their actions;
- develop the ability to make reasoned judgements and choices for a well-balanced and healthy lifestyle
- develop environmental and conservation literacy, understand and respect ecosystems;
- care for and take pride in their school;

## CURRICULUM STRUCTURE

The content of the curriculum draws upon, but is not limited to, the areas of learning and experience outlined in statutory frameworks. The curriculum is designed to be rich and varied, interdisciplinary and experiential, with flexibility to innovate and move beyond learning in the classroom. Opportunities to promote child welfare, safety and personal, social, environmental, social and spiritual development are pursued actively in all aspects of the curriculum.

- ❖ At Foundation Stage 1 and 2, we follow the Early Years Foundation Stage Programme.
- ❖ At KS1 (Y1- Y2), KS2 (Y3- Y6), we follow the National Curriculum of England
- ❖ At KS3 (Y7 – 9), we follow the Cambridge Secondary 1 Programme.
- ❖ The UAE Ministry of Education guidelines define the framework of Arabic, Islamic Education and UAE Social Studies
- ❖ Computing is taught as a stand alone subject with the knowledge that subject teachers in all other areas of the curriculum take ever increasing opportunities to embed distinct ICT skills within teaching and learning
- ❖ Year 10 and 11 follow the IGCSE programme where they study a broad core of subjects. In addition, students are able to express preference for further subjects to support their individual interests and aspirations.

The core subjects are:

- English
- Mathematics
- Information and Communication Technology/Computer Science
- Environmental Management

A Choice of four subjects offered from the following:

- Physics
- Chemistry
- Biology

- Economics
- Accounting
- Business Studies
- French
- Urdu
- Geography
- English Literature
- Art & Design
- Travel & Tourism

- ❖ At Post 16 the GCE AS and A level curriculum continues to evolve as we seek to offer more vocational options which 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.

Year 12 and 13 study the AS and A levels programme where the students choose three or four subjects from the following list:

- Information Technology
- Mathematics
- Physics
- Chemistry
- Biology
- Economics
- Accounting
- Business Studies
- Psychology
- Travel & Tourism
- English Language
- English Literature
- Art and Design

All subject options at IGCSE, AS and A level are reviewed yearly.

## CURRICULUM DRIVERS

We believe that our curriculum drivers- Enterprise & Possibilities- personalise our curriculum and develop the whole child in order to prepare them for life beyond school.

<b>Enterprise</b>	<b>Possibilities</b>
<p>Enterprise encourages all children to learn and develop in a way that meets their needs and develops skills for learning, skills for life and skills for work. It shapes in them the ability to innovate, create, risk manage and risk take, develop a 'can-do' attitude and a drive to make things happen.</p> <p>In all areas of the curriculum children are given opportunities to share and explore ideas, become critical listeners, learn to present information to others, solve problems and develop skills in enquiry and control.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for learners to think and act in enterprising ways.</li> <li>• Provide a clear focus on core and employability skills.</li> <li>• Promote technological competence, work in partnerships and take responsibility.</li> <li>• Provide opportunities for work-related / entrepreneurial experiences.</li> <li>• Provides financial awareness and responsibility.</li> <li>• Promote positive attitudes; to be self-motivated and self-manage.</li> <li>• Provide opportunities for learners to develop skills such as problem solving, decision making and evaluating risks.</li> <li>• Promotes love for life-long learning and take pride in their efforts.</li> <li>• Develop resilient attitudes.</li> </ul>	<p>The idea of 'possibilities' enables 'thinking out of the box', creative and innovative ideas- there is never just one way to do something!</p> <p>Possibilities is about taking an open minded approach to teaching and learning and encourages all children to learn and develop in a way that enables them to steer their own learning journey. To enable children to be open minded and resilient learners they need to be aware of different points of views and ideas.</p> <ul style="list-style-type: none"> <li>• Inspiring children to broaden their horizons through exposure to a wide range of life possibilities.</li> <li>• Provide opportunities for children to discuss, ask and answer big questions- Why? What if?</li> <li>• Develop the skills of questioning, reasoning and justifying.</li> <li>• Provide opportunities for children to consider the outcome of a choice (cause and effect/ consequences)</li> <li>• Encouraging enterprise.</li> <li>• Looking at different opportunities and career prospects and meeting people who do different jobs.</li> <li>• Teach mutual respect: the ability to question,</li> <li>• and understand rights and responsibilities.</li> </ul>



## SUBJECT TIME ALLOCATION

The taught school week comprises 40 minute periods. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made in particular for English, Maths and Science reflecting the importance of these subjects for all students and the development of vital basic skills.

**A table of subject time allocations can be found below for Key Stage 1 to 3:**

Subjects	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9
English	9	9	9	9	9	8	7	7	5
Maths	8	8	8	8	7	7	7	6	6
Science	4	4	4	4	4	4	5	5	9
Arabic / Adv Arabic	5/6	5/6	5/6	4/5	4/5	4/5	4	4	4
Islamic Education (AR & REG) +Quran/ Value Education	3	3	3	3	3	3	2	2	2
Humanities	2	2	2	2	3	3	3	3	-
UAE National Education and Social Studies	1	1	1	1	1	1	1	1	2
Computing/ICT/Computer Science	2	2	2	2	2	2	3	3	4
Library	1	1	1	1	1	1	1	1	-
PE/Swimming	2	2	2	2	2	2	1	1	1
Art	2	2	2	2	2	2	2	2	
MFL	-	-	-	1	1	2	2	3	
Thinking Skills	-	-	1	1	1	1	1	-	-
Drama and Music	1	1	-	-	-	-	-	-	-
Economics+Bus. Studies+Accounting / Enterprise	-	-	-	-	-	-	-	-	3
<b>■ : Art/MFL/English Literature/EMT is applicable for Year 9 with 4 periods</b>									4
<b>TOTAL</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>

## Year 10, 11

Subjects	Y10	Y11
English as a Second Language/First Language English	4	4
Maths	6	6
ICT / Computer Science	4	4
Environmental Management	2	3
Advance Arabic	4	4
Islamic Education / Value Education	2	2
Physics / Accounting	4	4
Chemistry / Business Studies	4	4
Biology / Economics	4	4

UAE National Education and Social Studies	1	-
French/Urdu/Art & Design/Travel & Tourism/English Literature/Dev. Studies	4	4
PE	1	1
<b>Total</b>	<b>40</b>	<b>40</b>
<b>2 Periods each of Learning Technology and Innovation(at Yr. 10) / Self Study(at Yr. 11) are allocated.</b>		

**Key Stage 4 subject time allocation:  
Year 12**

- 8 Periods of 40 minutes per subject
- 2 periods each of Career Counselling
- 2 periods of PE
- 4 Periods of Advance Arabic
- 2 Periods of Islamic Education

**Year 13**

- 9 Periods of 40 minutes per subject
- 2 periods each of Career Counselling
- 2 periods of PE

**IMPLEMENTATION:**

We recognise that children learn using a variety of conscious and unconscious methodologies, that there are natural preferences for visual, auditory and kinaesthetic modes of learning, for example, that children maintain differing rates of progress and that children will have specific areas of strength and weakness, both of which will need appropriate support. We believe that children learn most effectively when they are:

- happy
- confident
- interested
- motivated
- achieving success
- recognised for their successes
- undertaking tasks which match their ability
- challenged
- stimulated

All staff are encouraged to be mindful of these criteria through regular training, INSET and an effective home school partnership.

Pupils' work is marked with care and in accordance with policy and guidance, to create working learning documents. Homework is used to support and consolidate work carried out in the classroom.

## **SCHEMES OF WORK**

Schemes of work are planned and developed by Curriculum/Subject Leaders and subject teams, taking account of the guidance within the Teaching & Learning Policy and with regard to:

- Requirements of the EYFS, National Curriculum framework, IGCSE and GCE AS and A level curriculum framework.
- Requirements of the MoE framework for Arabic, Islamic Education, and UAE Social Studies.
- Special Educational Needs and Gifted & Talented provision
- Whole school policies and practices on assessment, differentiation, ICT, ...
- Cross curricular links are made between subjects where appropriate and opportunities for development of key skills are provided across the curriculum

## **TEACHING AND LEARNING**

Effective learning is achieved through a structured yet imaginative teaching programme and a variety of teaching styles and strategies that closely match pupils' individual ages, abilities and aptitudes and needs.

*Refer Teaching and Learning Policy*

## **DIFFERENTIATION**

Effective differentiation is at the heart of all planning. A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs, those with special educational needs and those who are gifted and talented.

*Refer Differentiation & Equal Opportunities Policy.*

## **ASSESSMENT**

It is vital for assessment to underpin everything that is delivered in the curriculum. Assessment will be both formative and summative and will be shared with learners at every stage. Accurate assessment not only enables teachers to select what they are going to teach and the appropriate level but enables learners to understand what they need to do to improve and achieve their goals and to improve their self esteem.

*Refer Assessment Policy*

## **HEALTH AND WELLBEING**

Health and wellbeing is considered as a vital outcome of our curriculum, essential for successful education and quality of life. All curriculum areas contribute to the totality of the experiences that develop emotional wellbeing, positive social values and supportive relationships vital to learning, development and a positive experience of life.

## **TRANSITION**

The Senior Management Team leads the Transitions, working to ensure effective transitions between the phases. The SENCo and team key roles in planning and monitoring the personalised transfer process for students with special educational needs.



### **ENRICHMENT OPPORTUNITIES**

External links enrich and enhance learning, and allow students to make a positive contribution to our local community. Enrichment opportunities are an integral part of our curriculum, and also include opportunities for informal learning in a range of settings such as clubs and communities as well as edutainment field trips which include both local and international field trips.

*Refer: Field Trip Policy*

### **MANAGEMENT, MONITORING AND EVALUATION**

HODs and Curriculum Co-ordinators in conjunction with the Senior Management Team and colleagues throughout the school are responsible for reviewing and monitoring the curriculum with reference to balance, breadth and relevance for individual pupils, and with reference to the issues of vertical and horizontal progression and continuity for all pupils throughout all stages in their school career

Overall responsibility for the curriculum at Pristine Private School 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 particular responsibility for development of the curriculum and for overseeing the effective delivery of the curriculum, which is integral to the maintenance of high standards of monitoring and evaluation. Planning is overseen by subject co-ordinators and phase heads where appropriate.

Subject co-ordinators carry out an annual review and subject audit to create development plans and budget requests for the following year

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

- Teaching and Learning Policy
- EYFS Policy
- Assessment policy
- Marking & Work Presentation Policy
- Homework Policy
- SEND Policy
- Differentiation & Equal Opportunities Policy

In order to progress, the above should be underpinned by adherence to Attendance, and Behaviour Policies and communicated to all members of the learning partnership formed between Pristine, Teachers and Parents/Carers.

<b>Policy Details</b>	<b>Curriculum Policy</b>
<b>Version Date</b>	<b>August 2016</b>