



AL-ITTIHAD NATIONAL PRIVATE SCHOOL
SHAKHBOUT

School Curriculum Policy

Al-Ittihad National Private School – Shakhbout

Reviewed by	Date	Signature

2020 -2021

INPSS Mission We at INPS Shakhbout are committed to the intellectual and personal development of our students by providing programs that inspire and empower them to be active national and global citizens.

INPSS Vision To create a generation of heritage guardians and global thinkers.

INPSS Core Values

- ✓ Honesty
- ✓ Tolerance
- ✓ Loyalty
- ✓ Belonging
- ✓ Respect
- ✓ Resilience
- ✓ Empathy

INPS- Shakhbout adopts a wide variety of educational program in all grade levels. For instance, the Harcourt American program is adopted in teaching English, Mathematics, and Sciences in K-12.

Moreover, we adopt the Mc GrawHill and Glencoe programs in teaching Humanities (Business, Economics, Accounting, and History) in high school. In parallel, we implement the ESS (English Social Studies)" OR a Better World" series for Grades 1 through 6.

Furthermore, an ICT program called Kidpix is introduced in the KG level, and the project-based program Techno Kids is given to students in Grades 1 through 7.

ICDL is taught to students in Grade 9, An online 21things4students" project-based program is taught to students in grade 10, Robotics to students in Grade 11, and Adobe After Effects to students in Grade 12.

The curriculum of the Ministry of Education curriculum is put into practice in teaching Arabic Language, Islamic Studies, Moral Education and Arabic Social Studies. This curriculum is integrated academically, socially, and personally by carrying out several activities and organizing competitions that help shape students' character.

English is the language of instruction in all subject matters except for Arabic, Islamic Studies, Moral Education and Arabic Social Studies. All our students are involved and encouraged to participate in advisory and co-curricular programs consisting of an affluent array of activities that form the backbone of our curriculum.

To crown all our achievements and efforts in this area, we are proud to say that throughout the years our students have earned many rewards and prizes from participating in various academic competitions. It is, thus, worth noting that our school provides ample opportunities to prepare our students to sit for the standardized tests; such as: IOWA, TIMMS, PIRL, TOEFL, MAP, ICDL and SAT.

Teachers at our school are mere facilitators and mediators of learning as well as creators and implementers of student-centered activities and projects.

In fact, our teachers incessantly help students to continuously assess their academic progress and consider feedback an integral part of the teaching-learning process.

The teacher's relationship with students is a nurturing one, reinforced by the school support system to grant student's intellectual, affective, and physical growth.

Cooperative learning, critical thinking, learning centers, employing media in teaching, and empowering learners all guarantee life-long learning at our school.

Policy 40: Elements of the Curriculum

Corresponding to Article (45) of the Organizing Regulations

DEFINITION(S):

A **curriculum** involves four key elements:

1. Content:

- A clear statement of the main aims, purposes and core values.
- A well-planned program of continuous and progressive learning.
- A range of subjects, specific educational units of instruction and relevant activities.
- Detailed learning objectives with required learning strategies.
- A description of the resources to support learning.
- Details of the language(s) in which the program may be conducted.

2. Expected learning outcomes with a clear assessment strategy:

- Showing what students at every age and stage are expected to know, understand and be able to do.
- Identifying how students' progress will be measured as they advance through the curriculum.
- Showing how students' attainment levels and achievements will be assessed, monitored, supported and recorded as they complete their studies.
- Promoting the Arabic language and the national identity.

3. Organization of the curriculum, which will define:

- Minimum time requirements for the various subjects, courses and relevant activities.
- Core (i.e. compulsory) components and optional components.

4. Governance and management of the curriculum, showing:

- How the School's vision and mission are articulated through and promoted by the curriculum.
- How the curriculum is implemented and monitored.
- Integrity and honesty in implementing the curriculum.
- Continued curriculum development.

PURPOSE(S):

To ensure that the School curriculum meets the ADEK and MOE expectations and requirements of providing students with a high-quality education in order to develop their skills for life-long learning as well as strong ethics, attitudes, behaviors and capabilities required to contribute to the UAE's prosperity and its ability to compete in the global market.

POLICY:

The School curriculum shall provide a quality education that shall assist and challenge every student to reach his or her potential regardless of talent or ability. The School curriculum shall offer a large breadth and depth of study with flexibility in learning pathways and address a variety of learning styles. It shall offer many opportunities for integrating the learning objectives from a variety of subjects, in a relevant and highly engaging manner.

The curriculum shall prepare students for success in their next level of education and future careers. It shall also promote higher-level thinking skills, literacy, numeracy, creativity, positive attitudes, strong ethics, self-management and adaptability. It shall promote the Arabic language and the national identity and enhance the development of 21st century skills, including collaboration, communication, analysis, synthesis, critical thinking, problem-solving, digital literacy, innovation and life skills. Schools shall consider the guidelines below as minimum requirements in their curriculum design and implementation:

Teaching and Learning Quality

Schools shall apply high standards in the teaching and learning of their curriculum. Schools shall implement the guiding principles as key indicators of teaching and learning quality as set out in Policy (27).

Assessments and Examinations

Regular assessments of student performance shall be used to inform and improve student learning. External examinations shall be used to gain nationally and internationally recognized qualifications and to provide a benchmark for student achievement. Schools shall implement assessment and examination practices as an integral part of their curriculum in line with the Council's requirements as set out in Policies (42) and (43).

Students with Special Educational Needs (including gifted and talented students)

The School curriculum shall be designed to meet the needs of students with a wide range of abilities, including those with special education needs and those who are gifted or talented. Schools shall accommodate and cater for the educational needs of these students as per ADEK and MOE requirements set out in Policy (48).

ICT in the Curriculum

A comprehensive set of ICT outcomes shall be included in the School curriculum along with methods for integrating some or all of them into other subjects. Schools shall be responsible for the safety of their students by maintaining instructions on the correct use of School IT systems (please refer to Policy (65)).

Educational Support

The School must provide a range of support and guidance services as appropriate for each student's stage and age group. Schools must follow the guidelines that help them to develop their practice of guidance and support services whether academic, vocational or personal as set out in Policy (53).

Homework

Homework is an integral part of the School academic program. It helps students to reinforce what they learn in class and develop independent learning skills. Schools shall include homework as part of their curriculum and take into account the following requirements:

- Homework should be aligned to the chosen curriculum and assigned reasonably as students have many other learning activities such as School activities, family commitments, personal interests, etc. which can be equally educational.
- Homework should increase progressively as the student moves through the grade levels.
- Homework shall not be used as a form of punishment or disciplinary action.
- Homework, assignments and tests shall be coordinated to ensure students have an overall fair and balanced afterschool workload.

Schools shall develop, implement and regularly review a School homework policy to ensure it is relevant to the needs of their students and consistent with this policy. The School homework policy shall outline the types and timeframes of homework, expectations of the students, teachers and Parents/Guardians, and successful practices for setting School homework at each grade level. A copy of the School homework policy should be distributed to staff, students and Parents/Guardians at the time of student enrolment, and also made available on the School website.

Extra-curricular Activities

Schools shall offer a range of extra-curricular activities that complement and enrich the

formal curriculum. These activities shall comply with the ADEK and MOE requirements as set out in Policy (49).

Parental Engagement and Communication

ADEK encourages Schools to build strong professional relationships with Parents/Guardians and offer a range of opportunities for Parents/Guardians to contribute and participate in the life of the School and learning of their children as set out in Policies (56) and (57).

Curriculum Development and Review

Schools shall continuously evaluate and review their curriculum in order to ensure that they meet the needs of their students. The Principal is responsible for ensuring that curricula, all textbooks and other learning materials in use at School are free of any content that may violate the religious, moral, cultural and national norms of the UAE. Schools may form a sub-committee, under the supervision of the School Principal to review the School's curriculum and ensure that it complies with the ADEK and MOE requirements.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Oversee the implementation of this policy to ensure their School curriculum complies with the ADEK and MOE requirements.

General Directors will:

- Meet the ADEK and MOE requirements as they relate to the School curriculum.
- Ensure that the School curriculum is delivered by experienced and qualified teachers, in order to develop a world-class education system that will help prepare students to meet future workforce demands and effectively compete in the global market.

Policy 41: Approving the Curriculum

Corresponding to Article (46) of the Organizing Regulations

PURPOSE(S):

- To specify the ADEK and MOE requirements regarding School-offered curricula that provide students with a broad, balanced, appropriate and exceptional education that enables them to achieve world-class standards in their education.
- To inform Schools of the ADEK and MOE requirements for the compulsory 'core' subjects.
- To foster the Islamic and Arab character and the national identity by focusing on high-quality teaching of the Arabic language, Islamic education and UAE social studies subjects.

POLICY:

All curricula shall provide breadth, balance, relevance, continuity and progression and be designed to provide students with a high-quality education. Schools will comply with the ADEK and MOE requirements as stated in Policy (40).

Approval of ADEK

Every School is required to seek and obtain approval for its curriculum from ADEK in line with the approved curricula by the Ministry. In completing the Temporary License application for a new School, ADEK requires that the School curriculum is set out in documents that clearly outline the School programs of study with details of what students should know, understand and be able to do, at every stage of the educational process. Any curriculum which fails to meet these requirements will not be approved by ADEK.

During the process of issuing a Temporary License for new Schools, ADEK may provide additional guidance to new School Owners on changes to the proposed curriculum that ADEK will require before a Temporary License is granted. Through the on-going licensing and inspection processes for existing Schools, ADEK may specify improvements to the curriculum that will be required for the School continuing operation.

In evaluating, through the licensing process, curricula that are derived from the curriculum of other foreign countries, ADEK will require evidence that such curricula are in alignment with the curriculum standards and requirements applicable in those countries. Similarly, for curricula that are based on an international curriculum, ADEK will require evidence of accreditation of curricula by the relevant body (e.g. the International Baccalaureate Organization). This evidence is taken into account in the successful granting and renewing of a License

A School that proposes significant changes to its curriculum must seek approval from ADEK

through the licensing process (see Policy (4)). The proposed changes must comply with the approved curriculum and its requirements. “Significant changes” involve the addition, cancellation or amendment of any subjects and courses and changes to the syllabus and examinations.

Islamic Education, Arabic Language, and Social Studies Subjects

All Schools must teach the three compulsory subjects consistent with the Ministry, or as determined by ADEK, 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 ADEK 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 ADEK 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.

No exemptions or exceptions from the requirements of teaching and learning Arabic Language, Islamic education and social studies will be made. All Schools shall adjust and provide enough support and resources to accommodate students' needs (including those with special needs and those who are gifted and talented) in order to fulfill their potential in these core and compulsory subjects, in order to satisfy the equivalency requirements of the UAE's general secondary education certificate (Al Thanawiya).

These subjects shall be given appropriate attention and focus in all Private Schools to ensure the preservation of the Islamic and Arabic character and the UAE's national identity, in compliance with ADEK and MOE requirements which are based on the directions of the UAE's leadership.

Student Transfers and Equivalency Matters

Students may transfer between curricula. However, Schools shall make Parents/Guardians aware of the potential problems that may arise from a break in the continuity and progression provided by one curriculum and a shift to another curriculum, especially for those who seek equivalency to the UAE's general secondary education certificate (Al Thanawiya). ADEK will from time to time issue further decrees and guidelines about curriculum and equivalency matters.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Oversee the implementation of this policy to ensure the School's curriculum complies with the Council's requirements.

Principals will:

- Submit to the Council for approval the School's curriculum, and ensure that the curriculum complies with the Council's requirements.
- Ensure that matters of equivalency and compliance with any standards or requirements of the accreditation and compliance authorities are fully and successfully addressed, before the curricula are sent to the Council for approval.
- Communicate the equivalency requirements to students and Parents / Guidance