



GLENDALE
INTERNATIONAL
SCHOOL

Curriculum Policy

Version History

Ver. No.	Authors	Date	Reviewer	Next Review Date
1.0	Jasmit Kang, Principal	September 2023	Amol Vaidya	August 2024



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Curriculum Policy

At the Glendale International School International 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 in FS1 by following the British Early Years Foundation Stage (EYFS) programme comprising of seven learning areas:

- communication and language.
- physical development.
- personal, social and emotional development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

In Year 1 – 6 students currently follow the UK National Curriculum in English, Mathematics, Science and ICT; Arabic and Islamic Studies follow the UAE Ministry of Education (MoE) curriculum. All other specialist subjects are based upon the National Curriculum of England. In Year 2, Social Studies and Moral Education are introduced, which also follow UAE MoE frameworks.



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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.

Mathematics 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.

Science 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.

Technology: 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.

Humanities and Social Studies: 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 Development: 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 SENDCO, Gifted and Talented Coordinator and/ or Heads of Section or outside agencies). They have input from Homeroom teachers, Coordinators/ Subject Leaders, SENDCO/ or LS staff, the student and parents/guardians. The SENDCO 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.

All lessons, with the exception of Arabic A and B and Islamic A lessons are delivered in English. Arabic B, and French follow the Common European Framework for Languages. The Arabic A curriculum follows that of the Ministry of Education. The curriculum is adapted to meet the needs of all Arabic speakers.



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Moral Education

Moral Education follows curriculum that of the Ministry of Education.

Moral Education programme is built around four pillars:

- Character and morality
- The individual and the community
- cultural studies
- civic studies

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.

The medium term plans have the following information:

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

Planning

- Should use the GIS daily lesson plan and broadly use short and long term planning templates for National Curriculum objectives across Key Stages 1, 2 and 3 IGCSE learning outcomes should be included on plans for Key Stage 4 and 5
- Glendale Gazette in FS and the Primary School informs parents of the following weeks learning objectives in the core subjects of English Mathematics, Arabic and Science.
- Creativity and cross-curricular planning is encouraged and prioritised.

Curriculum transition and collaboration

The SLT meet regularly to discuss and review curriculum matters. In addition, termly Phase meetings as well as Coordinator/ Subject Leader meetings (Primary 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 Team Leaders/Subject Leaders to ensure equality of delivery of curriculum



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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

Section Heads

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



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Review and Evaluation

Team Leaders Subject Leaders in liaison with the Principal 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.



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