



NORD ANGLIA INTERNATIONAL SCHOOL ABU DHABI WHOLE SCHOOL POLICY DOCUMENT ON:

Curriculum

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Curriculum Policy 2024

School Vision

Leading the way..... Inspiring everyone to be extraordinary

School Mission

We empower our students to achieve better ACADEMIC OUTCOMES than they could in other schools.

We enable a GLOBALLY CONNECTED family of students to collaborate without limits.

We nurture WELLBEING, RESILIENCE and PURPOSE in every member of our global family.

We foster CREATIVITY through incomparable learning experiences in and out of school.

Curriculum Intent

Our curriculum intent is to:

- Provide a broad and balanced education for all students that is coherently planned, crafted and sequenced towards cumulative knowledge for skills and future learning and employment.
- Enable students to develop and apply knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of both challenge and support.
- Provide a broad curriculum prioritising the personalised needs of all students.
- Learning is enhanced when teachers are thinking purposefully about curricular planning.
- Provide guidance and subject choices that support students' learning and progression and enable them to work towards achieving their goals.
- Have a high ambition for all students.
- Promote a positive attitude towards learning.



- Support students' spiritual, moral, social and cultural development.
- Support students' physical development and responsibility for their own health and enable them to be active.
- Wellbeing, resilience and purpose are embedded in all areas of the curriculum.
- Encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.
- Support and not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Equip students with the knowledge and cultural capital they need to succeed in life.
- Develop students' independent learning skills and resilience, to equip them for the challenges they will face in a globalised and competitive world

Curriculum Structure

- The medium of learning for our curriculum is English. We assume high levels of fluency throughout and also from those for whom English is not the language of the home. Where English competence is challenged, we provide an EAL support programme.
- At Foundation Stage 1 and 2, we follow a modified Early Years Foundation Stage curriculum that encompasses Development Matters and Birth to Five Frameworks. In the moment planning allows teachers to observe and interact with children as they pursue their own interests and also allows for assessing and moving the learning on in that moment.
- At KS1 (Y1 - Y2), KS2 (Y3 - Y5), our curriculum is underpinned by the National Curriculum for England but currently driven by our global and local context which include UNICEF's 17 Sustainable Development Goals. Emphasis is placed upon creating learning opportunities that allow students to be curious about their learning and develop their interests and creativity through inquiry project-based learning. In Year 1, continuous provision is in place (Adventure Time) to ensure that students continue to learn through their own interests and play.
- In KS3, our curriculum is underpinned by the National Curriculum for England. In Years 6, 7 and 8 emphasis is placed on building skills, developing knowledge, promoting confidence, and striving for excellence across the curriculum. Opportunities to take risks and develop independence are embedded in the curriculum, where students will become experts in identifying their own learning needs and strengths, essential for future study.
- At KS4 (Y9-11) students study a curriculum of IGCSEs and GCSEs. The curriculum model prepares students to take examinations at the end of Year 11 with the Edexcel, AQA or Cambridge



examination boards. We offer a broad range of subjects; in addition, students can express preference for further subjects to support their individual interests and aspirations.

- At KS5 we specialise in A level qualifications.
- The UAE Ministry of Education guidelines define the framework of Arabic, Islamic Education and UAE Social Studies

Knowledge and Skill Development

At Nord Anglia International School, Abu Dhabi, we believe in offering a broad and balanced curriculum that will develop students and offer them experience in the following areas:

- **Linguistic:** to develop students' communication skills, increase their command of language in a variety of settings and circumstances, foster curiosity and deepen their understanding of the world. This is developed through English (Language and Literature) and at least one foreign language (Arabic, French, Spanish, German, Mandarin). At NASAD we utilise our global community of schools within Nord Anglia Education to share ideas and expertise with other language specialists on curriculum development and teaching methodologies. This also provides a learning platform for students to link with the other schools to exchange information, pictures, work and competitions with their counterparts and learn first-hand about our wider Nord Anglia community. We enrich the curriculum through the children sharing their own experiences from visiting or living in other countries, welcoming visiting speakers, or embarking on language trips, residential or exchanges.
- **Mathematical:** to provide a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Mathematics within our curriculum teaches students to become fluent in the fundamentals of mathematics, reason mathematically and solve problems by applying their mathematics to a variety of routine and nonroutine problems. This is developed through mathematics, Computer Science, Design & Technology and Science.
- **Scientific:** Students learn to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Students develop scientific skills, knowledge and understanding.
- **Technological:** Opportunities are facilitated for students to learn about a range of technological skills, enabling students to access information easily, enjoy accelerated learning, and provide stimulating experiences to practice what they learn. It enables students to explore new subjects and deepen their understanding of difficult concepts, particularly in STEAM and inquiry-based learning opportunities.
- **Human and Social:** Students study human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. Students have the opportunity to develop their knowledge in this area through their study of Economics, Geography, Politics, History, Islamic Studies, UAE Social Studies and Moral Education.



- **Physical:** students develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and learn how to lead healthy, active lives. This is developed through Physical Education and our Enrichment Programme and is supported by our partnership with IMG Sports Academy.
- **Aesthetic and Creative:** inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own work. Students are encouraged to be creative in all curriculum areas, through the development of the NAE Learner Ambitions, the 6Cs. Mandatory subjects such as Art & Design, Design & Technology, Performing Arts together with our Morning Enrichment (#ME Time) and our Enrichment Activity Programme (EAP) and links to Juilliard further supports this.
- **Moral, Social and Cultural Development:** students develop universal principles and values, that reflect the shared experiences of humanity. They are taught academic content with an exploration of character and ethics through the four pillars of character and morality; the individual and the community; civic studies; and cultural studies. This is developed through Moral Education and Personal Tutor time.

Curriculum Drivers

Our curriculum focuses on using a balance of content knowledge and application, alongside practical investigations, problem solving and reasoning to ensure students continue to develop 21st Century skills. A key goal is for students to be able to use their skills across all subjects and in an interdisciplinary manner. Critical thinking skills, reasoning, problem-solving, communication and innovation opportunities are key foci of curriculum development and lesson planning. To complement this, the school is now embedding the visible thinking routines from our NAE metacognition 6Cs into the learning experiences.

- Our Local and Global context provide the curriculum drivers that support in providing a holistic education that develops our students to become ambitious and adaptable life-long learners.
- Our curriculum challenges students to develop a high level of knowledge in addition to key critical thinking and problem-solving skills. The curriculum includes many real-world applications to prepare students for success in life beyond the classroom. Our emphasis is on personalised learning and delivering curriculum opportunities that meet the unique needs of each student.
- In addition, our curriculum is enhanced to address issues of equality, diversity, inclusion and belonging to enrich the learning that is taking place.
- Other curriculum driver considerations are as below:
 - **NAE Global Campus:** The Nord Anglia Global Campus encourages our students to be globally connected. Our curriculum is enhanced with projects, activities and challenges from our Global Campus, a range of unique and exciting activities that encourage exploration, creativity and expression and take the learning beyond the classroom.
 - **UNICEF Sustainable Goals:** These SDGs form the basis of our Social Impact Programme and our annual Global Challenge. This is a chance for our students to take on projects like



recycling, making positive change in the local community. We also use activities surrounding World Children's Day to educate our students about their rights, how to protect them, and how to advocate for those who may not have a voice.

- MIT University: By tackling real-world challenges across the subjects of science, technology, engineering, art and mathematics (STEAM), students develop transferable skills such as flexibility, creativity and communication. They are encouraged to experiment rather than wait for instructions and learn that collaboration and critical thinking can solve even the trickiest problems.

Enrichment Opportunities

Enrichment activities are an integral part of our curriculum and include opportunities for informal learning in a range of settings such as clubs and communities as well as educational trips which include both local and international field trips.

Our enrichment programme:

- enriches and enhances learning
- allows students to make a positive contribution to our school community.
- develops students as Global citizens, 21st century learners and 22nd century learners with the drivers behind activities being critical, creative, curious, collaborative, committed, compassionate.
- enables students to realise their potential in a variety of settings and through new experiences beyond the classroom setting and structure.
- students can develop a sense of self-awareness and understand their schoolwork better with enrichment programs that are in line with the school curriculum. Equally, students learn how to positively grow their interests and skills to have a more robust understanding of their potential beyond the academics.
- Our NASAD's Morning Enrichment (#ME time) and Enrichment Activity Programme is classified as: an experience outside of the normal, an enrichment to student's day, a fun opportunity and access to 'new' activities



- Our enrichment categories explore the NAE Learner Ambitions and give opportunities for our students to grow in the following areas:

Creative: an experience that encourages students to think outside of the box, including brainstorming, refining ideas, being responsive to others' ideas

Critical: Discovering truth for yourself including analysing, interpreting, evaluating

Committed: Addressing global issues, includes advocacy, taking action, enquiry

Collaborative: Working with others, includes being open minded, pitching solutions

Curious: Demonstrating resilience and initiative. Includes trying new things, being brave

Compassionate: Helping or guiding others - includes philanthropy, mentoring

Subject Time Allocation

Key Stage 1 and 2 Years 1-5

In Key Stage 1 & 2, the curriculum is designed to give students a broad exposure to a wide variety of thematically linked subjects areas, creating opportunities for project-based (inquiry based) learning. The curriculum time is displayed in minutes in the below table:

Minutes Per Week	Y1	Y2	Y3	Y4	Y5
English (inc Phonics & Reading)	420	420	360	360	360
Maths	300	300	300	300	300
Science	60	60	60	60	60
Theme (History/Geography/Art & DT)	Adventure Time	60	120	120	120
Computing	Adventure Time	60	60	60	60
Social Studies / Moral Ed (A & B)	Adventure Time	60	60	60	60
Arabic		160	160	160	160
Arabic A	45	240	240	240	200
Islamic	45	80	80	80	80
Islamic A		120	120	120	80
World Languages	60	120	120	120	120
World Languages A	60	120	120	120	120
PE	120	120	120	120	120
Performing Arts	30	40	40	40	40
ME Time	45	45	45	45	45
EAPs	60	60	60	60	60

Year 1-6, curriculum planning looks for cross curricular links to facilitate opportunities to apply skills across a breadth or subjects.

Key Stage 3 Years 7-8

In Key Stage 3, the curriculum is designed to give students a broader exposure and a wider variety of subjects to develop their knowledge, interests and learning skills. In Years 6, 7 and 8, the following subjects are studied with the number of 60-minute periods allocated to each subject as per the below table:

Hours per fortnight	Year 6	Year 7	Year 8
Maths	10	7	7
English	10	7	7
Science	6	6	6
DICE (Design, Innovation, Computing and Entrepreneurship)	3	3	3
Humanities (Y6)	2	-	-
Geography	-	3	3
History	-	3	3
World Languages (French, Spanish, German or Mandarin)	4	4	4
Arabic A or B	6 (+40 mins for Native pupils)	6 (+40 mins for Native pupils)	6 (+40 mins for Native pupils)
Music	2	2	2
Art	2	2	2
Drama	-	2	2
Moral Education	2	2	2
PE and Games	4	4	4
Social Studies	2	2	2 (+40 mins for Native pupils)
Islamic Studies (Muslim pupils) or Study	3	3	3

In KS3 the majority of lessons are single periods of 60 minutes. Muslim students will study Islamic Education throughout Key Stage 3; non-Muslim students will have directed study at this time and will use this time for independent learning activities or homework. All students study Moral Education, which is delivered by Personal Tutors during an extended form time once a week.

Key Stage 4 - Years 9 to 11

In Key Stage 4, students begin their 3-year {I}GCSE journey, and will study subjects for external examination, generally in Y11. Mathematics, World Languages and Arabic B may be taken as early entry subjects before Year 11.

All students will study Social Studies and Arabic (A or B) until the end of Y10. Arabic passport holders must continue to study Arabic A in Year 11. Muslim students must continue to study Islamic Education throughout Key Stage 4; non-Muslim students will have a study period at this time. All students study Moral Education which is delivered by Personal Tutors during an extended form time once a week. All Year 9 pupils will study Computer Science and World Languages as part of their Core curriculum. Optional subjects include DT, Art, Music, Drama, Computing (Y10/Y11), History, Geography, Business, Economics and Academic PE.



The number of allocated hours per fortnight are shown below:

	Year 9	Year 10	Year 11
Maths	8	9	9
English	8	9	9
Science	6	7	9
World Languages	4	4	4
PE and Games	4	4	4
Arabic	3	3	3
Islamic Studies/ Study	3	3	3
Social Studies	2 (+40 mins for Native pupils)	2 (+40 mins for native pupils)	-
Moral Education	2	2	2
Option A	4	4	4
Option B	4	4	4

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Gifted and Talented
- More able students
- Students with low prior attainment
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons to ensure that students with SEN and/or disabilities have the ability and opportunity to study every National Curriculum subject, wherever possible, with the belief that there are no barriers to pupil achievement.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities enable students to develop their English in all subjects, supporting pupils to take part in all disciplines. Students who require intense EAL support will access the Cambridge Kid's Box curriculum to enhance their English language provision and their ability to access the school curriculum.

At Nord Anglia International School Abu Dhabi, we use a personalised approach to learning that inspires ambition and produces exceptional achievement in every subject across the curriculum. Our curriculum and learning environment offer a bespoke approach that reflects the diverse needs of our students. This is demonstrated through our personalised pathways. These pathways reflect the experience of learning encountered by our students from entry through to aspiring destinations. Team around the Child (TAC) meetings, parent conferences, curriculum webinars, and Personalised Learning Plans (IEPs and Profiles?) reflect the pathways and demonstrate our commitment to delivering highly personalised learning experiences for our students.



Roles and responsibilities

- Heads Of Department, Phase Leaders and the Inclusion, in conjunction with the Senior Leadership Team are responsible for reviewing and monitoring the curriculum with reference to balance, breadth and relevance for individual students, and with reference to the issues of vertical and horizontal progression and continuity for all pupils throughout all stages in their school journey.
- Overall responsibility for the curriculum at Nord Anglia International School Abu Dhabi 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 responsibility for the development of the curriculum and for overseeing the effective delivery of the curriculum, together with CPD for each subject areas, for example Read, Write Inc or White Rose Maths.
- Termly Curriculum reviews are embedded into the school Assessment, Reporting, Recording and Curriculum (ARRC) calendar where teachers in conjunction with their SLT link to review and adapt the curriculum.