



## Curriculum Policy

| Policy Information      |                              |             |                        |
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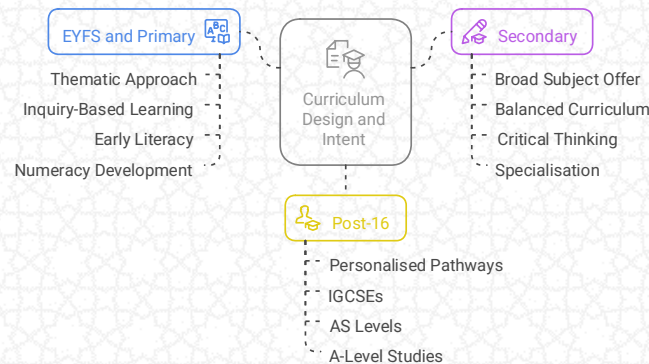
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## Curriculum Compliance and Purpose

At ISCS, our curriculum is designed to provide a high-quality education for all students, rooted in the United Nations Convention on the Rights of the Child (Articles 28 and 29) and compliant with the UAE Ministry of Education requirements, the English National Curriculum, and the UAE Inclusion Framework. The curriculum is designed and delivered in a way that actively promotes and does not undermine fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, in line with British Schools Overseas (BSO) standards. We ensure that every child, regardless of background or ability, has access to a broad, balanced, inclusive, and enriching curriculum that supports their social, emotional, academic, and cultural development. This policy outlines the principles, structure, and quality assurance processes that drive curriculum delivery and continuous improvement at ISCS.

## Curriculum Design and Intent

The ISCS curriculum is knowledge-rich, progressively sequenced, and tailored to meet both national and international expectations. It balances academic rigor with personal development, embedding literacy, numeracy, innovation, and Islamic values across all phases.



## Preparation for Life in British Society

The curriculum at ISCS prepares pupils for the opportunities, responsibilities, and experiences of life in British society through a planned and progressive programme of learning. Pupils develop



understanding of democratic values, the rule of law, individual responsibility, and mutual respect through the curriculum, PSHE, assemblies, and wider school life.

Teaching encourages critical thinking, respectful discussion, and active participation, enabling pupils to understand rights, responsibilities, and how individuals contribute positively to society. This ensures pupils are well prepared for further education, employment, and participation in modern British society, while remaining respectful of the cultural context of the UAE.

### UAE Ministry of Education Requirements

At ISCS, the curriculum fully meets the statutory requirements of the UAE Ministry of Education. All pupils study the mandatory national subjects, ensuring they develop a strong understanding of national identity, values, and civic responsibility alongside the English National Curriculum.

Statutory provision includes:

- **Arabic Language**, delivered in line with MOE requirements and differentiated for native and non-native speakers.
- **Islamic Education**, taught according to national guidance and aligned with the school's Islamic ethos.
- **Moral Education**, promoting ethical values, respect, tolerance, and responsible citizenship.
- **UAE Social Studies**, developing pupils' understanding of Emirati history, culture, geography, and governance.

These subjects are:

- Delivered by appropriately qualified teachers.
- Planned, assessed, and reviewed systematically.
- Monitored by senior leaders to ensure quality, compliance, and impact.

This provision complements the wider curriculum and supports pupils in developing a strong sense of identity, belonging, and respect for the UAE, alongside global awareness.

### Personal, Social, Health and Economic Education (PSHE)

At ISCS, Personal, Social, Health and Economic Education (PSHE) is delivered as a planned and progressive programme from EYFS to Year 13, appropriate to pupils' age, stage of development, and the cultural context of the United Arab Emirates. PSHE supports pupils' personal development, wellbeing, relationships, citizenship, and preparation for life, and is delivered through dedicated lessons, assemblies, pastoral provision, and wider curriculum links.



The content of the PSHE curriculum actively promotes respect for others, positive relationships, and responsible behaviour. It encourages pupils to develop understanding, empathy, and tolerance, paying due regard to diversity and individual difference, including age, disability, race, and religion or belief, and is taught in an age-appropriate, culturally sensitive, and values-led manner, aligned with Islamic principles and UAE societal values.

Through PSHE, pupils are taught to value diversity, reject discrimination, and demonstrate respectful attitudes and behaviours towards others, contributing to a safe, inclusive, and harmonious school community.

### **Careers Education and Guidance (Secondary and Post-16)**

At ISCS, secondary and post-16 pupils have access to accurate, impartial, and up-to-date careers guidance that enables them to make informed choices about subject options, further education, and future pathways. Careers education is delivered through a planned programme within the curriculum and pastoral provision, supported by current labour market information and individual guidance. This ensures pupils are well informed, aspirational, and prepared for their next steps.

### **Preparation for Life in British Society**

The curriculum at ISCS prepares pupils for the opportunities, responsibilities, and experiences of life in British society through a planned and progressive programme of learning. Pupils develop understanding of democratic values, the rule of law, individual responsibility, and mutual respect through the curriculum, PSHE, assemblies, and wider school life.

Teaching encourages critical thinking, respectful discussion, and active participation, enabling pupils to understand rights, responsibilities, and how individuals contribute positively to society. This ensures pupils are well prepared for further education, employment, and participation in modern British society, while remaining respectful of the cultural context of the UAE.

### **Curriculum Structure Across Phases**

- EYFS and Primary: A thematic, inquiry-based approach encourages exploration, creativity, and early literacy and numeracy development.
- Secondary: A broad and balanced subject offer develops critical thinking, specialisation, and prepares students for higher education and careers.
- Post-16: Personalised pathways are offered with a wide range of IGCSEs, AS, and A-Level subjects, alongside leadership and enterprise opportunities



## Aims and Objectives

### Our curriculum is designed to:

- Meet all statutory requirements (National Curriculum and UAE MOE subjects).
- Promote a love of learning, creativity, and critical inquiry.
- Develop strong literacy, numeracy, scientific, and technological competence.
- Build cultural capital through enrichment experiences.
- Foster independent thinking, resilience, collaboration, and reflection.
- Encourage students to value diversity, act ethically, and contribute positively to society.
- Prepare students for the challenges of higher education and the world of work.

## Quality of Teaching At ISCS

We are committed to delivering high-quality teaching for all students, as evidenced by our "Very Good" rating for teaching and learning. Lessons are collaboratively planned within phases following a structured 4-Part Lesson model, emphasising high expectations, challenge, and active student engagement. Technology integration is guided by the SAMR model to transform learning experiences. Teaching is differentiated to meet diverse needs, with a mastery approach ensuring all students are stretched and supported. Lesson observations, student work reviews, and regular deep dives are conducted to maintain high standards across subjects.

## Curriculum Adaptation

### Assessment Tracking

At ISCS, assessment and tracking are key drivers for curriculum adaptation, ensuring teaching is responsive and inclusive.

- **Baseline Testing:**

CAT4 assessments are conducted upon entry to identify students' cognitive profiles. Curriculum planning is adapted from the outset to meet identified strengths and areas for support.

- **Ongoing Assessment:**

Termly internal assessments and international benchmarks (GL Progress Tests, TALA, PISA, TIMSS, PIRLS) inform curriculum adjustments to maintain alignment with national and global standards.

Student progress is monitored through Eduration. Trends and gaps are analysed regularly to adjust schemes of work, lesson planning, and differentiation strategies. Immediate curriculum adaptations are made in response to class, year group, or individual needs.



### Targeted Interventions:

Students not meeting expected progress receive curriculum adaptations through additional scaffolding, differentiated tasks, and personalised learning interventions. Regular reporting through Education keeps parents informed, while students are encouraged to reflect on their progress and set learning goals, fostering a more personalised curriculum experience.

The continuous use of assessment outcomes, ISCS ensures that curriculum delivery is dynamic, inclusive, and tailored to maximize each student's success.

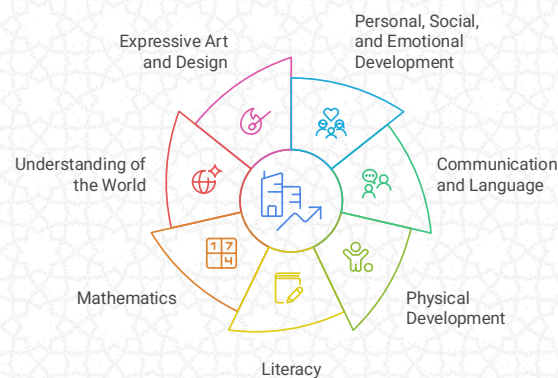
### Monitoring and Review

Lesson observations, and assessment data analysis. SLT, Phase Leaders, and Subject Leaders conduct regular reviews of curriculum delivery, ensuring adaptations are made in response to student needs, staff development, and national education priorities. Annual action plans for each subject area align with the School Improvement Plan, promoting a culture of reflective practice and ongoing enhancement

### **EYFS Provision**

At ISCS, the care, happiness, and development of our youngest learners is our utmost priority. In the EYFS, there are seven key areas of learning:

- Personal, Social, and Emotional Development (Wellbeing)
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Art and Design



Play-based learning is central to the EYFS framework and guided by the Development Matters , and our approach at ISCS reflects this. Children engage in a balance of adult-led, purposeful play (both indoors and outdoors) alongside time for independent exploration. During this time, children consolidate, practice, and extend the knowledge and skills gained through adult-led activities. The development of key learning skills, known as the "Characteristics of Effective Learning" (Playing and Learning, Active Learning, Creating and Thinking Critically), is nurtured throughout the daily routine.

### Primary Provision

The Primary curriculum is thoughtfully designed to nurture the academic, personal, moral, and spiritual development of every child. Guided by the school's vision and values, it provides a balanced, inclusive, and enriching educational experience that equips students with the knowledge, skills, and character needed to thrive in school and beyond.

#### Key features include:

- Integrating knowledge, skills, and understanding through a thematic, inquiry-based approach that fosters creativity, curiosity, and independence. Regular audits ensure alignment with high standards.
- Quran and Hadith lessons and national practices nurture moral values and cultural identity, while thematic projects celebrate Emirati heritage.
- Programs like *Talk4Writing* , *Floppy's Phonics*, *Power Maths*, and *Oxford Owl* build essential literacy and numeracy. Planned transitions and data-driven interventions ensure smooth academic progression.
- Differentiated instruction, IEPs, and flexible strategies like “Think-Pair-Share” support all learners. SEN planning and collaboration with the Inclusion Team ensure accessibility and challenge for diverse needs.
- Technology integration, coding, and project-based learning develop critical thinking, problem-solving, and digital literacy for future success.
- Social-emotional learning, embedded in daily routines and texts, fosters resilience, empathy, and personal growth.
- A broad range of ECAs and cross-curricular links deepen understanding, promote leadership, and connect learning to real-life contexts.

Our Primary curriculum provides a vibrant, inclusive, and forward-thinking learning journey that develops confident, capable, and compassionate learners. Through strong academic foundations, a commitment to values, and a focus on innovation and well-being, our students are well-prepared for the next stage of their education and for life beyond the classroom.

### Secondary Provision

Our Secondary provision offers students a dynamic, rigorous, and supportive learning environment designed to prepare them for their IGCSE pathways, future academic success, and holistic



development. The curriculum is broad, balanced, and responsive to student needs, while fostering critical thinking, innovation, leadership, and global awareness.

Our Secondary phase ensures that students develop strong academic foundations, effective communication skills, leadership qualities, and a genuine love of learning through a wide range of curricular and enrichment opportunities.

**Key features include:**

- Wide subject range including Business, Sociology, Accounting, and Graphic Design.
- Regular benchmarking through CAT4, GL Progress Tests, and internal assessments.
- Students set academic targets and reflect on progress using data.
- Leadership development through Student Council, sustainability, and cultural projects.
- Robotics, coding, and STEM activities promoting innovation and problem-solving.
- Early career guidance and real-world exposure through projects and events.
- Islamic values, Emirati heritage, and global citizenship embedded across learning.

**Post-16 Provision**

At ISCS, our Post-16 provision is designed to offer students a broad, balanced, and challenging curriculum that prepares them for university, the workplace, and lifelong success. The program offers a range of academic and personal development pathways, supporting students in achieving their aspirations while fostering independence, resilience, and leadership. Our Post-16 curriculum is aligned to international standards and is continuously reviewed to ensure relevance to global trends, higher education requirements, and career demands.

**Key features include:**

- Wide choice of AS and A-Level subjects, with options for cross-disciplinary enrichment.
- Small class sizes, personalised mentoring, and targeted interventions.
- Dedicated counselling for UCAS, Common App, and global university applications, alongside work experience opportunities.
- A structured Life Skills Program is embedded, focusing on essential competencies like financial literacy, personal wellbeing, resilience, leadership, and critical decision-making.
- Participation in MUN, entrepreneurship projects, and volunteering initiatives.
- University partnerships, alumni mentorships, and scholarship guidance to support higher education applications.

**Inclusion, SEND, EAL and Gifted & Talented Provision**

Inclusion is a fundamental part of our ethos. The school ensures that all students, including those with SEND, EAL and G&T, have equitable access to a broad, balanced and ambitious curriculum.

Quality First Teaching underpins provision. Teachers work closely with the Inclusion Team to remove barriers to learning through adaptive teaching, effective differentiation and appropriate

challenge.

- Curriculum access is secured through planned adaptations and differentiated approaches that enable strong progress from individual starting points.
- The progress and wellbeing of SEND, EAL and G&T students are monitored termly by Subject Leaders, the SENCO and senior leaders.
- Personalized plans, including IEPs, ALPs, where appropriate, are developed and reviewed in partnership with parents and staff.
- Targeted support includes flexible grouping, language and oracy interventions, EAL provision, extension opportunities for more exceptional and G&T students, and bespoke literacy and numeracy programs.
- External agencies are engaged as required to support identification and effective provision.
- External specialists and agencies are engaged, when necessary, to support identification, assessment and effective provision, ensuring needs are met promptly and appropriately.

### Extra-Curricular Activities and Transferable Skills

We are committed to developing the whole child beyond academic success. Our extensive extra-curricular program enriches students' experiences, promotes leadership, supports personal development, and strengthens global citizenship.

Students across all phases engage in a wide variety of opportunities, including:

- **Sports and Physical Activities:** Football, swimming, badminton and basketball, supporting fitness, teamwork, and discipline.
- **Arts Program:** As an art rich school, we are continuously encouraging participation of our children in external Art competitions.
- **STEM and Innovation:** Robotics clubs, coding competitions, science fairs, and innovation in lessons create critical thinking and future-ready skills.
- **Leadership Programs:**
  - *EYFS & Primary students* take early leadership roles through *Student Council* and *Safety Rangers*
  - *Secondary and Post-16 students* actively lead in *Student Council*, *Sustainability Ambassadors*, and *Wellbeing Champions*, developing initiative and responsibility.
- **Community Engagement and Service:** Students participate in volunteering activities, environmental campaigns, fundraising drives, and social projects like Pink October and Tarahum for Gaza, instilling social responsibility and empathy.
- **Work Experience and Career Development (Post-16):** Structured internships and workplace exposure support transition to university and career readiness.

Through these activities, ISCS students develop teamwork, resilience, communication, creativity, and a genuine sense of contribution to society. Our commitment to enrichment ensures that



every student not only achieves academically but also flourishes as a confident, skilled, and ethical global citizen.