



INTRODUCTION:

EFIA ensures that students have a right to a broad, balanced, creative, and inclusive curriculum which promotes learning and personal growth and development for all children. EFIA's curriculum follow a formal learning pathway aligned to national and international standards supported by extracurricular activities and enrichment programs which nurture a holistic and balanced development of the student.

VISION & MISSION

- **Vision:** To nurture independent, collaborative, and lifelong learners who excel academically and contribute positively to society.
- **Mission:**
 1. Provide high quality education that develops cognitive, social, emotional, and ethical competencies.
 2. Ensure structured progression in learning across all grade levels (Cycle 1–3).
 3. Embed future ready skills, sustainability awareness, and UAE values in the curriculum.
 4. Promote equity and inclusion, catering to diverse learning needs and multilingual students.

PURPOSE(S):

- To ensure that the School's curriculum meets ADEK's expectations and requirements of providing students with a high-quality education in order to develop their skills for life-long learning as well as strong ethics, attitudes, behaviors and capabilities required to contributed to the UAE's prosperity and its ability to compete in the global market.
- The School's curriculum will provide a quality education that shall assist and challenge every student to reach his or her potential regardless of talent or ability. The School's curriculum shall offer a large breadth and depth of study with flexibility in learning pathways and address a variety of learning styles. It shall offer many opportunities for integrating the learning objectives from a variety of subjects, in a relevant and highly engaging manner.
- To enable students to develop a broad understanding and respect for UAE culture and National Identity, equipping them with the skills and values necessary for nation-building and aligning with national priorities.
- To ensure structured progression across grades, delivering a stimulating and challenging program that promotes continuous learning and holistic development for all students.



1. Academic Plan:

EFIA:

- a. Have a clear academic plan aligned with ADEK standards and the school's mission. Include internal and external assessments per ADEK policy.
- b. Provide course offerings, syllabi for higher grades that suit different ages, cultures, and abilities.
- c. Support all learners through differentiated instruction, additional help, and targeted guidance, including support for students of determination and multilingual learners.
- d. Teach all compulsory UAE subjects (Arabic, Islamic Studies, UAE Social Studies).
- e. Create structured, time-bound teaching plans (pacing guides) that directly reflect the approved curriculum framework ensuring every student receives a consistent, high-quality learning experience across all classes and subjects.

2. Curriculum Requirements:

- a. Our school implements a licensed curriculum approved by ADEK, fully aligned with the UAE Ministry of Education requirements for curriculum adoption and equivalency. The curriculum meets all statutory requirements of the CBSE framework, adheres to national and international standards, and ensures high-quality learning for all students.
- b. We provide a broad range of curricular choices designed to engage students of diverse ages, abilities, cultures, and interests. Our curriculum offers extensive opportunities for students to explore multidisciplinary pathways, nurturing their individual talents, skills, and aspirations.
- c. Our school ensures that curricular programs, courses, syllabi, and learning activities prepare students for nationally and internationally recognized qualifications. The curriculum incorporates creative, practical, and physical experiences to strengthen students' knowledge, skills, and competencies, supporting future academic and career opportunities both within the UAE and globally.

3. Curriculum Design and Implementation:

1. Curriculum Design:

- a. Our school has a curriculum that is aligned both vertically and horizontally, ensuring that learning progresses smoothly from one grade to the next while remaining consistent across all subjects within the same grade.
- b. Important concepts will have opportunities to reappear in later grades, each time at increasing levels of complexity.



- c. The curriculum have rigorous and meaningful assessments clearly linked to grade level learning outcomes. It will have a comprehensive list of digital and textbook resources, with explanations of how they support learning objectives and outcomes.
- d. The school has clear systems in place to assess, support, and record student progress as learning outcomes are mastered. Each subject or course will have a defined minimum instructional time, and the curriculum will have a clear distinction between compulsory and optional subjects to provide students with appropriate choices while meeting curriculum requirements.
- e. The school will have a process for regular monitor, review and evaluation of the curriculum to ensure quality, consistency, and alignment with curriculum objectives.

2. Integration of UAE National Priorities: Our school offers a curriculum that provides students with world-class standards in education while fostering UAE culture and national identity.

3. The school provides a well-structured curriculum map for all courses and learning experiences, ensuring alignment with the CBSE framework, ADEK requirements, and international standards. This prepares students for higher studies, career pathways, and national/international recognition. The school offers the curriculum provided by CBSE which is based on National Curriculum Framework-2005 and NEP-2020, seeks to provide opportunities for students to achieve excellence in learning.

4. Curriculum pacing guides are developed for each subject to ensure timely coverage of all content learning outcomes and to measure the breadth and balance of objectives of the curriculum. In KG1 and KG2, the curriculum is aligned with the Montessori Method of teaching and we follow three major methodologies such as play way learning, e- learning and activity based learning to support the holistic development of student in accordance with the CBSE modules. KG curriculum provides a broad learning environment that encourage children to excel in the cognitive, affective and psychomotor skills.

5. Future-Ready Skills: The curriculum fosters essential skills including collaboration, communication, critical thinking, creativity, digital and AI literacy, financial literacy, innovation, adaptability, self-management and entrepreneurship

6. It also promotes positive values such as teamwork, integrity, transparency, ethical reasoning, and growth mindset in line with ADEK's Values, Ethics, and Behavior Policies.

7. Wellbeing, Sustainability & SDGs: Wellbeing, sustainability, and United Nations Sustainable Development Goals (SDGs) are embedded across subjects and activities, promoting social responsibility and alignment with UAE agencies. School staff will ensure the development of an awareness and respect for sustainability concerns. School staff will emphasize the need for the



preservation of the environment and for the development of an awareness of the problems facing a changing Earth. They will encourage students to make positive contributions in the search for solutions to these new problems facing humanity.

8. Arabic, Islamic/Non-Islamic UAE Social Studies & Culture: The curriculum includes Arabic language, Islamic Education (for Muslim students), Non-Islamic UAE Social Studies, and UAE culture and values across all grades to ensure cultural understanding and MoE compliance. The School abides by all ADEK regulations for the compulsory Ministry of Education subjects, incorporating UAE national agenda initiatives and promoting the understanding of the UAE national identity and values (My Identity).

9. Assessment & Monitoring: Continuous formative and summative assessments are conducted in alignment with CBSE and ADEK standards. Learning outcomes are tracked, academic progress is monitored, and interventions are implemented to support mastery and graduation readiness.

10. The medium of instructions in all subjects except languages is in English.

11. Graduation & Equivalency: Students must meet CBSE promotion criteria and UAE MoE equivalency requirements. The school ensures that students complete all CBSE subjects and assessments, including the Grade 12 Board Examination, and monitors progress from Grades 9–12. Credit accumulation, recovery, and attendance are systematically tracked, and graduation eligibility is communicated to students and parents.

12. Electives, Enrichment & Extracurricular Activities: The school offers a wide range of electives, creative, enrichment, and extracurricular activities that foster interdisciplinary learning, social skills, creativity, enterprise, AI literacy, and community contribution.

13. Inclusion & Differentiation: Curriculum and teaching practices are adapted to meet the needs of students with special educational needs (SEN), multilingual learners, and gifted learners. Full MoE subject requirements are taught with appropriate accommodations, without exemptions.

14. Course Catalogs & Instructional Time: Detailed course catalogs for each cycle are published, outlining syllabi, learning objectives, and minimum instructional time for each subject and activity.

15. Smooth Learning Progression & Transitions: The curriculum ensures seamless learning progression between cycles and curricula, supporting transitions while maintaining graduation and equivalency standards for UAE students.

16. Quality Assurance & Regulatory Compliance: The Principal along with the selection committee ensures all learning materials are vetted for quality. New curricula or significant changes require



ADEK approval, and necessary accreditations are obtained or grace periods applied for new or financially challenged schools. Controversial topics are handled in accordance with ADEK Cultural Consideration Policy.

➤ ***Our curriculum generally aims to:***

- To ensure that the School-offered curriculum provides students with a broad, balanced, appropriate and exceptional education that enables them to achieve world-class standard in their education.
- To ensure the School abides by ADEK's requirements for the compulsory 'core' subjects.
- To foster the Islamic and Arab character and the national identity by focusing on high-quality teaching of the Arabic Language, Islamic Education, UAE Social Studies and Moral Education subjects.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- The curriculum shall highlight horizontal links across subjects and opportunities for integrating the learning objectives from different subjects at the same grade level. These cross-curricular learning opportunities and links to help students build connections between their learning.

➤ ***Secondary and Senior Secondary curriculum specifically aims to:***

- Achieve desired national level of competencies in cognitive, affective and psychomotor domains;
- Facilitate acquisition of Future ready Skills and enhance self and social awareness through thematic or multidisciplinary approach.
- Promote Cooperative Learning, Collaborative Learning, Self-directed learning etc. to facilitate realization of learning outcomes;
- Promote Authentic Assessments based on real world tasks involving meaningful application of knowledge and skills;



- Promote Life Skills , inculcate values , foster cultural learning and international understanding in an interdependent society;
- Acquire the ability to utilize technology and information for the betterment of humankind;
- Strengthen knowledge and attitude related to livelihood skills and promote lifelong learning;
- Develop the ability to appreciate art and showcase talents.
- Promote physical fitness, health and well-being.
- Attain mastery over laid down competencies.
- Promote goal setting, and lifelong learning.
- Inculcate values and foster cultural learning and international understanding in an interdependent society.
- Promote arts integrated learning.
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals

4. Teaching and Learning Quality

- The School promotes high standards in the teaching and learning of their curriculum.

5. Assessments and Examinations

- Regular assessments of student performance are be used to inform and improve student learning. External examinations shall be used to gain nationally and internationally recognized qualifications and to provide a benchmark for student achievement.

6. Students with Special Educational Needs (including gifted and talented students)

- The School's curriculum are designed to meet the needs of students with a wide range of abilities, including those with special education needs and those who are gifted or talented.
- School Counselor are a part in setting the curriculum of Special Education Needs. He/she will help the school in identifying students with special needs.

7. ICT in the Curriculum

- A comprehensive set of ICT outcomes are included in the School's curriculum along with methods for integrating some or all of them into other subjects.
- The school has a BYOD system which will improve their skills in using digital tools.



- AI integration in learning included in each Cycle will give better impact for a better future.
- School has internet connected Computer labs for students to explore the world of technology.

8. Educational Support

- EFIA provides a range of support and guidance services as appropriate for each student's stage and age group. The School follows the guidelines that help to develop the practice of guidance and support services whether academic, vocational or personal.

9. Extra-curricular Activities

- EFIA offer a range of extra-curricular activities that complement and enrich the formal Curriculum.

10. Parental Engagement and Communication

- EFIA build strong professional relationships with Parents/Guardians and offer a range of opportunities for Parents/Guardians to contribute and participate in the life of the School and learning of their children.

11. Curriculum Development and Review

- EFIA continuously evaluate and review the curriculum in order to ensure that it meets the diverse academic needs of all students and aligns with recognized educational standards.
- The Heads of Departments, Supervisors, Section Coordinators, Lead Teachers, and the Primary and Secondary Curriculum Coordinators are responsible for the periodic review of the School's curriculum and to ensure that it complies with CBSE guidelines and ADEK's requirements.
- Subject teachers are required to conduct regular self-evaluations to assess the effectiveness of their instructional strategies. Teachers must reflect on whether students have understood the concepts taught and determine if any modifications, reinforcement, or alternative methods are needed to improve learning outcomes.
- The curriculum of EFIA is set out in documents that clearly outline the School's programs of study with details of what students should know, understand and be able to do, at every stage of the educational process.
- The curriculum shall be written in clear and specific terms.
- Annual planning documents will be comprehensive, sequential, clear, and well organized.
- Provisions for vertical and horizontal articulation will occur within each subject area and amongst the various subjects taught. The curriculum guides are a guide for educators to use as the basis for all teaching and learning activities that take place at the school. It is the responsibility of each coordinator, overseen by the Heads of Sections, to ensure the successful implementation of the curriculum goals and objectives as well as the core values and the moral obligation expressed therein.
- The annual planning documents will include each subjects' general aims and an outline of the content of each subject area or course at each grade level. The specific objectives and



learning outcomes will be stated. Learning outcomes include what the students will be able to know, solve, or do. A list of required resources will be included. These resources assist in the achievement of the lesson objectives, as outlined in the guide.

- Methods of assessment, cross-curricular links, and effective e-Resources are given.
- Daily lesson plan suggestions are included with subject area, grade level scope and sequence contained within the document.
- The EFIA curriculum will be revised annually by the vetting committee at the end of each academic year. Curriculum for core subjects is revised by a Curriculum Review Committee (SLT). Changes to the curriculum will incorporate results analysis of students' attainment and progress.
- The School has approval for its curriculum from ADEK in line with the approved curriculum by the Ministry. EFIA maintains evidence and documentation for its curriculum derived from the curriculum of other foreign countries that the curriculum is in alignment with the curriculum standards and requirements applicable in those countries as well as evidence of accreditation of its curriculum by the relevant authorities in those foreign countries.

13. Islamic Education, Arabic Language, and Social Studies Subjects

The School teaches the three compulsory subjects consistent with the Ministry, or as determined by ADEK, as follows:

- Islamic Education is a compulsory subject from grade one to the end of the Senior secondary stage for all Muslim students and is an optional subject for non-Muslim students.
- Arabic Language is a compulsory subject from grade one to the end of the secondary stage and optional thereafter.
- Social Studies is a compulsory subject from grade one to grade nine for all students.
- EFIA use the Ministry-approved curricula of the above subjects listed above.
- The school shall hire qualified, experienced and talented teachers to deliver these subjects at high quality.

14. Roles and Responsibilities:

School Owners and Board of Trustees:

- Oversee the implementation of this policy to ensure the School's curriculum complies with ADEK's requirements.
- Approve any significant changes to the School's curriculum.

School Director:

- Meet ADEK's requirements as they relate to the curriculum.
- Ensure that the curriculum is delivered by experienced and qualified teachers, in order to develop a world-class education system that will help prepare students to meet future workforce demands and effectively compete in the global market.
- Submit the School's curriculum to ADEK for approval and ensure that the curriculum complies with ADEK's requirements.



- Ensure that compliance and equivalency standards and requirements of the accreditation and compliance authorities are fully and successfully addressed.
- Communicate the equivalency requirements to students and Parents / Guardians clearly.
- Ensure that appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Ensure that the amount of time provided for teaching the curriculum is adequate and meets the requirements of ADEK, as well as the needs of the students.
- Ensure there is a rigorous system in place to monitor curriculum implementation and regularly review and update curriculum documentation.
- Oversee the curriculum review process and approve any changes to the curriculum, including updates to the scope and sequence and curriculum guides.
- Ensure that the procedures for assessment are appropriate for each grade and in line with the curriculum standards.

School Principal:

- Meet the Council's requirements as they relate to the School's curriculum.
- Ensure that the School curriculum is delivered by experienced and qualified teachers, in order to develop a world-class education system that will help prepare students to meet future workforce demands and effectively compete in the global market.

School Vice-Principal:

- Follow up the activities of teachers.
- Ensure the quality of teachers to meet the demands of students to the international standard.
- Satisfy the needs of teachers.

Academic Supervisors:

- Ensure the quality work of teachers of respective areas.
- Report to the Principal and Vice-Principal regarding students wellbeing and requirements of the class.

Senior Leaders Team:

- Involve in curriculum framework planning which will be in balance with ADEK's requirements.
- Actively involve in preparing and review of school's SEF and SDP.

Lead Teachers:

- Make sure that the School's curriculum is properly documented for all courses and that curriculum guides and long term planning ensures progression in line with grade standards.
- Ensure that there is consistency in terms of curriculum delivery. Curriculum guides, annual plans and scope and sequence should be in place and used by all staff delivering a particular course.
- Review student performance data on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.



Teachers and other staff:

- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in order to utilize best practices and through joint planning.
- Participate in high quality professional development and training for curriculum matters.
- Participate in and contribute to the School's range of extra-curricular and co-curricular activities.
- Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

HOMEWORK

Purpose(s):

- To outline the types and timeframes of homework at each grade level as well as the expectations of the students, teachers and Parents/Guardians regarding homework.

Policy Statement

1. Homework is an integral part of the school academic program that reinforces what students have learned in class. As a general rule it is advisable that students do their class work at school where teachers can guide them. However, homework gives students the opportunity to further practice what they have done in class and develop independent learning skills.
2. In order to complete the curricula and enhance independent learning, teachers will set regular homework in all grades.
3. Homework are aligned to the curriculum and assigned reasonably.
4. Homework are increase progressively as the student moves through the grade levels.
5. Homework are not used as a form of punishment or disciplinary action.
6. Homework, assignments and tests shall be coordinated to ensure students have an overall fair and balanced afterschool workload.
7. Staff members shall consult the class before setting homework to prevent students from being overloaded with homework on a given day.
8. The following homework timings are for guidance only.
 - Grade 1-3-1 hour per night
 - Grade 4-8-1.5 hours per night
 - Grade 9-12 -2 to 2.5 hours per night
9. Teachers encourage students to do their homework regularly so it is useful and effective.
10. A copy of the School's Homework Policy are provided to staff, students and Parent/Guardians and also made available on the School's website.
11. EFIA regularly reviews the Homework Policy to ensure it is relevant to the needs of Students.



THE SCHOOL LIBRARY

Purpose

The purpose of this policy is to ensure the development of an awareness of the importance of the role of the library in the academic life of the students who attend EFIA. It reflects the importance of being an active reader. It outlines procedures that will occur regarding the administration of the library.

Policy Statement

1. The School Library is a place where students can extend their learning experiences through the process of exposure to the world of books. It is a goal of the School community to create a generation of individuals who love to read and who enjoy reading throughout their lives.

2. The school librarian ensures the effective administration of the library. The school librarian will collaborate with other members of staff and students to ensure that the daily operation of the library supports and reflects the objectives laid out in the school curriculum regarding each grade level and subject area.

3. The librarian and lead teachers select all library materials. These materials include books, library resource materials, e-books and CDs. These materials support and enrich the curriculum implemented at the school. The librarian and lead teachers collaborate with teachers and students to select all library materials.

4. The following selection criteria will be applied to all resources under consideration:

- Resources will be of high quality, reflect current ideas and trends, be accurate in their factual content, be examples of exceptional literary value, and be neat and attractively presented.
- Resources shall reflect different points of view while respecting the religious and cultural aspects of the students while maintaining the values stated in the Guidance Statement of the school.
- Review of catalogues, periodicals, the Internet, and other resources are examined to determine which materials support the curriculum goals the most effectively.
- Library resources are purchased at book fairs also. The book fair organizers often give free books to the school library.
- Each book should be able to defend its place on the library shelf in terms of physical condition, date of publication, appropriateness of reading material, interest level, factual accuracy, and relevance.
- The Arabic and Islamic teachers select materials written in the Arabic language. The teachers follow the same selection criteria.
- The librarian prepare the book orders. The School Director approves the orders. The Accounts Department processes the orders. Books arrive from within Abu Dhabi and from publishing companies overseas.

5. Censorship and Challenge Material

The Ministry of Education reviews all materials that could potentially find their way into the libraries of schools within the United Arab Emirates. The core values of education and the moral obligation drive the decision-making process. The Library Committee reviews library resources for approval



of content. The Library Committee suggests ideas to improve the experience of students while visiting the library.

6. Procedures for Examining Challenge Material

- If an individual from within the school community disagrees with an item that is in the library, that person can request that the material be removed from the library collection.
- Challenged materials are removed from the library collection immediately pending a thorough investigation and until a final decision about the suitability of the material has been made.
- A meeting will occur between the librarian and the person making the request. This meeting will take place in the Parent's Room. The librarian is responsible to listen to all concerns and to make written notes to highlight the meeting's points of discussion.
- The School Director considers the situation. The School Director will form a staff review committee, which will study the complaint, examine the material, search the Internet for more information about the material's status, and evaluate the suitability of the inclusion of the material within the school's library collection.
- The School Director makes the final decision regarding the contested material. This decision is made in light of the Guidance Statement of the school, the core values of education, and the moral obligation as stated by the Abu Dhabi Education Council in the Organizing Regulations.
- The complainant is notified regarding the committee's final decision. If the complainant is dissatisfied with the decision, an appeal can be made to the Deputy Director General of the School. A second hearing will occur and a final decision will be made.

7. Community:

Students who lose or damage library books will be required to pay money for the book that they have lost or damaged. They can also choose to replace the book. Money collected from lost books purchases new books and resources for the library. Out of date and damaged books are removed from the library. These books are sent to UNESCO for use in underdeveloped countries. The names of these books are removed from the accession register.

POLICY REVIEW

This policy will be reviewed annually and is subject to changes as per the school and ADEK guidelines. The updated policy will be submitted for approval in line with the standard process.

Saji Oommen
Principal

Date of Next Review :30/03/2027