



DEFINITION(S):

A curriculum involves four key elements:

1. Content:

- A clear statement of the main aims, purposes and core values.
- A well-planned program of continuous and progressive learning.
- A range of subjects, specific educational units of instruction and relevant activities.
- Detailed learning objectives with required learning strategies.
- A description of the resources to support learning.
- Details of the language(s) in which the program may be conducted.

2. Expected learning outcomes with a clear assessment strategy:

- Showing what students at every age and stage are expected to know, understand and be able to do.
- Identifying how students' progress will be measured as they advance through the curriculum.
- Showing how students' attainment levels and achievements will be assessed, monitored, supported and recorded as they complete their studies.
- Promoting the Arabic language and the national identity.

3. Organization of the curriculum, which will define:

- Minimum time requirements for the various subjects, courses and relevant activities.
- Core (i.e. compulsory) components and optional components.

4. Governance and management of the curriculum, showing:

- How the School's vision and mission are articulated through and promoted by the curriculum.
- How the curriculum is implemented and monitored.
- Integrity and honesty in implementing the curriculum.
- Continued curriculum development.

PURPOSE(S):

- To conform to Policy 40: Elements of the Curriculum of the ADEK Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Article (45) of the Organizing Regulations and Policy 41: Approving the Curriculum of the ADEK Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Article (46) of the Organizing Regulations.
- 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 contribute to the UAE's prosperity and its ability to compete in the global market.
- The School's curriculum shall 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.

POLICY STATEMENT:

- The curriculum refers to the lessons and academic content to be taught to a learner in the school. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines.
- The school offers the curriculum provided by CBSE which is based on National Curriculum Framework-2005 and seeks to provide opportunities for students to achieve excellence in learning.
- 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.
- The curriculum in KG1 and KG2 is aligned to the Montessori Method of teaching based on the CBSE modules. KG curriculum provides a broad learning experience and encourages them to excel in the cognitive, affective and psychomotor skills. Play way learning, e- learning and activity based learning are the three major methodologies that are followed in our school. The curriculum of Grades 1 to 12 is aligned to CBSE.
- The curriculum of Arabic, Islamic Studies, Social Studies and Moral Education is based on the national curriculum of the United Arab Emirates Ministry of Education. 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).
- The medium of instructions in all subjects except languages is in English.
- The School adheres to the guidelines below as minimum requirements in its curriculum design and implementation
- **Curriculum aims:**
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 standards 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 21st century 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

TEACHING AND LEARNING QUALITY

The School shall apply high standards in the teaching and learning of their curriculum.

ASSESSMENTS AND EXAMINATIONS

Regular assessments of student performance shall 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.





STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (including gifted and talented students)

The School's curriculum shall be 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 will be a part in setting the curriculum of Special Education Needs.

He/she will help the school in identifying students with special needs.

ICT IN THE CURRICULUM

A comprehensive set of ICT outcomes shall be included in the School's curriculum along with methods for integrating some or all of them into other subjects.

EDUCATIONAL SUPPORT

The School shall provide 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.

HOMEWORK

- Homework is an integral part of the School academic program. It helps students to reinforce what they learn in class and develop independent learning skills. The School includes homework as part of the curriculum and takes into account the following requirements:
- Homework should be aligned to the chosen curriculum and assigned reasonably as students have many other learning activities such as School activities, family commitments, personal interests, etc. which can be equally educational.
- Homework should increase progressively as the student moves through the grade levels.
- Homework shall not be used as a form of punishment or disciplinary action.
- Homework, assignments and tests shall be coordinated to ensure students have an overall fair and balanced afterschool workload.
- The School regularly reviews the homework policy to ensure it is relevant to the needs of students and consistent with this policy. The School homework policy outlines the types and time frames of homework, expectations of the students, teachers and Parents/Guardians, and successful practices for setting School homework at each grade level. A copy of the School homework policy is provided to staff, students and Parents/Guardians and also made available on the School's website.

EXTRA-CURRICULAR ACTIVITIES

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

PARENTAL ENGAGEMENT AND COMMUNICATION





The Council encourages Schools to 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.

CURRICULUM DEVELOPMENT AND REVIEW

- The School shall continuously evaluate and review their curriculum in order to ensure that they meet the needs of their students. The Director is responsible for ensuring that curricula, all textbooks and other learning materials in use at School are free of any content that may violate the religious, moral, cultural and national norms of the UAE. The Lead Teachers and Primary and Secondary Curriculum Committees (including their sub-committees) are responsible to review the School's curriculum and ensure that it complies with ADEK's requirements.
- 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 subject's 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 Lead Teachers and subject teachers 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. The School shall maintain 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.
- If the School shall seek approval from ADEK through the licensing process for and proposed significant changes to its curriculum. The proposed changes must comply with the approved





curriculum and its requirements. “Significant changes” involve the addition, cancellation or amendment of any subjects and courses and changes to the syllabus and examinations.

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.
- School shall 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.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- 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 will:

- 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.





REF: EFIA/PLCY -004/2022-24

Issue Date: 05/04/2023

- 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 will:

- 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 will:

- 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 will:

- 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 will:

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

Lead Teachers will:

- 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 will:

- 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.

Curriculum Policy



Revision Date: 31/03/2024

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- 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 conform to Policy 40: Elements of the Curriculum of the ADEK Private Schools Policy and Guidance Manual (2014-2015), corresponding to Article (45) of the Organizing Regulations.
- 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 shall be aligned to the curriculum and assigned reasonably.
4. Homework shall increase progressively as the student moves through the grade levels.
5. Homework shall not be 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 shall encourage students to do their homework regularly so it is useful and effective.
10. A copy of the Schools Homework Policy Shall be provided to staff, students and Parent/Guardians and also made available on the School's website.
11. The School 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 will ensure 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:
 - 4.1. 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.
 - 4.2. 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.
 - 4.3. Review of catalogues, periodicals, the Internet, and other resources are examined to determine which materials support the curriculum goals the most effectively.
 - 4.4. Library resources are purchased at book fairs also. The book fair organizers often give free books to the school library.
 - 4.5. 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.
 - 4.6. The Arabic and Islamic teachers select materials written in the Arabic language. The teachers follow the same selection criteria.





- 4.7. The librarian prepares 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
- 6.1. 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.
- 6.2. 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.
- 6.3. 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.
- 6.4. 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.
- 6.5. 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.
- 6.6. 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.





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