

Curriculum Policy

Pristine Pathways

Nurturing every Pristinian to be happy, aspirational and future ready.

Pristine is totally committed to nurture every child through effective delivery of an exciting curriculum that allows breadth and depth of learning, offering challenge and enjoyment, personalisation and choice, increasing pupils' abilities to learn for themselves, build self-esteem and promote the development of positive attitudes to lifelong learning with a growth-mindset.

Learning is meaningful for all children, connects with their wider lives, promoting independence and interdependence, and empowering them to meet life's challenges as 21st Century learners. This include a wide range of co-curricular and extracurricular activities that the school organises in order to enrich the experience of the children. It also includes the "hidden curriculum", or what the children learn from the way they are treated and expected to behave, respectful of themselves and of others in our school, community and the wider world.

At Pristine we focus on developing the whole person, recognising not only the importance of nurturing students to flourish academically, but also ensuring that each *Pristinian* leaves our school equipped to meet the challenges of life at university and beyond and understanding their responsibilities towards others as committed, compassionate individuals who positively enhance the lives of others.

| Pristine Pathways | | |
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| <i>Nurturing Every Pristinian to be Happy, Aspirational & Future Ready</i> | | |
| LEARNING COMPETENCIES | LIFE COMPETENCIES | |
| Active Learning Creativity & Innovation Critical Thinking & Problem Solving Communicative Competence Creative Collaboration Digital Literacy Lifelong Learning | "Whole" Learner (health, civic, environmental literacy) Effective Relationships (with self and others, community connections) Global Citizenship (Empathy, Diversity, Tolerance) | |
| Our Enrichment Themes | | |
| Happy&Healthy@Pristine <i>Live Safe, Healthy and Fulfilling Lives.</i> | Greener&Smarter@Pristine <i>Drive Change; Think Sustainability</i> | Safer&Stronger@Pristine <i>It's a Shared World.</i> |



The *Pristine Principles* that guide our teaching and learning programme is underpinned by our Curriculum Drivers, *Enterprise and Possibilities*, *Pristine's Innovision* and the *Pristine Core Values*.

We strive to provide a curriculum that:

- develops skills for learning, skills for life and skills for work with;
- ensures opportunity of attainment at the highest level through continuity and progression;
- 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.
- reflects needs, backgrounds, perspectives and interests of students in their learning;
- ensures challenge and support to develop critical and creative thinking, and information processing;
- develops tools for positive personal and social values, by nurturing body, mind and soul
- recognises the crucial role which parents play in their children's education and makes every effort to encourage parental involvement in the educational process

Through our Curriculum, we nurture our pupils to: -

- be enthusiastic, enterprising and eager to put their best into all activities with a 'can do' attitude;
- 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 in learning and life;
- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and collaboratively;
- be accomplished problem solvers and innovators, who "*Dream, Discover, Design*", confident in their abilities to lead and with empathy and respect for the views, and potential of others;
- engage in art/craft, music, drama, enabling them to develop their innate talent and creativity;
- develop agility, physical co-ordination and confidence in and through movement;
- 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;
- acquire PPS core values to grow as committed compassionate individuals, develop tolerance, respecting diversity and global citizenship;
- to behave in a dignified and acceptable way and learn to take responsibility for their actions with emotional intelligence;



- develop the ability to make reasoned judgements and choices for a well-balanced and healthy lifestyle.

We believe that Pristine Core Values, our Curriculum Drivers, and Innovision personalise our curriculum and develop the whole child in order to prepare them for life beyond school.

PRISTINE CORE VALUES

Our Core Values drives the guiding philosophy of our 'Whole Learner' approach to education in our planned curriculum, in our school life and beyond.

Compassion, Diversity, Leadership, Honesty, Critical Thinking, Innovation, Future Ready, Excellence, Dedication

CURRICULUM DRIVERS

| Enterprise | Possibilities |
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| <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>All areas of the curriculum provide our children:</p> <ul style="list-style-type: none"> • opportunities to think and act in enterprising ways • a clear focus on core and employability skills • technological competence, work in partnerships and take responsibility • opportunities for work-related / entrepreneurial experiences • financial awareness and responsibility • positive attitudes- to be self-motivated and self-manage • opportunities for learners to develop skills such as problem solving, decision | <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 by:</p> <ul style="list-style-type: none"> • Enabling children to be open minded and resilient learners • Inspiring children to broaden their horizons through exposure to a wide range of life possibilities; • Provide opportunities for children to ask and answer big questions, Why? What if?, and make choices. • Develop the skills of questioning, reasoning and justifying; • Encouraging enterprise; • Looking at different opportunities and career prospects and meeting people in the world of work |



مدرسة برستين الخاصة PRISTINE PRIVATE SCHOOL

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| <ul style="list-style-type: none">making and evaluating risks• love for life-long learning and take pride in their efforts• experiences to develop resilient attitudes | <ul style="list-style-type: none">• and understand rights and responsibilities. |
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INNOVISION

DREAM- DISCOVER -DESIGN

Own Your Future

We enable children to have big **dreams**, believe in themselves, explore and **discover** the world they live in, **design** innovative and creative solutions for problems, preparing them for the next steps and teaching them to be lifelong learners who **Own their Future**.

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.

Statutory Requirements

We fulfil all the requirements of the Early Years Foundation Stage, National Curriculum (Years1- 6). Cambridge Assessment International Education and UAE Ministry of Education(for Arabic, Islamic Education, National Education and Social Studies and Moral Education).

The secondary school offers the following programmes under the CAIE:

- Cambridge Lower Secondary – (Years 7- 9)
- Cambridge Upper Secondary – (Years 10-11) leading to Cambridge IGCSE
- Cambridge Advanced – (AS and A Levels)

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 National Education and Social Studies and Moral Education.
- Special Educational Needs and Gifted & Talented provision
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Cambridge Assessment
International Education

Cambridge International School

- Whole school policies and practices on assessment, differentiation, use of technology in learning and teaching.
- 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 SENDCo 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.

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