# ENGLISH LANGUAGE SCHOOL (PVT.) DUBAI

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ELS CURRICULUM POLICY

# Curriculum Rationale

**Rationale:**

The curriculum is seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as events, routines and learning that take place outside the classroom. The Curriculum Policy should be seen within the overall aims and ethos of the School, which are at the core of its objectives.

Our curriculum is designed to allow each student to:

* achieve the best possible academic qualifications and standards for his/ her ability;
* ensure high levels of engagement, enjoyment and personal development.

Within the framework of a broad and balanced education for each student, we intend for our curriculum to allow a high level of personalisation so that each student can play to their strengths and develop specialisms, develop existing and new interests and achieve their personal best in all they do.

Our curriculum provides a broad and balanced education which allows students to become:

* **Successful learners** who enjoy learning, make progress and achieve their academic potential;
* **Confident individuals** who are able to live safe, healthy and fulfilling lives;
* **Responsible citizens** who can make a positive contribution to society.

**a) We aim for our curriculum to develop successful learners who:**

* are inducted into the essential knowledge, skills and discourse of subject disciplines and are able to develop specialisms appropriate to aptitude;
* can appreciate human achievement in the fields of languages, mathematics, science, technology, physical and aesthetic pursuits and creative and expressive arts, and to experience a sense of personal achievement in these fields during their time at school;
* are able to link areas of knowledge in a spirit of enquiry;
* are able to pursue courses appropriate for their stage of learning and particular abilities in order to achieve their personal best, in lessons which differentiate for student need;
* are able to learn independently and with others;
* can acquire the study skills and self-knowledge necessary to realise their learning potential, and are motivated to achieve the best they can, now and in the future;
* are creative, resourceful and able to solve problems.

**b) We aim for our curriculum to develop confident individuals who:**

* show courage and compassion in their dealings with others;
* can respond positively and with resilience to the opportunities, responsibilities and experiences of adult life;
* can develop for themselves an active and healthy lifestyle;
* can evaluate risk, take managed risks and stay safe
* can relate well to others;
* have secure values and principles to distinguish right from wrong;
* are articulate, confident players on a global stage;
* are increasingly independent, able to show initiative and organise themselves;
* are willing to try new things, are ambitious and able to make the most of opportunities;
* are open to the excitement and inspiration offered by the natural world and human achievements.

**c) We aim for our curriculum to develop responsible citizens who:**

* can participate as effective, respectful citizens within a global society;
* acquire an understanding of the social, economic and political issues of the world and the interdependence of individuals, groups and nations;
* can challenge injustice, are committed to human rights, and can strive to live peaceably with others;
* understand the complex human interaction with, and dependence upon, the local and global environment, and develop a caring and responsible attitude towards the environment;
* can change things for the better, taking into account the needs of future generations in the choices they make.

**The School operates a 31-hour weekly timetable, with six hours of lessons a day and additional 10 minutes assembly/tutor time.**

**Monthly curriculum review meetings:**

Head of departments have a curriculum review meeting with the teachers every month and modifications and adaptations done by teachers are discussed. These changes are made in the schemes of work after the evaluation.

End of year review meetings are carried out in March/April. Any changes and suggestions then are recommended to the curriculum leader and the Principal.

# ELS Curriculum 2018-2019

**Scope**: At English Language School, we provide holistic curriculum based on the latest developments in the UK National Curriculum 2014. In our school , 21st century learning and innovation skills (The 4 Cs); Critical Thinking, Communication, Collaboration and Creativity, are at the centre of learning, making students to engage in their learning process and graduate better, thus preparing them to thrive in today’s digitally and globally interconnected world.

**Purpose**: Our School Curriculum Should enable each child to be a successful learner, a confident individual, a responsible citizen and an effective contributor in our society.

**Objectives**: Our curriculum aims to ensure that all our children develop the knowledge, skills and attributes they need in their learning now and at work in future, and to appreciate their place in the world.

We start with EYFS curriculum from Foundation stage 2. EYFS Curriculum is multi-sensory and play-based. “Play” is well integrated across the curriculum and teaching methodology in indoor and outdoor activities. Different areas like Communication and language, Physical Development, Personal, Social and Emotional Development, Literacy, Numeracy, Understanding of the world, Arabic, and Islamic Studies are developed. Jolly Phonics resources are also used as an extra resource to enrich the teaching of phonics, grammar, spelling, and punctuations.. Assistant teachers work alongside the class teacher to enhance each child’s learning experience.

We offer Pearson design Edexcel Curriculum for English, Mathematics and Science for pupils in Year 3 to 6 (ages 8-11) which is based on the UK National curriculum Key stages 1 and 2. It gives pupils a well-rounded education while giving teachers an easy-to-implement framework and a way of monitoring pupils’ progress. For year 7, 8 and 9, we have Pearson design Edexcel lower secondary curriculum for English, Mathematics and Science. From year 10 and 11, we teach Pearson Edexcel International GCSE with International exam at the end of Year 11 and International advance Subsidiary in Year 12 and Advance level in Year 13.

Islamic Studies curriculum at ELS is set by the Ministry of Education in the United Arab Emirates. It is taught in English. The Curriculum helps students learn all the important principles and practices of Islam, the study of the Qur‘an and the Hadith, sayings of the prophet.

In Arabic study, the Ministry of Education syllabus starts with the basics of the language and gradually moving towards the complexity of speaking and writing skills in the language.

English, Mathematics, Science, Islamic Studies, Moral Science and Arabic lie at the heart of our curriculum. Other subjects like Art, P.E, Urdu, ICT and French are woven together with Core subjects using Cross- Curricular links. The newly introduced robotic Program from year4 to year8 (introduced in 2017) at English private school is an innovative research experience for primary and high school students. Its goal is to steer talented students towards higher education and careers in science and engineering. This course utilizes the resources of the intelligent robotic Laboratory to introduce and demonstrate theoretical and practical aspects of robotics.

Studying Science is compulsory up to year 9 and English Literature is newly introduced to same Year group. Senior students of year 10 are offered subjects such as English, Maths, Moral Science, Islamic Studies, and Arabic as Compulsory subjects and choices are offered between Chemistry and Accounting, Physics and Business studies, Biology, ICT and Economics. For year 12, we offer variety of subjects like English Literature, Maths, Physics, Chemistry, Biology, Accounting, Business Studies, Economics, and ICT. Students can choose maximum of four subjects and minimum of two subjects to complete their Advance level studies

Central of our Values is our belief –SUCCESS AND NOTHING LESS. Children will embark on a learning journey which enables them to understand that the success comes from taking the initiative and following up.

Together in partnership with teachers, parents and children, we will ensure that all students develop essential lifelong learning skills, which enable them to take their role in the society.

How do we know the curriculum is working in our classrooms?

Assessment is a part of the learning journey. At ELS, we use two main types of assessment: Summative and Formative (also referred to as assessment for learning). A summative assessment is a written test which is held twice a year. Formative assessment takes place during learning, allowing teachers and pupils to assess progress on the learning journey. It begins with a diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. As the learning journey unfolds, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning. International benchmarking tests are also used to track the success of our curriculum.

Refer Assessment Policy of year 2018-2019