



مدرسة ديوفال
DEWVALE SCHOOL
AL QUOZ

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CURRICULUM POLICY

Policy Name	Curriculum Policy	Policy No.	DWS_PLC_013
Effective Date	April 2025	Date of Last Review	25 th March 2025
Date of Next Review	March 2026	Person in-charge	Ms. Anitha

Aim

Our aim is to provide a holistic education in the most congenial environment integrating innovating strategies through skill-based learning to develop independent and lifelong learners.

Introduction

We follow the Central Board of Secondary Education (CBSE) curriculum integrating national curriculum to promote challenges and learning beyond the text to meet the international standards comprising National Agenda Parameters.

The curriculum is sufficiently flexible and adaptable to meet the individual needs of students, enabling them to maximize their potential in line with their unique talents and strengths

The curriculum embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day that underpin success in education in different situation promoting inclusive education.

The curriculum is meticulously reviewed for continuity, progression, and challenges across grades. It is adapted through adjustment and modifications by integrating different modes of learning techniques as per the new trend and NEP (New Educational Policy Framework) such as blended learning (Face to Face and online learning), use of digital platforms, personalized learning, instructional approach, manageable tasks, resources, research work, guided materials to create a productive environment that facilitates students and staff to meet the set curriculum standards in line with UAE NAP

The learning approach from the conventional textbook learning to a more blended approach towards e-learning with hands on exploration and interactive learning through e-resources. Online interactive learning platforms have been implemented as a means of extending learning beyond the physical boundaries of the textbook and the classroom through reliable and creative e resources.

The school has a clear focus on the personal development and global wellbeing of each child, as well as on their academic progress through skills, values, and dispositions that support responsible, commitment towards community, sustainable development and living.

The curriculum provides a wider range of opportunities to learners to be innovative, enterprising, and eager to put their best practices into all activities to be independent and lifelong learners.

Teaching

The curriculum is designed to encourage learner's enthusiasm for learning through amicable and productive environment where their achievements and excellence are valued and celebrated.

It aims to enhance learner's learning by supporting teachers in their use of a whole range of strategies and key techniques, the idea behind this is about how teachers plan, design, teach effectively and how learners learn best, with a clear focus on individual learning styles, readiness, and interest.

The curriculum is reviewed and planned based on the academic performance and aligned with CBSE and international standards based on ASSET, CAT4 and TIMSS to bridge the learning gaps.

Lessons are planned to focus competency-based learning, experiential learning, digital literacy, activity-oriented learning, enterprising, innovation, ownership of learning, integrated pedagogy (Art, sports, storytelling and ICT) that gives open platforms for student-led initiatives, open-ended learning and innovation.

Blended learning approach (Face to Face and online learning) comprising different learning tools like Edu core, Google classroom, G meet, Padlet, Kahoot, Mentimetre, Quizizz, Socrative, Nearpod, exit slip, and techniques like personalized, experiential, inquiry, research, goal oriented based learning, target setting, connection to real life context, way forward, remedial support and follow up.

The values are embedded into curriculum planning so that pupils are not only prepared for academic success, but equipped to be well-rounded lifelong learners and responsible, proactive members of the global community, poised to engage the future with competence and confidence.

Across the school a wider range of opportunities are provided for students to make cross-curricular links, applying knowledge to a new context to deepen the understanding of concepts. In all key subject areas, lessons offer links to UAE culture and heritage, links in literacy, numeracy, and technology provide opportunities for students to learn independently and to improve their research, reasoning, critical thinking and decision making skills.

The curriculum is modified to challenge, accommodate, and support some groups of students. Modifications to help ensure that students with SEND are enabled to make good progress through scaffoldings like personalized learning, peer support, visuals, simulation, PHET- virtual experiments and field trips, audio, and guided instructions. The school is starting to make adaptations to help students with gifts and talents to maintain their interest and joy of exploration.

There is a wide variety of extracurricular and co-curricular activities available to broaden the scope of students' educational experience at school and to satisfy their interests. Opportunities for public service and charity work are provided. Entrepreneurship is offered through activities such as plantation and educational fun fair.

Learning

At Dewvale school, learners are provided with a wide range of opportunities that:

- Develops skills for learning, skills for life and skills for work.
- Creates and maintains a stimulating and innovative learning environment, including affluent opportunities for experiential and project-based activities that would create meaning and make learning enjoyable.
- Reflects readiness and interests of students in their learning.
- Ensures challenge and support in learning to develop deep levels of thinking and connection to real life.
- Ensures opportunity of progress and attainment in each subject through activity driven learning.
- Develops positive attitude towards personal and social values through collaboration and teamwork.
- Involves and engages the parents as they play in their children's education and makes every effort to encourage parental involvement in the educational process.
- Encourages the learners to participate in inter and intra school activities to meet the international standards.
- Demonstrates ownership and positive attitudes towards learning which exhibits student-centered approach in lessons through flip classrooms and involvement in curricular and co-curricular activities.
- Accepts challenges and act purposefully through interaction, collaboration, presentation and application of skills, knowledge and understanding in different context.
- Emphasis on useful connections between subject areas, creativity, independent learning, research, and critical thinking in lessons.
- Use of technology to enhance learning skills for the extended development of digital literacy to develop students' innovation, enterprise, problem solving, risk taking, enquiry, and research skills in lessons.

Kindergarten

We understand the importance of providing a great start to a child's education, igniting their passion for learning as they grow and fun, stimulating, caring environment, ensuring each child's safety as they develop the confidence needed to take on new challenges.

We recognize that each child is uniquely talented. Our goal is to encourage them to achieve their full potential across a wide range of activities, developing new talents as well as stretching the things that they are already good at.

In Kindergarten, teachers encourage and promote activity-based learning as defined by CBSE and also blend of good practices from the EYFS Curriculum to make teaching and learning better for students. To enhance the overall development of the learners at the early learning stage of their life through play method and activity-oriented classrooms using the learning center approach for a better understanding of concepts and celebrating each child's achievements and preparing them for a smooth and happy transition into the Primary School.

Teachers encourage and extend each child's natural curiosity and enthusiasm as they build their range of skills. Students learn in groups, pairs and as individuals across an array of different activities

We ensure a balanced, flexible program by planning a mixture of directed and free choice activities ensuring that we meet the different needs and interests of the students. Each term the teams meet to discuss the termly plan and the needs of the students. Each week the KG 1 and KG 2 teachers meet with the kindergarten head to review how the students responded to the objectives in the previous week's planning and plan for the following week.

The planning in kindergarten incorporates a termly plan of key objectives, themes and skills for the classes. The planning is done with all staff having the opportunity to share their ideas and thoughts. The planning is shared with the parents through a weekly updates and monthly newsletters.

Different opportunities are also taken to extend and enrich the curriculum through:

- ✓ Educational visits
- ✓ Parental engagement.
- ✓ Outdoor learning.

In Kindergarten, the learning domains from specific subjects and content such as Literacy, Math and UTW to specific skills such as Personal Social, Emotional, Physical, Language, Mathematical, Creative and Enquiry skills are focused carefully.

A wide range of hands-on, relevant, first-hand opportunities and multi-sensorial learning experiences have been provided for all Kindergarten students to develop these skills in a diverse and intellectually stimulating environment.

Learning stations in each classroom has been created to enhance experiential learning for all Kindergarten students to experience, stimulate and perform through various learning approaches such as role play, CCL, and ART.

Primary

In primary phase, the students' transition from Foundation Stage to the Primary School, we introduce students to different subjects and activities through experiential learning and skill-based activities to build on their starting points from the Foundation Stage.

(English, Math, EVS, Arabic, Islamic, Moral Education, Moral Science, MSC, S4L, Guided reading, Optional Language, Computer, ART, Music, Dance and PE.)

The primary curriculum is the way in which we are going to develop a broad band of knowledge that exposes children to different ways of looking at the world. We aim to tailor education to individual need, interest, and aptitude to fulfill every child's potential through wide range of literature.

Subject Specialists and Class Teacher expand every child's thinking, developing their abilities to observe, collaborate, ask questions, make connection and engage in investigative work across all curriculum areas. As they learn to make decisions and seek greater independence in their learning, we will continue to widen the range of challenges that they are exposed to. They will be encouraged to explore key topics across the subject areas, building their depth of understanding.

Our teaching approach helps students connect what they learn to real-life experiences, making learning more meaningful and memorable. This way, the skills they develop stay with them long after they leave the classroom.

In primary, various reading activities and program based on fiction and non-fiction text are exposed developing the fluency, expression and comprehension skills of the students across the curriculum.

Every child will have access to a rich, balanced and skill-based curriculum. We use diverse teaching strategies like target setting, differentiation, inquiry, investigation, reasoning, problem solving, outdoor learning, research, multi- disciplinary projects to develop the talents of each child and teachers will use the flexibilities that already exist to ally high standards in the basics with opportunities for enrichment and creativity.

A broad learning experience and a rich variety of approaches are provided to teaching and learning that cater to the different needs of individual children in all dimensions of students through spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.

Teachers plan and deliver enriching opportunities through a cross-curricular approach which are designed to stimulate curiosity and engage children in their learning by making it meaningful and relevant to the world around them.

Teachers integrates cross-curricular in connection to SDG, UAE Vision 2031, E33, inter disciplinary link and real life connection in lessons to think at a deeper level, make connections between subjects and develop their reasoning, critical thinking, and problem-solving skills.

Teachers set high expectations and use challenging strategies in lessons as per the group of students to promote independent learning.

Different modes of assessment (Assessment for learning, assessment as learning, assessment of learning) to evaluate the progress and attainment of the students in lessons.

Innovative timetable focusing enrichment learning and reflective learning session, Genius Hour and Wellbeing activities to develop the skills, knowledge and understanding of the concepts and its application in different context.

Reflect and review, Curriculum continuity test, IMM are integrated in the teaching learning assessment process to review the transaction of the curriculum and objectives on a regular basis to meet the curriculum standards and UAE National agenda parameters.

Secondary

Our curriculum is broad and balanced, providing a wide range of knowledge, skills, and experiences, giving each subject sufficient time to contribute to the child's learning.

In secondary phase students continue to be encouraged and challenged within a more rigorous academic framework to enable students to take ownership of their learning and be an independent learner to compete the global competencies.

Our secondary curriculum provides an all-round education, combining academic excellence with a wealth of enrichment opportunities. It has been designed to develop independent learning, resilience and confidence and our belief is that it will provide our students with immediate advantages in gaining places in top universities and, later on, in the workplace.

Grades 3 to 7 we follow CBSE curriculum integrating national curriculum and international best practices. The planning process is central to the effective delivery of the curriculum. Our teachers start from the point of finding out what the children know and what they want to find out and use this information, together with the key skills required in each subject, to inform their planning. The main emphasis of planning in the school is to make the curriculum relevant to the learners learning by making explicit cross-curricular links and new learning through varied approach.

The enriched curriculum promotes development of skills, which underpins the content. The breadth and depth of learning is brought into sharp focus, offering challenge and fulfilment in equal measure. Most subjects are aligned to international curriculum standards and UAE regulations. (ASSET, CAT4, TIMSS and PISA).

The curriculum provides opportunities to students to choose learning as per their interest to enable them to link with university education.

Roles & responsibilities

The leaders take overall responsibility for the curriculum. Subject Leaders monitor their subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process, from staff and governors at their regular meetings.

The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum.

Development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the curriculum and that progression is planned into schemes of work.

The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the curriculum through modification and adaptation as per the children's need wherever needed.

The curriculum is further enhanced through skills-based projects, investigations, author and specialist visitors to school and class trips each term. Events such as National and International Days, STEAM projects, subject specific week fest to provide an opportunity for children to enhance their understanding of the learning in diverse context to apply their knowledge through a range of varied, holistic learning experiences.

Inclusion- Provision for all children

Teachers plan to meet the needs of all children by ensuring learning is focused on individual children's needs and abilities. Outcomes from assessment for learning enable teachers to set targets which reflect individual children's skills, abilities, and potential.

The school has developed a model of intervention for children experiencing difficulties in literacy and/or mathematics based on Wave policy:

Wave One: The effective inclusion of all children in a high-quality daily literacy hour and mathematics lesson (Quality First Teaching).

Wave Two: Small group, low cost intervention e.g. Booster classes, Springboard programmes, Early Literacy support, Social Use of Language Programme.

Wave Three: Specific targeted intervention for children identified as requiring special educational needs support through curriculum adaptations and curriculum extension for the Gifted and Talented.

For details please refer to our Dewvale school Inclusion Policy

Enrichment programme& co curricular activities.

The Enrichment Program allows students to explore real-world problems and challenges, while simultaneously developing cross-curriculum skills by working in small collaborative groups. While taking part in projects and activities, the students also use routines from Cultures of Thinking. These routines encourage collaborative and independent thinking while making it visible through writing, drawing and speaking.

Talents of individual children are celebrated within class and at school assemblies and in school productions. The awarding of pride points also encourages children to do their best both in their schoolwork and in their behaviour towards others. The use of the SEAL (Social, Emotional Aspects Learning) materials as part of the CBSE curriculum aims to build children's self-esteem and skills.

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

Celebration assemblies are held each week recognizing the achievements of our children. A wide range of activities is offered at the start of each term. Parents of children wanting to attend such activities are asked to sign a consent form. Most teaching staff participate in the provision of extra-curricular activities at some stage during the year. We also have many enrichment activities organized by external providers.