



NADEEN SCHOOL BAHRAIN

Curriculum Policy

Vision and Mission

We are a child-centred, inclusive and diverse family with a shared love of learning. Our mission is to provide a caring, nurturing and empowering environment in which all children can learn and thrive. Our children and team have the skills and mindset to:

- think, explore and grow
- celebrate and respect ourselves and the people around us
- be compassionate and have a positive impact on the world

Curriculum Policy

Purpose

The curriculum at Nadeen School serves to:

- be inclusive by catering to the needs of *all* learners irrespective of the barriers they face;
- provide a broad, balanced and enriching curriculum that inspires lifelong learners and prepares students for life in the 21st Century;
- provide an engaging learning culture that sets high, yet achievable, expectations for every student;
- inspire members of the school community to learn, connect and have a positive impact on the wider community.

Curriculum Content

Nadeen School follows the National Curriculum for England and Early Years Foundation Stage (EYFS) statutory framework. Both of these curriculums are delivered in English.

We also use the National Curriculum of the Kingdom of Bahrain for teaching Arabic, Citizenship and Social Studies to Bahrain Nationals, and Islamic Studies to Muslim students. This curriculum is taught in Arabic (see Arabic Policy).

The curriculum shall provide a quality education that supports, challenges and stretches every student to develop and progress regardless of talent or ability. The school's curriculum provides opportunities for cross-curricular learning and caters for a variety of learning styles whereby the children are involved in a highly-engaging and passionate way.

The curriculum shall prepare students for success in their next level of education and development. It shall also promote higher-level thinking skills, literacy, numeracy, creativity, a positive growth mindset, strong ethics, self-management and adaptability. It shall promote Bahraini culture and the national identity while developing lifelong learners with 21st century skills.

Quality of Teaching and Learning

Nadeen School shall apply high standards in the teaching and learning in its curriculum. Nadeen School shall implement our principles as key indicators of teaching and learning quality as set out in the Nadeen School Teaching and Learning Policy,

Students with Special Educational Needs (including more able students)

The curriculum we deliver at Nadeen School has inclusivity at its heart. We believe that every child can and must achieve, including those with special educational needs and those who are more able. Nadeen School commits to catering for these educational needs in line with the Nadeen School Inclusion Policy.

ICT in the Curriculum

Preparing students for life in the 21st Century is crucial and at Nadeen School, we believe passionately that embedding the use of technology into our teaching can help drive and support students' learning. We commit to being responsible for the safety of all students by maintaining instructions on the correct use of our school's IT systems.

Cross Curriculum Studies (CCS)

Our CCS curriculum is integral to the teaching and learning experience at Nadeen School. CCS incorporates science, computing, PSHE, history, geography, art & DT has a cross curricular focus to embed skills and for children to make connections and better understand the world around them. It sits alongside all other areas of the National Curriculum which are woven into everyday practice.

Personal, Social, Health and Economic Education (PSHE)

The teaching of PSHE is integral to our school. We teach it in:

- everyday interactions and circle times
- assemblies
- specific PSHE CCS blocks
- specific events e.g. Entrepreneurship Week
- our Unique Child sessions for specific children

We teach PSHE to support our students so they can lead a happy and successful life. We teach our students to:

- make informed decisions about their wellbeing, health and relationships

- have the capacity and resilience to make sound decisions when facing risks and challenges and complex contexts
- develop the skills and mindset in order to take responsibility for themselves, others and the wider world
- understand, accept and celebrate diversity.

Home Learning

Home Learning is an integral part of Nadeen Schools's academic programme. It helps students to reinforce what they learn in class and develops independent learning skills. Nadeen School will informally include home learning as part of their curriculum across the school whilst considering the following requirements:

- Home learning 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;
- Opportunities for home learning should increase progressively as the student moves through the year group levels;
- Home learning, assignments and tests shall be coordinated to ensure students have an 'overall fair and balanced after school workload';
- Home learning will mainly consist of project work, reading, maths, recall facts and tasks that will develop 21st century learners.

Nadeen School shall implement the school's Home Learning Policy. It will outline the types and timeframes of home learning, expectations of the students, teachers and parents/guardians, and successful practices for setting school home learning at each year group level.

Extra-curricular Activities

Nadeen School shall offer a range of extra-curricular activities that complement and enrich the formal curriculum. These extra curricular activities will also develop the whole child. These activities shall comply with the requirements as set out in Nadeen School's Extra-Curricular Activities Policy.

Parental Engagement and Communication

Nadeen School prides itself on building strong professional relationships with parents/guardians. The school offers a range of opportunities for parents/guardians to contribute and participate in the life of the school and the learning of their children as we believe this is best practice. With

regards to sharing and communicating our curriculum coverage we ensure that parents are kept abreast of learning taking place in Nadeen School. At the start of each year we host curriculum evenings to give parents an overview of curriculum coverage and how the curriculum develops across the school. In addition to this, at the start of each 3-week block a detailed account of the forthcoming teaching and learning is shared with parents by the class teachers.

Assessment

Nadeen School is committed to implementing rigorous and detailed assessment. It views its assessment practices as an integral part of the curriculum as set out in the Assessment Policy. Regular summative assessments shall be used to benchmark student attainment. Formative assessment will also be utilised to assess children's learning in an informal manner. All assessment and data will be used to inform teaching and learning.

Organisation of the Curriculum

The curriculum at Nadeen School is organised in the following manner:

- Long term plans give an overview of the teaching and learning covered in each year group/phase. They give a broad outline for each year group/phase and show progression, continuity and coverage between topics taught in a cross curricular way across the school.
- Medium term plans show specific units of study to be taught within each area of the curriculum and the links between them. Medium term plans should show the key learning skills to be focused on over the course of the term in order to develop and foster lifelong learners. These medium term plans are shared with parents at the start of each year and a regular block overview is sent out approximately every 3 weeks.
- Block plans break down the objectives into lesson by lesson learning questions over the course of the block. Each block plan is to include differentiated success criteria for lessons ensuring a challenging, nurturing, supportive and stimulating environment is provided for all learners. A block plan should include an account of relevant activities, starter activities and a variety of assessment opportunities to allow children to succeed in their learning.

Focus Days/Weeks

A series of focus days and weeks are led to tie in with our curriculum and to expose children to contemporary issues that impact themselves and the wider world. Not only do these events

support our curriculum but they also give all children an opportunity to experience and learn about real life events that prepare them for the future.

Roles and Responsibilities

The headteacher and deputy headteacher will:

- lead, support, guide and advise in the vision, leadership, development, monitoring and evaluation of learning across the school community;
- meet Nadeen School's Governing Body requirements as they relate to the school's curriculum;
- ensure that the school curriculum is delivered by experienced and qualified teachers, in order to provide a world-class education system that will help prepare students to have a positive impact on the world;
- ensure relevant professional development for staff is available in curriculum related areas;
- ensure the school curriculum meets all regulatory requirements.

Core elements of the curriculum are led by subject leaders.

Subject leaders will:

- provide a strategic lead and direction for their subject;
- monitor curriculum coverage;
- provide and deliver relevant professional development for staff in their subject;
- work collaboratively to support cross curricular planning and direction;
- support and offer advice to colleagues on issues related to their subject;
- monitor and report on student progress and standards in that subject area;
- provide efficient resource management for their subject;
- keep up-to-date with developments in their subject at both national and local level. Based on these developments, they will review the way the subject is taught in the school, plan for improvement and implement change as per the School Improvement Plan;
- review curriculum plans for their subject, ensure there is full coverage of the long term objectives and progression is planned into schemes of work;
- ensure the delivery of their subject throughout the school adheres consistently to school policies and procedures;
- mentor and provide support to colleagues.

Teachers will:

- implement the curriculum which balances England and Bahrain national curriculum expectations whilst encompassing a range of experiences that allow our children to develop academically and personally;
- have clear strategic planning which allows the curriculum to be dynamic and adapt to the context of the school and children's needs;
- use assessment observations and data to inform future planning and raise the achievement of all students;
- commit to improving their own practice through reflection and self-evaluation and seeking additional professional development when necessary.

Teaching assistants will:

- assist the classroom teacher in all of the above;
- communicate effectively and sensitively with students to ensure learning is accessible to all;
- keep those involved informed of performance and progress or concerns they may have about the students;
- commit to improving their own practice through reflection and self-evaluation and seeking additional professional development when necessary.

Curriculum Development:

Nadeen School shall regularly evaluate its curriculum in order to ensure that it meets the needs of its students. It will ensure that it continues to provide a well balanced, enriching curriculum that encourages diversity, enthusiasm and passion for teaching and learning.

School Governing Body

All policies developed by Nadeen School to ensure the effective leadership of school business are presented to the school governing body for discussion and approval. The policies are formally adopted by the governors for implementation by the school management. Policies are reviewed periodically, usually every 2-4 years depending upon the nature of the policy, changes in the school approach or the impact of regulatory change.

Standard operating procedures relating to the effective execution of the policy are developed by the school management and are implemented as part of the standard function of the school and do not require governor ratification.

Review

Written by:	Servani Pillay-Humphreys, Bonnie Martin-Jones
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