



مدرسة كامبردج الثانوية
THE CAMBRIDGE HIGH SCHOOL, ABU DHABI

Curriculum Policy

Academic Year 2022- 2023

Date last reviewed: August 2022
Review Period: Annually



Introduction

At The Cambridge High School Abu Dhabi, our curriculum is designed to promote our ethos of high expectations, challenge and opportunity. We recognise that all pupils of every age are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation, and progression whilst offering opportunity to experience, enjoy and succeed in a wide range of subjects. Our curriculum is fully in keeping with the school's aims, guidance from the National Curriculum for England and local UAE educational policies. The curriculum is all the planned experiences that we organise in order to promote learning, personal growth and development of our learners. It includes not only the formal requirements of the National Curriculum for England, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children.

Aims and Values

Our school curriculum empowers our learners to aim high. As an accredited High Performance Learning World Class school we develop an evidence-based set of HPL values and attributes. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and concepts that they need in order to lead fulfilling lives and become lifelong learners.

As a GEMS school, we aim to build a caring and supportive community where each individual is able to grow in a safe and secure environment. We recognise that each child is a unique individual with his/her own contribution to make to the life of the school and consequently we provide extensive opportunities through a broad, balanced and ever evolving curriculum. We value the social and moral development of each person, as well as their intellectual and physical growth.

Through our Curriculum we aim to:

- Provide broad and balanced learning experiences.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Embed key skills and attributes in order to prepare children for real-life and everyday situations.
- Provide opportunities to apply knowledge and learning in practical ways.
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum for England and EYFS framework.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Enable children to be creative and to develop their own thinking
- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- Foster a love of learning, to stimulate curiosity and creativity, to encourage independence and to enhance self esteem
- Uphold fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Purpose

The curriculum delivered at The Cambridge High School Abu Dhabi:

- Covers the National Curriculum for England according to the statutory requirements in:
 - FS2 – Early Years Foundation Stage framework
 - KS1 & KS2 – National Curriculum for England
 - KS3 - National Curriculum for England
 - KS4 – iGCSE
 - KS5 – AS and A levels
- Delivers Arabic and Islamic Education as required by the Ministry of Education



- Seeks to offer appropriate experiences beyond the statutory requirement which reflect the broader curriculum
- Recognises our cultural diversity and utilises the UAE's distinctive geography and rich history as a resource for learning through the Social Studies programme and Moral Education Curriculum
- Allows pupils to acquire and develop skills in speaking, listening, literacy and numeracy
- Incorporates regular assessment and reporting as detailed in other school policies
- Facilitates secondary pupils to apply and to join universities of their choosing in a wide range of countries and to provide guidance to assist the process
- Embeds the HPL values throughout which drives innovation, creativity and self-belief, as well as building core skills

Organisation and Planning

We aim to emphasise the effectiveness of the curriculum in improving education for all children, and to provide real life experiences and useful resources which will enrich learning experiences for our diverse learners.

Every year group has curriculum overviews that are adapted and evolve to meet the requirements of the UK National Curriculum, ADEK expectations and our local and global context. These are regularly reviewed and adapted by teaching staff.

National Agenda- UAE Vision 2021

The National Agenda aims for all schools to be innovative and has set as a target that our learners rank among the best in the world in reading, mathematics and science exams, and to have a strong knowledge of the Arabic language. We acknowledge the National focus of the UAE being within the top 20 countries of the PISA and in the top 15 countries for TIMMS assessments by 2021.

Moral Education is also a statutory part of the curriculum and is taught in a creative way to help learners become more globally aware and develop independent skills. This is combined with additional Careers guidance which is built into the pastoral programme.

Inclusion

At TCHS, the leadership team and all teachers ensure that all students:

- Are taught to enable them to experience success. This will be achieved through scaffolding, differentiation and a range of strategies to meet the student's special educational needs
- Use tools and materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles and differences in which they are able to participate fully in class and have same learning experiences as their peers', regardless of any specific educational or medical needs
- Have clear, challenging yet achievable learning targets and outcomes that enable them to succeed
- Review and inform the next stage of learning outcomes by using assessments and performance records

Teaching

Teachers treat pupils with dignity, build relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being.

The curriculum is delivered through consistently good planning, teaching, tracking, and monitoring that will enable all pupils to make good progress according to their abilities. Teachers are encouraged to regularly reflect on the range of simple methods that are available to differentiation within their teaching. Class teaching is delivered in a way that pupils are interested in their work and encouraged to think and learn for themselves, so that self-motivation is fostered, and good behaviour ensured.

Teaching at The Cambridge High School Abu Dhabi:

- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- Fosters in pupil's self-motivation, the application of intellectual, physical, and creative effort, interest in their work and the ability to think and learn for themselves
- Involves well-planned lessons and effective teaching methods, activities, and management of class time
- Shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are considered in the planning of lessons
- Demonstrates good knowledge and understanding of the subject matter being taught
- Utilises effectively classroom resources of a good quality, quantity, and range
- Demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
- Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly
- Does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

The Learner Profile

Integral to learning at The Cambridge High School Abu Dhabi is the HPL Learner Profile. As part of the curriculum for all learners, the concept of enhancing learning and life skills, as well as knowledge, is seen as a key priority. HPL identifies key characteristics and attributes that prepare young people to succeed in learning and in life, and categorises these into Advanced Cognitive Performance characteristics (ACPs) and Values, Attitudes, Attributes (VAAs).

The aim of the learner profile is:

- To help learners develop a love of learning in and beyond the school.
- To help prepare learners for life in a rapidly changing world.
- To build upon the skills embedded in subject lessons.
- To give coherence and a whole school reference point for the learning strategies taught in subject lessons.
- To provide learners with a clear pathway for developing learning skills throughout their school experience.
- To place the emphasis on the learner to own and manage the process of learning enhancement.
- To develop resources and lessons which challenge learners to engage in the process of consciously developing their skill set.



Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high-quality delivery of our curriculum.

Monitoring and review

The quality of curriculum provision and the impact on learning is monitored and improved through:

- Lesson observations
- Analysis of learner data
- Diagnostic and summative assessment results
- Moderation
- Teacher observations and performance management
- Teacher Continuous Professional Development
- SEF
- School Development Plan and Post-Inspection Action Plan
- Policy and procedural review
- ADEK inspections
- GEMS internal inspections

Directors of Subject and Phase Leader conduct a curriculum review on an annual basis to monitor the effectiveness of the curriculum. This includes input from all stakeholders and informs adaptation of the curriculum for the following academic year