

LIWA SCHOOL CURRICULUM POLICY

At Liwa International School the curriculum is the key enabler for pupils to achieve international standards and realize our vision...

“We aim to provide our students with an outstanding international education that inspires students to be self-disciplined, internationally minded, and independent life-long learners who are innovative leaders and critical thinkers. This is done within a supportive, safe, sustainable and advanced technological learning focused environment.”

Our Slogan: **“Together for a Better Future for Our Children”**

Rationale:

The Curriculum is aligned to the California Common Core Standards. (CA CCSS)

It meets the ADEK regulations for MOE subjects, incorporating initiatives for the enhancement and development of the Emirate Vision for Education and raising the understanding of our National Identity and values.

This provides the Framework for Learning as well as International Standardization for outcomes and breadth of study for the school.

Through the curriculum we aim to help our students develop their creativity, innovational skills, their critical thinking and problem solving abilities through well planned, high quality learning opportunities, collaboration and communication.

Units of work facilitate a child centered and active learning approach with opportunities for enquiry based learning explicitly planned into the units along with the opportunities to develop the student’s learning behaviors as directed in the Student Competence Framework by ADEK.

Liwa School’s curriculum policy is based on the following aims:

To:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalization.
- Be a center of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Achieve and exceed National and International standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Ensure that cross curricular learning opportunities are highlighted and specifically planned in order to deepen and contextualize learning where possible and appropriate.
- Inform and involve parents through newsletters and home projects, as well as school parent meetings.
- Be in a learning environment that reflects quality learning and celebrates the student’s success.

2. The curriculum outcomes

Liwa School's curriculum will be focused to the California Common Core State Standards and will:

- lead to qualifications that are of worth for employers and for entry to higher education.
- fulfil the requirements of the CCSS and the requirements of ADEK.
- plan to enable students to reach or exceed the grade standards.
- meet the needs of young people of all abilities at the school.
- provide equal access for all students to a full range of learning experiences.
- prepare students to make informed and appropriate choices at the end of their school career and be college and career ready students able to compete on a global level.
- help students develop:
 - lively, enquiring minds,
 - an ability to question and argue rationally,
 - an ability to apply themselves to tasks systematically and with stamina and determination,
 - technological skills, interpersonal skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity, and coherence.
- ensure continuity and progression within the school and between phases of education.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- help students to use language and number effectively.
- help students develop:
 - personal moral values,
 - tolerance of other races' cultures
 - respect for all
- the student's competences as expected by ADEK.
- develop a themed curriculum for KG and Primary which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- design a Middle and High school curriculum which meets the needs of students, parents and wider society, and enables all our students to be college and career ready.

3. Roles

The Principal will ensure that:

- the amount of time provided for teaching the curriculum is adequate and meets the requirements of ADEK, as well as the needs of the students. (see appendix 1)
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- the board is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- the board is informed of progress towards the standards of the curriculum in the school and any areas that require more input.

The board will ensure that:

- it considers the advice of the principal when approving this curriculum policy.
- it contributes to decision making about the curriculum.

Heads of school will ensure that:

- they have an oversight of curriculum structure and delivery within their sections
- detailed and up-to-date schemes of learning are in place for the delivery of courses within their key stage.
- scope and sequence/ medium term/ unit plans are monitored and reviewed on a regular basis.
- assessment is appropriate to the grade and international expectations and in line with the curriculum standards.

Heads of Department and section coordinators will ensure that:

- long term planning is in place for all courses. Such schemes of learning will be designed using the school pro-forma and will contain curriculum detail.
- schemes of learning encourage progression at least in line with grade standards.
- there is consistency in terms of curriculum delivery. Unit plans/ scope and sequence should be in place and be used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- they keep the appropriate key stage assistant 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 practice amongst their colleagues in order to utilize best practice 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 and engage them.
- work in partnership with other agencies to provide an appropriate range of extra-curricular opportunities. (e.g. visits etc)

Students will:

- have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which 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, college or career choices at key points.

Parents and Carers 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.

Appendix 1:

Timetabling:

The school will comply with the ADEK regulations as shown below:

Islamic Education, Arabic Language, and Social Studies Subjects

All Schools must teach the three compulsory subjects consistent with the Ministry, or as determined by the Council, as follows:

- **Islamic Education** is a compulsory subject from grade one to the end of the secondary stage for all Muslim students and is an optional subject for non-Muslim students.
- **Arabic Language** is a compulsory subject from grade one to the end of the secondary stage for all native Arabic speakers. The Arabic Language subject is a compulsory subject from Grade 1 to Grade 10 or non-native-speakers of the Arabic language and optional thereafter. The Arabic language subject must be taken in Grades 11 and 12 in order to meet the equivalency requirements of the UAE's general secondary education certificate (Al Thanawiya).
- **Social Studies** is a compulsory subject from grade one to grade nine for all students whether Arab or non-Arab.

All Private Schools must teach these three compulsory subjects for students as determined by the Council and according to the following tables:

Minimum number of instruction periods per week for Arab students in foreign and Asian curriculum Schools				
Grade	G 1 – 3	G 4 – 6	G 7 – 9	G 10 – 12
Islamic Education	3	2	2	2
Arabic Language	6	5	4	4
UAE Social Studies	1	1	2	–
Time	Minimum 40 minutes per instruction period			

Minimum number of instruction periods per week for non-Arab students in foreign and Asian curriculum Schools				
Grade	G 1 – 3	G 4 – 6	G 7 – 9	G 10 – 12
Islamic Education	2	2	2	2
Arabic Language	4	4	4	4
UAE Social Studies	--	1	1	–
Time	Minimum 40 minutes per instruction period			

Schools shall use the Ministry-approved curricula of the subjects listed above. Schools are also encouraged to add additional teaching and learning resources (after seeking the Council's approval) to support and enrich the teaching of these compulsory subjects in order to reach a high-quality level of education. Private Schools must hire qualified, experienced and talented teachers to deliver these subjects at high quality.

N.B. school sessions are one hour and this recommendation is based on sessions of 40 minutes, so the minimum time may be exceeded over the week over the allotted sessions.

The school reserves the right to allocate other subjects timetabled sessions in line with student needs and the recommendations of the curriculum of the California Common Core State Standards.