



# **Al Rabeeh School**

## **Curriculum Policy**

Implemented September 2020

Review August 2021

Review October 2022

Reviewed August 2023

Reviewed August 2024

Reviewed June 2025

## **The Curriculum at Al Rabeeh School**

### **Aims**

At Al Rabeeh School, we aim to:

- Deliver a strategically planned, broad and balanced, highly enriched curriculum, with the best possible learning opportunities for all students
- Provide a fun, stimulating, challenging and supportive learning environment
- Provide students with the best possible learning experiences, utilising the best and most current UK practice and initiatives, suited to the context of the UAE
- Reflect high expectations in all areas of school life whilst promoting independence and self-discipline through the curriculum offered
- Work closely with all stakeholders to support the whole school community, ensuring rapid pupil progress
- Ensure that all students have equal and supportive access to the curriculum
- Promote awareness of and respect for a diversity of cultures, values and beliefs
- Embed the Al Rabeeh core values of: 'Respect, Resilience, Responsibility'

### **Curriculum Design & Delivery**

Closely following the most recent initiatives from the UK, Al Rabeeh School's heavily enriched, strategically designed, topic based approach to learning ensures that all students are motivated to learn. The curriculum is designed to follow the National Curriculum of England, whilst linking outcomes and objectives to culturally relevant learning experiences in the context of the UAE. The school fully embraces the UAE's 'My Identity' framework and weaves the strands and outcomes into the curriculum. Whole school curriculum mapping and reviewing takes place annually to ensure necessary continuity and progression within the curriculum, to prevent overlap of topics and themes and to utilise the ideas and interests of the students and current world events. Curriculum time and allocations are in line with ADEK guidance and policy.

### **Pacing and Documentation**

The school shall develop comprehensive curriculum pacing guides that are fully aligned with the National Curriculum of England and must be included in the school's annual Academic Plan submission. Furthermore, a detailed course syllabus with a course description and learning objectives/outcomes must be maintained for all courses.

### **Graduation Requirements**

The school shall meet the minimum expectations for graduation eligibility as per the licensed curriculum (UK) and the Ministry of Education (MoE) requirements for equivalency in the UAE.

**EYFS:** The Early Years Foundation Stage is a two-year phase which consists of Foundation Stage One (FS1 ages 3-4) and Foundation Stage Two (FS2 ages 4-5). Children are taught predominantly by their classroom teacher and receive specialist lessons in Arabic, Islamic Studies and PE.

Children in our EYFS unit learn skills, acquire knowledge and demonstrate understanding through a carefully constructed play-based curriculum. Play is an essential part of healthy brain development and children must be exposed to exploratory and investigative play, with opportunities to take risks, solve problems, develop responsibility and become independent learners.

The individual needs of each child are key to the success in their development. Regular assessments throughout the day inform the teachers of what each child can do and instruct future planning to reflect the next steps in each child's development.

We follow the Early Years Foundation Stage Framework in which children's learning and development is split into seven key areas. In EYFS we do not separate learning into different subjects as each aspect of the curriculum is interrelated and interdependent. These seven areas of learning underpin our planning and resourcing:

- Communication and Language.
- Physical Development.
- Personal, Social and Emotional Development.
- Literacy.
- Mathematics.
- Understanding the World.
- Expressive Arts.

This is planned through the Curiosity Approach which allows for independent, child led learning.

### **Primary:**

As students transition from Foundation Stage to the Primary School, greater structure and formality is added to their school day. A topic based approach ensures that students are immersed in their learning so that they can utilise transferable skills and draw connections between areas of learning.

A large focus and emphasis is placed upon phonics and reading as it is recognised that strong phonological awareness and reading ability can act as a catalyst to improve academic performance in other subject areas. Phonics is taught daily in the lower years and is replaced by reading comprehension and grammar focused lessons as students advance through their learning journey.

All subjects identified in the English National Curriculum are taught, with the exception of MfL which is incorporated into the school's extensive ECA programme. PE, Arabic, Islamic Studies, UAE/Social Studies are subjects that are taught by specialist teachers who are experts in their field. These departments work closely to ensure that planning of lessons and the content covered compliments one another and is methodical. Design and Technology, Art & Design, Geography and History are taught under the umbrella term of 'Topic' lessons due to the highly cross curricular nature of the curriculum design, enabling students to be immersed in their learning. Moral Education lessons are taught weekly inline with ADEK guidance, following their prescribed programme of study so that students are equipped with the skills necessary to be positive members of society.

Students are encouraged to take ownership of their own learning, take risks and to become independent, autonomous learners, ready for the next stage of their Secondary education. Innovation and critical thinking skills are continually promoted and students are given an abundance of opportunities to utilise and improve these skills.

#### Initiatives:

A number of daily UK initiatives as well as school-led initiatives have been adopted at Al Rabeeh School including:

- CUSP- to promote speaking and listening, reading and writing and English language acquisition skills
- Accelerated Reader - to develop, manage and monitor students' independent reading. Students are quiz on understanding of texts they have read independently. Diagnostic tests are carried out termly and determine students' reading ages.
- Read Write Inc.- Phonics program used from FS - Year 2. Students are assessed on their phonetic knowledge and placed into groups based on their ability and phonetic knowledge. Year groups are taught in streamed classes. Students are able to move between groups following termly assessments.
- Mastery Maths - to promote a deep, long-term, secure and adaptable understanding of mathematical concepts. The school follows White Rose guidance and students are exposed to a wide range of manipulatives and concepts to support learning in classrooms
- Times Tables Rockstars- to support student's understanding of and recall relating to times tables facts, preparing students for statutory times tables test in Y4 and expectation that all students must be fluent in recalling their times tables facts to 12x12
- Charanga - Scheme with week-by-week lessons and high-quality resources to deliver the National Curriculum for music.

#### Parent Communication/Involvement:

Parents are encouraged to support their children with their learning and they are provided with extensive information about what their children are learning in school on a half-termly basis. At the start of each half-term parents receive 'We Are Learning' statements which inform them of the up and coming topic for their child's year group, along with a list of curriculum objectives that will be covered as well as highlighting key theme dates and supportive resources and websites that can be used. Regular parent workshops are delivered to inform parents of what and how students are learning in school so that they can best support them at home. Parent teacher consultation meetings take place on a termly basis as do the issuing of reports to inform parents about their child's progress and next steps in their learning.

#### Knowledge Organisers:

In addition to the 'We Are Learning Statements', parents and students are provided with half-termly knowledge organisers which highlight the curriculum expectations for the content that is being taught and covered that half-term with key information highlighted. This is a child and parent friendly document that specifies the key content that students are expected to know by the end of the half-term.

#### EAL:

Due to the high proportion of EAL students at the school, the curriculum, learning environment and classroom provision is adapted to suit the needs of second language learners. Displays and classrooms are include bilingual vocabulary and Arabic speaking support staff reinforce learning in both English and Arabic to check for and deepen understanding. Students, with the permission of the teacher, are permitted to collaborate with one another, in Arabic to explain concepts or to support one another with translation.

Please see separate: Maths, English and Science policies for further, detailed information about these core subjects.

### Key Stage 3

Upon entry in Year 7, the curriculum is tailored to deliver the skills and knowledge required to succeed in secondary education, and to embed the understanding and competencies needed for Post-16 education.

Key Stage 3 students are given a wide-ranging curriculum, merging traditional 'international subjects' with the stipulated MOE curricula that all Arabs and Non-Arabs are required to study by decree.

The subjects studied by learners in Key Stage 3 are:

- English/Literacy
- Mathematics
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Physical Education
- Future Leaders (Moral Education and Character Building/Values Education)
- Arabic Language
- Islamic Studies
- Social Studies

The above subjects are supplemented by an extensive range of Extra-Curricular Activities (ECAs) and off-timetable activities such as subject enrichment, educational visits, and well-being activities.

(Information regarding assessments and examinations can be found in the Assessment and Reporting Policy.)

## **Ministry of Education (MoE) – Arabic Curriculum Overview**

### **EYFS (Early Years Foundation Stage)**

- We implement our own curriculum for Arabic subjects in EYFS.

- **Arabic Language:** *Aheb Loghati – Level 1*
- **Islamic Education:** *Baraaem Al Islam – Level 1*
- The curriculum is continuously reviewed to address students' needs and align with new requirements.
- Strong cross-curricular links are embedded:
  - Within Arabic subjects themselves.
  - Between Arabic and English subjects.
  - Through extra-curricular activities.
- The “**My Identity**” program is introduced, ensuring strong connections with all areas of learning.

## **Primary Stage (Years 1–6)**

### **Year 1**

- School-based curriculum for both Native and Non-Native students.
  - *Aheb Loghati – Level 2* for Arabic Language.
  - *Baraaem Al Islam – Level 2* for Islamic Education.

### **Years 2–6**

- Full implementation of the MoE curriculum for the three core subjects: **Arabic, Islamic Education, and UAE Social Studies**, for both Native and Non-Native students.
- Compliance with UAE-authorised curriculum standards and legal requirements.

## **Key Platforms & Assessment Tools**

- **Kutubee:** Supports independent reading through digital access, quizzes, diagnostic reading-age tests, and benchmark assessments.
- **Alef Platform (Year 6):** Core teaching and assessment resource aligned with MoE curriculum, covering Arabic, Islamic Education, and Social Studies.

## **Inclusion & Differentiation**

- Continuous curriculum adaptation to meet diverse learners' needs, including SEN.

- Differentiated support strategies ensure equitable access and progressive development for all students.

### **Integration & Enrichment**

- Strong cross-curricular links, particularly between Arabic and Social Studies.
- **“My Identity”** program is integrated across subjects.
- **Initiatives & Events:**
  - Arabic Creative Writing Projects.
  - Holy Qur’an Memorisation & Recitation Competitions.
  - School Assemblies.
  - Arabic Reading Challenge.
  - Arabic Language Week.

### **Secondary Stage (Year 7)**

- Implementation of the MoE curriculum for Arabic, Islamic Education, and UAE Social Studies (for both Native and Non-Native students).
- Compliance with UAE curriculum standards and legal requirements.

### **Key Platforms & Assessment Tools**

- **Kutubee:** Continued use for independent reading, comprehension quizzes, diagnostic tests, and benchmark assessments.
- **Alef Platform:** Central tool for instruction and assessment, fully aligned with MoE objectives.

### **Inclusion & Differentiation**

- Ongoing review and adaptation of the curriculum to address students’ individual needs and abilities.
- Tailored support for SEN students to ensure access to all curriculum elements and sustained progress.

### **Integration & Enrichment**

- Strong cross-curricular links, particularly with Islamic Education and Social Studies.
- **“My Identity”** program is embedded across learning areas.
- **Initiatives & Events:**
  - Qur’an Memorisation & Recitation Competitions.
  - Arabic Creative Writing Projects.
  - School Assemblies.
  - Arabic Reading Challenge.
  - Arabic Language Week.

### **Curriculum Events, Activities and Enrichment**

To further promote the development of a creative curriculum a large number of enrichment events and activities are planned throughout the academic year. The activities aim to raise the profile of different curriculum areas, are relative to learning and current worldwide developments and promote innovation and critical thinking skills. UAE links and references are continually drawn and celebrated during such activities. An example of which include the following:

- Timestables RockStars Day
- Innovation Week
- Enterprise and Aspirations Week
- Problem Solving Week
- Reading Week
- World Book Day
- International Week
- Sustainability Day
- Flag Day
- National Day
- Topic Theme Days in each year group
- Charity Day

### **Educational Visits**

At Al Rabeeh School, every effort is made to promote learning beyond the classroom into real-life contexts. Educational trips and visits are strategically planned throughout the each school year to celebrate and reinforce learning. Residential visits take place in the Secondary department.

During the COVID-19 global pandemic whereby restrictions prevent educational visits from taking place, virtual trips have taken place to supplement curriculum enrichment.

### **Assemblies**



Weekly assemblies take place in each department of the school to highlight individual student and collective class based and year group achievements. During this time, UAE Moral Education based themes and Spiritual, Moral, Social and Cultural development is promoted through the discussion of key themes linked to the school's main values: Respect, Resilience and Responsibility.

### **Outside Agencies and Community Links**

Al Rabeeh School works with a number of outside agencies in the local community and worldwide to enrich the curriculum that the students access. A number of which include:

- Manchester City Football Club work with the school to deliver theory based and practical lessons to students linked to healthy and sustainable lifestyles.
- Gulf Multi Sport deliver cycling proficiency training to students
- Red Crescent for fundraising purposes
- KidsHeart Medical Centre to support parents and students with medical and psychological support
- Local authors to deliver workshops to students

### **Resources**

Ensuring that resources are supportive and facilitative to teaching and learning is essential to improve the development of the curriculum at Al Rabeeh School. Annual procurement takes place using international overseas and local suppliers to equip teachers and students with engaging manipulatives and state of the art technology to enhance their learning experiences. Technology plays an important role in the development of the curriculum where digital literacy skills are continually improved, reinforced and promoted to ensure pupil progress.

### **ECA/Extra-Curricular Programme**

Al Rabeeh School has an extensive extra-curricular programme to improve the learning provision for all students in the school.

### **Monitoring and Quality Assurance**

The effectiveness, quality of and implementation of the curriculum offered to Al Rabeeh School students is monitored in the following ways:

- Annual reviewing of each department's yearly overview and long term plan
- Termly reviewing of each year group's curriculum coverage, in line with assessment data to adjust and inform future planning
- Half-termly short term planning audits to ensure that planning is of the highest quality
- Half-termly learning walks to ensure that teaching and learning is of the highest quality
- Half-termly book audits to ensure curriculum coverage and progression and that student achievement is of the highest quality
- Reviews of IEPs and ALPs to ensure that the needs all all groups of learners are being met
- Reviewing off assessment data to inform school leaders of student attainment and progress in line with curriculum standards.

- Reviewing of assessment trackers to highlight curriculum coverage to inform future planning

This policy will be reviewed annually.