

New Indian Model School, Al Ain

CURRICULUM POLICY

Drafted: January, 2017

Reviewed/Amended: March 2018,19&20,21, 22,23

To be reviewed: March 2024

Distribution List:

CEO/ Board

Principal

Section Heads

Academic Staff

Parents

At the NIMS School we aim to be a vibrant and challenging school which opens the minds and hearts of our students. Our objective is to guide and encourage our students to develop and progress, academically, pastorally and communally, enabling them to take their place in society as responsible citizens.

Every student is encouraged to strive for excellence whether that is in Mathematics, Languages, Science, Sport or the Performing and Creative Arts. Our students begin by following the Montessori and, leading into a curriculum which is *based* on CBSE Indian (1- 7 grades) and Students in Grade 8 onwards follow the State curriculum(Kerala)

The curriculum aims to provide all pupils with experience in the following areas of learning:

Linguistic This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing.

Mathematical This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: Technological skills can include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social: This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

Physical This area aims to develop the students' physical control and co-ordination as well as their tactical skills

and imaginative responses, and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative: this area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Individual Education Plans (IEPs) 'Target' sheets *may* be devised for selected students (as recommended by the SENCO, Gifted and Talented Coordinator and/ or Heads of Section or outside agencies). They should have input from Homeroom teachers, Coordinators/ Subject Leaders, SENCO/ or LS staff, the student and parents/guardians. The SENCO will ensure with/ in admissions, discipline and other procedures (school trips, examinations etc) take account of students' learning difficulties or disabilities. These need to be reviewed on a regular basis.

Muslim students attend Islamic Studies. Speaking and listening is taught discretely at Secondary and embedded into English at International level. At CBSE and state curriculum content for each syllabus is designed to meet the syllabus aims and objectives.

All lessons, with the exception of Arabic, languages (Urdu, Malayalam, Hindi, Bengali) are delivered in English.

Arabic Language curriculum is based on MOE curriculum

Curriculum Planning

Students are expected to have a common experience of a subject as it is delivered. Long term planning will be shared with parents in the form of Curriculum maps and will be available on the school website and are to be reviewed regularly.

While there is not a definitive format for medium term plans, they are expected to have the following information:

- lesson objectives
- links to specific curriculum
- assessment opportunities
- health and safety

Planning

- Should use the NIMS daily lesson plan (obligatory) and *broadly use* short and Long term planning templates for State curriculum objectives across all stages learning outcomes should be included on plans for all stages.
- Newsletters are published on the school website approximately every two months
- Innovation, Creativity and cross-curricular planning is encouraged

Curriculum transition and collaboration

The SLMT meet regularly to discuss and review curriculum matters. In addition, termly Phase meetings as well as Coordinator/ Subject Leader meetings (Primary, Secondary and Whole School) allow for vertical articulation, work scrutiny and sharing of good practice.

Role and Responsibilities

Teachers

- All teachers use learning objectives/outcomes from syllabus/curriculum being delivered to meet the individual needs of students
- All teachers are expected to have good subject and curriculum knowledge
- All teachers follow the curriculum maps for their subject(s) and perform systematic reviews with a view to continuous improvement of practice
- All teachers liaise with Coordinators/ Subject Leaders to ensure equality of delivery of curriculum

Subject Leaders

- The Subject Leader is responsible for monitoring the delivery of curriculum subjects through observation, moderation and tracking of student progress in the subject area
- The Subject Leader is responsible for curriculum maps, schemes of work (long and medium term) and the monitoring of short term planning through lesson objectives (Appendix 3)
- The Subject Leader is responsible for communication to parents regarding curriculum content
- The Subject Leader is responsible for vertical articulation in their subject area
- Other areas

Coordinators

- Coordinators liaise with Subject Leaders
- Coordinators are responsible for communication to parents regarding overall curriculum content
- Coordinators provide intervention and support for staff and students
- Coordinators are responsible for tracking student progress across subject areas
- Coordinators arrange moderation and standardisation across subjects

Section Heads

- The Section Head/ Deputy Head is responsible for ensuring appropriate curriculum coverage for all subjects
- The Section Head/ Deputy Head is responsible for the publication of curriculum maps and newsletters
- The Section Head/ Deputy Head provides support for Heads of Departments
- The Section Head/ Deputy Head provides support for Coordinators

Principal

- The Principal has overall responsibility for the delivery of a broad, varied and challenging curriculum that is suitable for our students.

Differentiation

Teachers and support staff plan to meet the needs of all students by ensuring learning is focused on individual students` needs and abilities. Outcomes from assessment of/for learning enable teachers to set targets which reflect individual students` skills, abilities and potential. Teachers liaise with SENCO/

Learning Support and the Able, Gifted and Talented Coordinator for assistance with strategies and guidance in curriculum planning.

Intervention is provided where required to meet the needs of students. EAL intervention is in place for students across both Primary and Secondary in small groups and on individual basis.

Community links

Our community celebrates the cultural interaction between the values and customs of the host nation and the rich variety of nationalities and ethnicities comprised in a truly international school/ community. Our teachers and students make a positive contribution to the local and wider community through involvement in the Arts, sports and cultural activities.

Review and Evaluation

Coordinators/ Subject Leaders in liaison with Section Heads will review this policy on a bi-annual basis. In addition, the Senior Leadership and Management Team will also review this policy. Recommendations will be presented to the Principal.

Policy Review

This policy is to be reviewed annually, though; any deficiencies or weaknesses in Curriculum arrangements will be remedied without delay.

To be reviewed: March, 2023