



## Curriculum Policy

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### Disclaimer:

1. This policy has been developed in accordance with the school's national identity policy.
2. The school is fully compliant with ADEK Curriculum Policy Version 1.2 requirements
3. This policy is reviewed annually and has been approved by the Governing Board, in accordance with the ADEK School Governance Policy.
4. Any significant changes to this policy—including the addition or cancellation of subjects or changes to examination or assessment frameworks—will be implemented only after obtaining prior approval from ADEK

### School Vision:

To be a leading private school in Al Ain which provides an exemplary learning environment in line with the vision of ADEK.

### School Mission:

To provide an exemplary learning environment which

- Develops student abilities.
- Augment self-confidence.
- Prepares world-class learners.
- Enables students to meet the challenges of the 21st century.
- Increases productivity and self-esteem.
- Inculcates values required to become responsible members of society.

### Rationale:

- Provides a clear framework for what students should learn and how they should learn it.
- Ensures all students receive a high-quality education that prepares them for future success.
- Aligns with the UAE Ministry of Education MOE, US Common Core States, California, and Next Generation Science standards for consistency and quality.
- Provides guidelines for assessing and evaluating student progress.
- Outlines effective teaching and learning strategies to promote engagement and active learning.
- Addresses the professional development needs of teachers to ensure effective implementation.
- Identifies the resources and materials needed to support student learning.

## Aim:

The foundation of FIA curriculum is based on personalized learning, which is a critical component of the school's vision. The main goal is to encourage the students to aim high and reach their potential. At FIA, we establish a set of high-performance learning values and attributes based on evidence. The curriculum is how we achieve our goal of providing students with the knowledge, skills, and concepts they need to live fulfilling lives and continue learning throughout their lives. Our aim is to foster a nurturing and supportive community where everyone can thrive in a secure and safe environment. We recognize that each child is unique and has something valuable to contribute to the school community, and that's why we offer diverse opportunities through a continuously evolving curriculum that is broad and balanced. We place a high value on the social and moral development of everyone, in addition to their intellectual and physical growth.

At FIA, we aim to offer a balanced and broad curriculum that enables all students to:

- Receive a well-rounded education that includes diverse learning experiences and opportunities to apply knowledge in practical ways.
- Benefit from the use of a range of teaching styles to build their confidence and motivation to learn and aim to embed essential skills and attributes that prepare them for real-life situations.
- Become creative and independent learners and receive enrichment opportunities beyond the classroom.
- Develop social skills, active citizenship, and self-respect.
- Promote a positive attitude towards learning, ensuring a solid foundation for lifelong learning.
- To promote a growth mindset and holistic student wellbeing through a curriculum aligned with the ADEK School Wellbeing Policy.

On the pedagogy level, the curriculum specifies how assessment and feedback are used to ensure understanding of the material, how updated teaching strategies support the curriculum, and how personalized learning and inclusion are incorporated.

### Principles:

The following part will demonstrate the inevitable principles and fundamentals that the FIA curriculum follows.

- **Alignment with the national and international standards:** FIA curriculum strictly follows the standards of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and UAE Ministry of Education Standards. Curriculum goals, learning objectives, and assessments all abide by these standards.
- **Alignments with learning objectives:** The curriculum is aligned with clear and measurable learning objectives that reflect the skills and knowledge that students acquire at each grade level.
- **Appropriate development and gradual release:** The curriculum are developmentally appropriate, considering the cognitive, social, emotional, and physical development of students at each grade level.
- **Inclusion:** The curriculum is inclusive, recognizing the potential, tendencies, and expectations of each child. Culture-wise, the curriculum addresses students' diverse backgrounds and experiences and promotes equity.
- **Independence and autonomy:** The curriculum encourage student-centeredness, emphasizing active and engaged learning and promoting the development of critical thinking, problem-solving, and creativity.
- **Interdisciplinary:** The curriculum shows subtle interdisciplinary features, integrating multiple subject areas and providing opportunities for students to connect different disciplines to create a meaningful context.
- **Technology integration:** The curriculum uses technology to enhance student learning and prepare them for success in a technology-driven world.
- **Best Pedagogical Practice:** The FIA curriculum is offered through the latest pedagogical practices that ensure impactful learning experiences full of fun and engagement.
- **Future Career Path:** The FIA curriculum is built to prepare students for their future target contexts by focusing on 21st-century skills.
- **Language of Instruction:** English is the primary language of instruction for all subjects, with the exception of MOE-mandated subjects, which are delivered in Arabic.

- **Curriculum Pacing Guides:** FIA develops and implements comprehensive, calendar-based curriculum pacing guides that clearly define when specific standards and learning objectives are taught throughout the academic year. These pacing guides ensure instructional consistency, curriculum coverage, and alignment with CCSS, NGSS, and MOE standards across all grade levels and subject areas. The pacing guides complement curriculum mapping by providing a structured timeline for instruction and assessment implementation.
- **Future-Ready Skills:** FIA embeds Artificial Intelligence (AI) literacy, digital fluency, and financial literacy within its curriculum principles and STEAM framework to prepare students for future academic, career, and societal demands. Students are provided with age-appropriate opportunities to understand and apply emerging technologies, develop responsible and ethical digital practices, and build foundational financial knowledge and decision-making skills. These competencies support innovation, critical thinking, and real-world problem-solving in alignment with ADEK expectations.
- **Credit Recovery Program (Cycle 3):** FIA implements a formal Credit Recovery Program for Cycle 3 students who fail a course (below 60%) or have missing credits. The program is delivered on school premises by qualified facilitators and aligned with ADEK requirements. Students may recover a maximum of 3.0 credits from core subjects per academic year, subject to academic approval and monitoring.
- **Course Catalog and Syllabi:** FIA maintains an official U.S. Curriculum High School Graduation Requirements document, which serves as the school's formal course catalog. This document outlines course prerequisites, credit values, grade-level eligibility, and approved graduation pathways in alignment with ADEK requirements.

In addition, all teachers are required to provide students with a detailed course syllabus at the start of each course, which serves as an academic contract. The syllabus includes grading criteria, major assessments, course expectations, and a pacing guide, ensuring transparency and consistency in instruction and assessment.

- **Sustainability and Holistic Wellbeing:** Sustainability Principles Future International Academy (FIA) is committed to integrating sustainability principles across all grades to address the school's goals and vision in contributing to the UN Sustainable Development Goals. In accordance with the ADEK School Sustainability Policy, our curriculum aligns with the environmental targets set by the Abu Dhabi Environmental Agency and other relevant local entities, including the Abu Dhabi Agricultural and Food Safety Authority and the Department of Energy. These principles are woven into the

curriculum to ensure students develop a deep sense of environmental responsibility and global citizenship.

Social, Emotional, and Wellbeing Integration FIA promotes the development of higher-level thinking and social-emotional skills by embedding mental flexibility, ethical reasoning, self-management, a growth mindset, and adaptability into our instructional framework. This approach is strictly aligned with the ADEK School Wellbeing Policy. To promote holistic student wellbeing, FIA integrates aspects of an overarching positive behavior model, mindfulness practices, and the development of emotional regulation and resilience throughout the learning experience.

### **Transcripts and Academic Records (Cycle 3 – Phase 4)**

FIA issues official annual transcripts for all students in Grades 9–12 as the formal record of academic achievement and progress toward graduation. Transcripts serve as the primary documentation for college and university admissions, scholarship applications, and employment verification, in alignment with the ADEK School Curriculum Policy (Version 1.2).

**Transcript Content:** Each annual transcript includes:

- A complete list of courses taken by year and term
- Final achievement levels recorded in percentage, in accordance with the ADEK School Assessment Policy
- Credits earned for each completed course
- Weighted GPA

**Graduation Progress Summary:** Transcripts include a graduation progress summary indicating:

- Completion status of all mandatory subject-area requirements (including English, Mathematics, Science, and MOE subjects)
- A credit audit comparing credits earned to credits required for graduation

**Transcript Governance and Verification:** Transcripts are standardized to reflect students' longitudinal academic progress throughout Cycle 3. For students transferring into Grades 9–12, FIA verifies and maintains official records from Grade 8 onwards to validate course completion and credit transfer prior to inclusion in the FIA transcript.

### KG (Phase 1):

Kindergarten curriculum is based on Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the UAE Ministry of Education standards in Arabic and Islamic subjects. At this stage, teachers adapt the bilingual approach to teaching our young learners. There is a compromise in language skills between the Arabic and English languages. The curriculum is well-integrated among all disciplines, and concepts are reinforced across all subject areas. Finally, each week, students strive to answer big questions. At the end of this stage, teachers ensure that students get into practice the foundation skills required for elementary school. The following Table 1 shows the number of instructional hours in the KG cycle per week.

Table 1: Number of Periods and Instructional Hours in KG

	No. of periods per week			No. of instructional hours per week		
	Pre-KG	KG1	KG2	Pre-KG	KG1	KG2
English	5	5	5	3.75	3.75	3.75
Math	5	5	5	3.75	3.75	3.75
Science	3	3	3	2.25	2.25	2.25
Arabic	5	5	5	3.75	3.75	3.75
Islamic Education	2	2	2	1.5	1.5	1.5
PE	2	2	2	1.5	1.5	1.5
Art	1	1	1	0.75	0.75	0.75
Library	1	1	1	0.75	0.75	0.75
Free Zoning	1	1	1	0.75	0.75	0.75
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>18.75</b>	<b>18.75</b>	<b>18.75</b>

## Cycle 1 (Phase 2)

Across grades 1 to 5, the curriculum is mainly derived from the CCSS, NGSS, MOE. Elementary school students study thematic units to ensure purposeful outcomes, conceptual understanding, and thorough knowledge. Teachers, who are experts in their subjects, should be able to show a good understanding of the key concepts of their subjects for careful and thorough planning. Teachers create links among subjects to create a meaningful context for learning. Starting from Grade 3, students are offered a 3rd language (French). At this stage, students are exposed to the content, culture, structure, and speaking skills to open a new horizon for learning. At the end of this cycle, teachers ensure that students get into practice the foundation skills required for cycle 1. The following Table 2 shows the number of periods and instructional hours for each subject per week.

Table 2: Number of Periods and Instructional Hours in Lower Elementary

Subjects	No. of periods per week		No. of instructional hours per week	
	G1	G2	G1	G2
ELA & Drama	7	7	5.8	5.8
Math	5	5	4.2	4.2
Science	3	3	2.5	2.5
Art	2	2	1.7	1.7
Arabic	6	6	5	5
Islamic Education	3	3	2.5	2.5
Tilawa	1	1	0.8	0.8
Social Studies	2	2	1.7	1.7
Moral Education	1	1	0.8	0.8
PE	2	2	1.7	1.7
<b>Total number of instructional hours per grade level per week</b>	<b>32</b>	<b>32</b>	<b>26.7</b>	<b>26.7</b>

Table 3: Number of Periods and Instructional Hours in Upper Elementary

Subjects	No. of periods per week			No. of instructional hours per week		
	G3	G4	G5	G3	G4	G5
ELA & Drama	6	7	7	5	5.8	5.8
Math	5	5	5	4.2	4.2	4.2
Science	3	4	4	2.5	3.3	3.3
Art	2	2	2	1.7	1.7	1.7
Arabic	6	5	5	5	4.2	4.2
Islamic Education	3	2	2	2.5	1.7	1.7
Social Studies	2	2	2	1.7	1.7	1.7
Moral Education	1	1	1	0.8	0.8	0.8
French	1	1	1	0.8	0.8	0.8
ICT	1	1	1	0.8	0.8	0.8
PE	2	2	2	1.7	1.7	1.7
<b>Total number of instructional hours per grade level per week</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>26.7</b>	<b>26.7</b>	<b>26.7</b>

### Cycle 2 (Phase 3):

At FIA Middle School, the curriculum primarily focuses on ensuring that the students have essential learning skills covered in CCSS, NGSS, and MOE standards. Throughout this wide range of skills in different subject areas, students are given opportunities to be creative and resourceful and are encouraged to be inquiry-based learners. Students are encouraged to think independently, process information, reason things and situations, question, and evaluate. At this stage, most of the lessons and assessments are linked to the standardized tests students take, such as the MAP exam and the PSAT exam. At the end of this cycle, teachers ensure that students get into practice the foundation skills required for cycle 4.

In Mathematics, Grade 8 students are taught Algebra 1, providing them with a strong foundation in algebraic reasoning, problem-solving, and critical thinking skills that are essential for success in higher-level math courses. This ensures a smooth transition into more advanced mathematical concepts in subsequent cycles.

The following table shows the number of periods and the instructional hours per week in cycle 2:

*Table 4: Number of Periods and Instructional Hours in Cycle 2*

Subjects	No. of periods per week			No. of instructional hours per week		
	G6	G7	G8	G6	G7	G8
ELA	6	6	6	5	5	5
Math	5	5	5	4.2	4.2	4.2
Science	4	4	4	3.3	3.3	3.3
Art	1	1	1	0.8	0.8	0.8
Arabic	5	5	5	4.2	4.2	4.2
Islamic Education	2	2	2	1.7	1.7	1.7
Tilawa	1	1	1	0.8	0.8	0.8
Social Studies	2	2	2	1.7	1.7	1.7
Moral Education	1	1	1	0.8	0.8	0.8
French	1	1	1	0.8	0.8	0.8

ICT	2	2	2	1.7	1.7	1.7
PE	2	2	2	1.7	1.7	1.7
<b>Total number of instructional hours per grade level per week</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>26.7</b>	<b>26.7</b>	<b>26.7</b>

### Cycle 3 (Phase 4):

From Grades 9 to 12, students are introduced to a wide range of subjects (core and elective), developing the skills they will need for university as their target context. They learn to become life-long learners, more independent, and self-aware of their duties and rights. Students can select programs and subjects that align with their intended pathways, including Advanced Placement (AP) courses. Specific training is provided to meet the requirements of different standardized tests.

In Mathematics, the sequence of courses is designed to progressively build knowledge and skills: **Geometry** in Grade 9, **Algebra 2** in Grade 10, **Pre-Calculus** in Grade 11, and **Advanced/AP Calculus** or a Core Math Elective in Grade 12.

In Science, students follow a structured progression: **Biology** in Grade 9, **Chemistry** in Grade 10, **Physics** in Grade 11, and in Grade 12, students select a **mandatory science elective**, which may include Advanced Physics/AP Physics C, or Core Science electives such as Health & Food Science, Forensic Science, or Environmental Science.

Students also engage in curricular and extracurricular activities, some beyond the school community, to explore pathways for future development. Career counseling and guidance are provided in scheduled lessons to support university applications. Additionally, Grade 12 students participate in a 1-week work placement (internship), providing exposure to different workplaces, routines, and job requirements. The course catalog is designed according to the 4-year study plan outlined in Table 5.

Students must accrue 6.0–7.0 credits every year in Grades 9–12, maintaining a total of a minimum 24 credits for graduation.

Table 5: Four-Year Courses Distribution in Cycle 3

Subjects	No. of periods per week				Equivalent credit hours			
	G9	G10	G11	G12	G9	G10	G11	G12
Arabic	4	5	4	4	1	1	1	1
Islamic Education	2	2	2	2	0.5	0.5	0.5	0.5
MOE-Social Studies	2				0.5			
Moral Education	1	1	1	1 <sup>^</sup>	-	-	-	-
ELA	4	4	4	4	1	1	1	1
Creative Writing			4*				1*	
Mathematics	5	5	4	4	1	1	1	1
Biology	4			-	1			
Chemistry		5		-		1		
Physics			5	-			1	
Mandatory Science Elective				4				1
PE	2	2	2	2	0.5	0.5	0.5	0.5
Advanced Biology			4*	4*			1*	1*
Advanced Chemistry			4*	4*			1*	1*
Advanced Physics				4*				1*
Health & Food Science				4*				1*
Business	2				0.5			
World History		4		2		1		1
Geography			2				0.5	
Business Math			4*				1*	
Economics				2				0.5
Marketing				4*				1*
Statistics				4*				1*
French	2	2			0.5	0.5		
Art	2	-	-	-	0.5		-	-
ICT	2	2	4*	4*	0.5	0.5	1*	1*
<b>Total number of instructional hours per grade level per week</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>6.5</b>	<b>7</b>	<b>7.5</b>	<b>8.5</b>

### Curriculum Mapping process:

Curriculum is continuously and coherently mapped for all grades throughout the academic year according to the following stages:

#### **1. Long-term Curriculum Mapping (each semester)**

The curriculum is mapped annually to meet the standards of the CCSS program the school follows. This annual mapping aims to place the main areas of learning every year. Long-term mapping is based on data from multiple resources, such as mid-term curriculum mapping, standardized test results, and summative assessments.

#### **2. Mid-term Curriculum Mapping (after each unit)**

This mapping aims to

- a. Provide information on the knowledge, skills, and concepts covered in each unit. Teachers should ensure the relevance and appropriacy of these skills to meet the expectations of each cohort and individual needs.
- b. Provide good adaptation when required during teaching.

This mapping mainly focuses on prior knowledge information of a cohort collected from exams such as the Cognitive Abilities Test (CAT) exam data, diagnostic tests, and learning style tests. It helps teachers find coherent links between the teaching themes and what else the students study. It also helps teachers to decide the keywords and key vocabulary, checking understanding and core knowledge at the end of the unit.

#### **3. Short-term Curriculum Mapping (daily lesson plans)**

The short-term curriculum mapping should be based on the long-term and mid-term maps. This particular planning provides information such as lesson objectives, success criteria, differentiation styles, progression, and evidence on the progression of the mid-term curriculum plans. Certain benchmarks are normally used to assess the learner's progress throughout the lesson, such as different types of formative assessments, including peer assessments and self-assessment, and lesson plenary.

### Pedagogy and teaching methods underpinning the FIA curriculum:

All teaching approaches used to deliver our curriculum are research-based methods and strategies. The curriculum is adapted to meet all needs, interests, and learning styles with different potentials. They are used to assessing the learner's prior knowledge, their current understanding of the concepts, and their relevance to the curriculum goals.

FIA is committed to pedagogical excellence through the use of research-based strategies that promote innovation and higher-level thinking. Our instructional methods are designed to be mindful of UAE cultural values while fostering social and emotional learning (SEL). In alignment with the ADEK School Wellbeing Policy, our teachers utilize an overarching positive behavior model to build student resilience, mental flexibility, and a growth mindset. Furthermore, cross-curricular links are purposefully planned to ensure learning is authentic and transferable across disciplines.

The FIA curriculum will use various teaching strategies to engage students in active learning and promote critical thinking skills. These strategies will include:

1. **Inquiry-based Learning:** Inquiry-based learning will encourage students to ask questions, investigate problems, and discover knowledge independently.
2. **Project-based Learning:** Project-based learning will provide students with hands-on experience integrating different subjects and promoting problem-solving and critical thinking skills.
3. **Cooperative Learning:** Cooperative learning will promote student collaboration and teamwork and provide opportunities for social and emotional learning.
4. **Differentiated Instruction:** Differentiated instruction will be used to meet each student's individual needs and interests and provide opportunities for personalized learning.
5. **Technology Integration:** Technology will be integrated into the curriculum to enhance teaching and learning and provide digital literacy and citizenship opportunities.

### Curriculum Benchmarks:

At FIA, assessment is an effective and efficient tool to measure the progress, and the empowerment students gain from the curriculum. Assessments are designed to ensure this crucial positive change in alignment with the standards embedded in the curriculum. We get data about our students' development, achievement, and deep learning level from our well-designed assessment. Eventually, the main role of assessment is to generate data about the

student's progress. This holistic progress assists teachers in collecting data and evidence. (Please refer to FIA Assessment Policy)

### **STEAM Learning:**

The STEAM approach is adopted in FIA. STEAM learning is an educational approach that integrates the disciplines of Science, Technology, Engineering, Arts, and Mathematics. The goal of STEAM learning is to encourage critical thinking, creativity, problem-solving, and collaboration skills in students.

STEAM learning provides a holistic approach to education, enabling our students from K-12 to better understand how these subjects are relevant to the real world. STEAM learning also helps students develop skills essential for success in today's rapidly changing job market.

Some examples of STEAM learning activities include building robots, designing bridges, creating digital artwork, conducting scientific experiments, and coding. FIA provides students with the necessary materials to carry out their interdisciplinary projects. For example, the school campus integrates different Science labs, ICT labs, and Math Labs where learners use their tools and utilities to carry out the projects this learning approach requires.

Overall, STEAM learning is a powerful educational approach that can prepare students for the challenges and opportunities of the 21st century.

### **Inclusion and personalized learning:**

At FIA, teachers have high expectations, so they have to know that all learners are undergoing experiences of success. To reach their goals, differentiation and other pedagogical strategies are demonstrated subtly in their daily classroom practices to meet the needs of all students. For new students who join FIA at different levels, teachers help them to narrow the gap through different supporting programs so they can be successful in our program. For students of determination, the curriculum is adapted by the SOD school specialist and sometimes the parents. (Please refer to the FIA Inclusion policy)

### Culture Sensitivity:

Teachers are aware of the UAE culture and the sensitivity of topics such as sex, discrimination, and relationships. If any of these topics are supposed to be discussed at any level, teachers tackle the topic carefully in a way that addresses the cultural and religious traditions of students, parents, and communities.

As per ADEK and adhered to Policy 40: Elements of the Curriculum” (*Private-Schools-Policy-and-Guidance-Manual.Pdf*, n.d.), we herein ensure that our curriculum materials and resources are free of any content that may breach or violate the religious, moral, and cultural norms of the UAE. If, by accident, any of the books used include any unacceptable topics such as sexual behaviors, homosexuality, or gender transformation, all these materials will be removed from the books immediately. HODs sign cultural adherence consent forms in this regard as a disclaimer.

### Censorship to Ensure Cultural Appropriacy:

In upholding the ADEK Culture Consideration Policy, FIA is dedicated to promoting an educational environment that is not only academically enriching but also culturally respectful and inclusive. To achieve this, our curriculum undergoes a comprehensive review process that involves aligning course content with the cultural values outlined by ADEK. Censorship measures are implemented judiciously to ensure that educational materials including books and assessments, resources, and activities align with local cultural norms, avoiding any content that may be deemed inappropriate or insensitive. This commitment to cultural consideration extends beyond mere compliance; it reflects our broader mission to nurture global citizens who possess a deep understanding and appreciation for the diverse cultures that make up our community. By embedding these principles into our curriculum policy, we aim to provide educational experience that not only prepares students for academic success but also instills in them a respect for cultural diversity, fostering a sense of unity and shared values within our learning community.

The review process for books, materials, resources, and curriculum to ensure cultural appropriateness is a meticulous and ongoing endeavor at our institution. It involves a multi-faceted approach to guarantee that educational content aligns with the cultural values outlined by the ADEK Culture Consideration Policy:

### 1. **Diversity and Representation Assessment:**

To ensure cultural appropriateness in our educational materials, a diverse committee is established, reflecting the demographics of the FIA community. This committee takes on the responsibility of reviewing books, materials, and resources. Their assessment focuses on evaluating the representation of various cultures, ethnicities, and perspectives within the content to ensure a balanced and inclusive portrayal.

### 2. **Cultural Sensitivity Check:**

Subject matter experts, including the principal, Vice Principal, Head of Departments, and teachers, are consulted to evaluate the content's cultural sensitivity. Selected students and parents can take part in this process. The review process considers potential biases, stereotypes, misrepresentations, or any kind of cultural violations that may inadvertently exist in the materials.

### 3. **Alignment with Local Values:**

The curriculum is scrutinized to ensure that it aligns seamlessly with local cultural values and societal norms. Any potential conflicts or discrepancies are identified and addressed to foster a curriculum that respects and incorporates the community's ethos.

### 4. **Regular Update and Revision:**

The review process is not a one-time event but a continuous cycle. Materials are regularly updated to incorporate new perspectives, address emerging cultural considerations, and reflect the evolving diversity within the community.

### 5. **Engagement with Stakeholders:**

Open communication channels are maintained with parents, students, and community members to gather feedback on the cultural appropriateness of the materials. Stakeholder input is considered seriously and informs the decision-making process during reviews.

### 6. **Professional Development:**

Educators are provided with ongoing professional development opportunities to enhance their cultural competence. This includes training on how to select, adapt, and integrate culturally appropriate materials into the curriculum effectively.

## 7. Collaboration with ADEK:

Our institution collaborates closely with ADEK to stay informed about any updates or guidelines related to cultural considerations. This collaboration ensures that our review process remains aligned with ADEK's expectations and standards.

By implementing this comprehensive review process, we strive to create an educational environment that not only meets academic excellence but also fosters cultural understanding, appreciation, and respect among our students and within our community.

### FIA Home Learning:

Students are assigned self-study tasks to do at home every week. These assignments vary from home-reading tasks, worksheets, videos to watch and summarize, and projects to complete. To maintain consistency and system, a weekly schedule is created a week ahead, including the assignments, nature, resources, and due dates.

One example of this homework is Flipped learning. Students receive flipped learning videos every Sunday to watch. These videos, along with the pre-curricular tasks, assist students in grasping and practicing the basic concepts at home so they are ready for deeper discussion in the classroom. Along with flipped learning, students get extra home practice, exam revision, and study packs. Sometimes students get some tasks to link them to life outside school.

### Curriculum evaluation:

To ensure the quality of our program, the leadership team and the head of departments observe teachers throughout their lessons to ensure a balanced and broad curriculum is delivered appropriately. The head of departments ensures the lesson plans' quality and the objective's relevance to the curriculum and standards. They also ensure that school-making policies and valuable, constructive feedback are given to children consistently. Teachers know that consistent feedback is valuable to their students to outline their learning development and set their learning goals. Finally, students get some time to refine and improve their work. After each unit (the mid-term mapping), standardized unit reflection is done by teachers to draw data on the progress in their units. In these unit reflections, teachers discuss and prove their students' attainment levels: Not Achieved, Moderate achievement, Mastered. Finally, the head of departments is responsible for the resources: how they are used, managed, and stored.

## Quality Assurance and Control:

To maintain the good quality of our curriculum, it goes through quality assurance and control stages.

### **A. Quality Assurance**

The quality assurance of a curriculum refers to ensuring that the curriculum is effective, relevant, and meets the needs of learners. We consider several components when we refer to the quality assurance of our curriculum, including:

1. **Alignment with learning objectives:** The curriculum should be aligned with clear and measurable learning objectives that reflect the standards, skills, and knowledge that students should acquire.
2. **Curriculum design and structure:** The curriculum should be well-organized and structured progressively with a gradual release that enables students to build upon prior knowledge and skills.
3. **Learning materials and resources:** The curriculum should provide students with appropriate and engaging learning materials and resources that are up-to-date and relevant.
4. **Teaching strategies and pedagogy:** The curriculum should guide effective teaching strategies, and pedagogy aligned with the learning objectives and promote active and engaged learning. Needless to say, all should be updated pedagogy practices.
5. **Assessment and evaluation:** The curriculum should include assessment and evaluation strategies aligned with the learning objectives and provide opportunities for students to demonstrate their learning and receive clear and constructive feedback.
6. **Continuous improvement:** To remain relevant and effective, the curriculum should be regularly reviewed and updated based on feedback from teachers, students, and other stakeholders. This improvement happens daily, after each unit, and by the end of each academic year.
7. **Teacher training and support:** Teachers should be trained and supported to implement the curriculum effectively and provide students with high-quality instruction. This training happens mainly through a well-planned continuous professional development program, including external sessions, internal sessions, and professional learning communities. The progress of this training and improvement is observed through different channels such as classroom observations, teacher's progress reports, teacher's reflections, and teacher's self-assessment.

8. **Curriculum evaluation:** The implementation of the curriculum is regularly observed and evaluated to ensure that it is achieving its intended outcomes and that any issues or challenges are addressed promptly.

To ensure the quality of our curriculum, here are the procedures followed for quality control.

1. **Review Curriculum:** This step aims to identify our curriculum's flaws. Feedback is obtained through different resources such as curriculum maps, data analysis, and perspectives of teachers, students, and parents. External reviews are taken into consideration. A final report is written.
2. **Review learning objectives:** based on the curriculum review report, the learning objectives for each subject or topic are redefined. These objectives should be specific, measurable, and aligned with the needs of the learners.
3. **Develop curriculum materials:** The next step is to develop curriculum materials, including textbooks, lesson plans, activities, and assessments. They are designed following the backward design method. Again, these materials should be aligned with the learning objectives and designed to engage learners and promote active learning.
4. **Train teachers:** Teachers implementing the curriculum should be trained on how to use the curriculum materials effectively and assess student learning. This training should include opportunities for teachers to practice using the materials and assessments.
5. **Implement the curriculum and evaluate its effectiveness:** Once the curriculum materials have been developed and teachers have been trained, the curriculum can be implemented. Teachers are always supported throughout the implementation process, with ongoing training and professional development for feedback and support.
6. **Evaluate the effectiveness of the curriculum:** The effectiveness of the curriculum is evaluated on an ongoing basis, using a range of measures, including student achievement data, teacher feedback, and learner feedback. Again, this evaluation is used to identify areas where the curriculum can be improved.
7. **Revise the curriculum:** Based on the evaluation results, revisions should be made to improve its effectiveness and relevance. These revisions should be made in collaboration with teachers, learners, and other stakeholders.

## **B. Quality Control**

The quality of the curriculum and the impact on learning is controlled through

- Lesson observations.
- Data analysis.
- Work Scrutiny.
- Diagnostic, growth measurement, and summative assessment results.
- Teacher observations and performance management.
- Teacher Continuous Professional Development impact on classroom practices.
- Self-Evaluation Folder.
- School Development Plan.
- Policy and procedural review.
- ADEK inspections and internal Audit (Internal Audit happens 3 times a year).

### **Roles and Responsibilities:**

Teachers are responsible for planning and delivering the curriculum, making interdisciplinary links where possible, and modifying the planning to widen students' learning opportunities as possible they can. Teachers are assigned to design tests, assessments, and summative exams that meet the standards 'expectations. Finally, they take charge of the learners' progress through different assessments.

### **Head of Departments**

The HODs provide clear instructions to direct the subject and set clear expectations for teaching and learning. They monitor and follow up on the instructions in the lessons through various types of observations. They also support advice and consultation to their teams on issues related to their subjects. They monitor the teaching and learning progress by reviewing the lesson plans, the workbook scrutiny, the value of feedback and dialogue journals, homework, the classroom physical environment (classroom displays), and listening to students. Finally, HODs manage the subject resources efficiently. For curriculum, HODs, along with their team, evaluate the curriculum progress, review its effectiveness, and modify it to ensure full coverage of the US standards and progression curriculum is planned for.

### **Academic Vice Principal**

The curriculum coordinator works with the HODs to ensure that the curriculum is well-planned and implemented for the purpose of the improvement of attainment and progress. Through continuous observation, the curriculum coordinator suggests annual continuous professional development and implementation for all staff. The curriculum coordinator formulates the

performance standard 4 (Curriculum design and adaptation) in the SDP in line with the UAE framework (04 UAE School Inspection Framework\_English.Pdf, n.d.).

### Principal

The school principal is responsible for directing the whole school curriculum provision by reviewing and improving the SEF and the SDP. The principal observes teaching, learning, and attainment to ensure the quality of the curriculum.

### How to calculate the instructional time?

In accordance with ADEK Academic Instructional Time Requirements, schools shall adhere to a credit system that meets the following minimum instructional time thresholds:

**Full Credit (1.0):** 120–180 clock hours of instructional time across the ADEK-approved academic year.

**Half Credit (0.5):** 60–90 clock hours of instructional time across the ADEK-approved semester or academic year.

### Instructional time is calculated using the following formula:

(Number of lessons per week) × (Minutes per lesson ÷ 60) × (Number of instructional weeks per year)

### Example:

At the High School level, Arabic is allocated 200 minutes of instruction per week (4 lessons × 50 minutes).

$200 \div 60 = 3.3$  instructional hours per week.

$3.3 \times 36$  instructional weeks = 120 instructional hours per academic year, meeting the requirements for 1.0 credit.

## **References**

*UAE School Inspection Framework\_English.pdf*. (n.d.).

*ADEK\_S\_Curriculum Policy\_EN\_v1\_2*

*Private-Schools-Policy-and-Guidance-Manual.pdf*. (n.d.). Retrieved April 11, 2023, from

<https://adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/Private-schools/Private-Schools-Policy-and-Guidance-Manual.pdf>