



مدرسة الاتحاد الخاصة - جميرا  
Al Ittihad Private School - Jumeira

"A generation of heritage guardians and global thinkers"

# Curriculum Policy

Version 3.0 December 2019

**First Implementation date:** 23.06.2016

**Reviewed period:** Annually

**Date last reviewed:** 25.10.2019

**Responsible person:** Deputy Director General, Academic Advisors & Head of Curriculum

**Document reference:**

## OUR VISION

"A generation of heritage guardians and global thinkers"

## OUR MISSION

The mission of IPS-Jumeira is to provide a nurturing learning environment which motivates students to develop and exercise essential leadership skills for the 21st century. Our programs promote lifelong learners who display self-discipline, the ability to work effectively and respectfully with diverse teams, display tolerance and acceptance of others, whilst encouraging them to become global citizens who stay true to their heritage.

## OUR CORE VALUES

Tolerance

Compassion

Resilience

Innovation

Honesty

Respect

Collaboration



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## Document control

Author/Contact:	Dr. Areej El Sayary / areej@ipsjumeira.com
Document Path & Filename:	Curriculum Policy
Document Reference:	
Version:	3
Status:	
Publication Date:	23.06.2016
Related Policies:	
Review Date:	25.10.2019
Approved/Ratified by:	Deputy Director / Academic Advisor
Distribution:	All Leadership Council

## Leadership Council

- Deputy Director, Chairperson of Accreditation Committee
- Academic Advisor
- Principals
- Head of Assessment
- Head of Curriculum
- Head of Departments
- Subject Coordinators



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## Al Ittihad Private School Jumeira (IPSJ)

IPSJ is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life.

Our aim is to meet the needs of young people preparing them for adulthood and work force life in the 21st century.

### The educational vision and curriculum design for IPSJ recognizes that:

- The world of 2020 will be very different from the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently.
- Adulthood entails not only economic participation but more.
- 18+ year olds will still be at an early stage of learning.
- The curriculum express students to intellectual and academic challenges to realize their highest potential level.
- The curriculum includes activities that promote moral, social, intellectual, and physical development.
- The current curriculum defined in subject terms is capable of equipping every young person with the values, knowledge, skills and understanding they will need to succeed in life.
- Curriculum delivery should involve a greater participation of stakeholders. These could include school leaders, support staff, teachers, student, and parents to support curriculum delivery.

### IPSJ's curriculum policy aims to:

- Contribute to the wellbeing of all learners, and challenges of 21<sup>st</sup> century.
- Offer a curriculum that is fit for purpose, offering differentiation and personalization and in line with school vision and mission.
- Focus on excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21<sup>st</sup> century global society.
- Achieve and exceed the expectations of the US curriculum standards.
- Be committed to excellence and continuous improvement.



- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Be enriched with an inspiring learning environment.

## 1. Curriculum aims

The curriculum inspires and challenges all learners and prepares them for the future. The school's aim is to develop a coherent curriculum that builds on young people's experiences in all phases and that helps all young people to become successful learners, confident individuals and responsible citizens. Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress.
- Achieve age-related expectations to narrow the gap and catch up with their peers.
- Use high quality personal, learning and thinking skills and become independent learners.
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning.
- Value their learning outside of the curriculum and relate to the taught curriculum.
- Meet college readiness criteria

## 2. The curriculum outcomes

### **IPSJ's curriculum is a US curriculum that will:**

- Lead to qualifications that are needed for workforce thus ease for entry to higher education.
- Fulfill statutory requirements.
- Enable students to fulfill their potential.
- Meet the needs of young people of all abilities at the school.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- Foster teaching styles, which will offer and encourage a variety of relevant learning



opportunities.

- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help students understand the world in which they live.
- Ensure that the curriculum incorporates, and is improved and extended by, the school's specialist status.
- Develop curriculum for all stages that will focus on three types of learning: cognitive, content, and collaborative learning.
- Design a STEAM curriculum that meets the needs of students, parents and wider society.
- Prepare students to make informed and appropriate choices at the end of grade 8 and beyond.
- Enrich the curriculum by different levels of options (P-SAT, SAT, and AP) for students who are interested to take the courses of college level.

### 3. Roles and responsibilities

**The Academic Supervisor/Curriculum Coordinator will ensure that:**

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives that reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the senior leadership annually.
- Where appropriate, the individual needs of some students (especially SEND) are met by modifying curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/careers receive information to show how much progress the students are making and what is required to help them improve.
- The school leadership council is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The school leadership council is advised on statutory targets in order to make informed decisions.

**The school leadership council will ensure that:**

- It considers the advice of the Academic advisor/Curriculum Coordinator when approving this curriculum policy and when setting statutory and non-statutory targets.



- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

#### Curriculum coordinator and Head of departments will ensure that:

- They have an oversight of curriculum structure and delivery within all phases.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within phases.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with coordinators on a regular basis and that actions are taken where necessary for improvement.
- Assessments' criteria should be entered and monitored through ATLAS mapping system.
- Changes of curriculum delivery should be entered and monitored on ATLAS mapping system.

#### Heads of department and coordinators will ensure that:

- Long term planning is in place for all courses. Such schemes of learning will be designed and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with US curriculum expectations.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- All relevant information/data is shared with the school leadership council. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.

#### Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.



- 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 different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

#### Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive coordinated support to enable them to make the appropriate curriculum choices at high schools.

#### Parents and careers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

## 4. Monitoring, Evaluation and Review

The school leadership council will receive an annual report from the curriculum coordinator on:

- The standards met in each subject compared with US curriculum expectation based on Atlas & HODs' reports.



- The standards achieved at the end of each phase taking into consideration any important variations between groups of students, subjects, courses and trends over time, compared with US curriculum expectation.
- The school leadership council will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

### Teaching groups, class sizes and grouping ability

In grade 1-4, Home Room Teachers teach Math, English, Science, Art and specialized teachers teach Arabic and Islamic. In grade 5-12, students are placed in class sizes average 25 where students are grouped by ability in some subjects to allow for appropriate support and challenge. In addition, students develop their 21<sup>st</sup> century skills through accomplishing Science, Technology, Engineering, Art, and Math (STEAM) projects and solving real-life problems. All students in phases 2, 3, & 4 have the opportunities to do a STEAM project every semester. STEAM projects are embedded within Science, Technology and Mathematics classes. The school day starts at 7:55 am and ends at 2:10 pm.

### Grade 1-8 Time allocation

Subject	Gr. 1-4			Gr. 5-6		Gr. 7-8	
	2018/2019		2019/2020	2015 – 2018	2019/2020	2018 – 20189	2019/2020
	Gr. 1-3	Gr. 4	Gr. 1-4				
Islamic/SP.	3/2		3/2	3/2	3/2	3/2	3/2
Arabic/SP.	7/3		6/4	6/3	5/4	5/3	5/4
English	8	7	7	7	7	7	6
Math	7	6	6	6	6	6	6
Science	4	3	3	3	3	4	3
SST	1		1	1	1	1	1
PE	1		1	2	1	2	2
Art	1		1	1	1	1	1
ICT	2		2	2	2	2	2
French for Non-native	2		/3	-	/3	3	3
Civics for non-natives	2	1	1	1	1	1	1



Moral Education	2	1	1	1	1	1	1
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### Grade 9-12 Time allocation

Eventually, the high school electives begin in grade 9. Students will follow a set of core courses all leading to a potential qualification. A range of optional courses will support this core.

IPS-Jumeira Schedule grade 9-12 (Effective 2019 / 2020)

Grade 9					Grade 10					Grade 11					Grade 12				
Subjects	Credits	Covered in	Sem 1	Sem 2	Subjects	Credits	Covered in	Sem 1	Sem 2	Subjects	Credits	Covered in	Sem 1	Sem 2	Subjects	Credits	Covered in	Sem 1	Sem 2
Islamic	0.5	year	2	2	Islamic	0.5	year	2	2	Islamic	0.5	year	2	2	Islamic	0.5	year	2	2
Arabic	1	year	4	4	Arabic	1	year	4	4	Arabic	1	year	4	4	Arabic	1	year	4	4
English	1	year	4	4+2 SAT	English	1	year	4+2 SAT	4	English	1	year	4	4+2 SAT	English	1	year	4+2 SAT	4
Algebra 1	1	year	4	4+2 SAT	Geometry	1	year	4+2 SAT	4	Algebra 2	1	year	4	4+2 SAT	Math for Bus. / Calculus / AP Calculus	1	year	4+2 SAT	4
S.S	0.5	year	4		World History	1	semester	4	4	Micro-Economics / Psychology	0.5	semester	4		Macro-Economics / Sociology Psychology 2	0.5	semester		4
Biology	1	year	4	4	Chemistry / Physical Sc.	1	year	4	4	Physics / Earth & Env. Science	1	year	4	4	Chemistry H* / Entrepreneurship / (Drama/S1 + Research/S2)	1	year	4	4
P.E	0.5		4		P.E	0.5	semester		4	P.E	0.5	semester	4		P.E	0.5	semester		4
Drawing Art / Digital Media	0.5	semester		4	Mobile App. / statistics & Probability / Business 1	1	Year	4	4	D.T. / Public speaking / Business 2	0.5	semester		4	Physics H* / Biology H* / (Audio & Video Production + Painting - Art)	1	year	4	4
Graphic Design/ Journalism / Research	0.5		4							Pre-Calculus/Anatomy (Health & Nutrition)/Acc.1	1	semester	4	4	Debate / Innovation & Digital Leadership / Acc 2	0.5	semester	4	
Geography	0.5			4															
<b>Total</b>	<b>7</b>		<b>30</b>	<b>30</b>	<b>Total</b>	<b>7</b>		<b>30</b>	<b>30</b>	<b>Total</b>	<b>7</b>		<b>30</b>	<b>30</b>	<b>Total</b>	<b>7</b>		<b>30</b>	<b>30</b>

### Graduation Requirements

- Student must finish 12 years of schooling Grades 1-12
- Student must achieve minimum of 60% overall average in grade 12
- One week work experience in Grade 12
- All high school students (those studying in grades 9, 10, 11 and 12) **must** take recognized standardized tests as appropriate to their needs and grade level. Choices must also be linked to university and national equivalency requirement. The recognized tests associated with the US curriculum expectation (not all are



compulsory)

Acronym	Description	Grade Level
PSAT	Preliminary Scholastic Assessment Test	10 & 11
SAT I	Scholastic Assessment Test	11 & 12
SAT II	SAT Subject Test	12
TOEFL	Test of English as Foreign Language	11 & 12
ILETS	International English Language Testing System	11 & 12

- Any student seeking **UAE equivalency status** for his/ her High School Diploma must fulfill the following requirements:
  - SAT certificate with minimum **Math** score of **400**
  - EMSAT certificate with minimum **Math** score of **500**
  - EMSAT certificate with minimum **English** score of **1100**
  - TOEFL minimum score of **61 Internet based**.
  - TOEFL minimum score of **173 Computer based**.
  - IELTS minimum score **5.0**
  - The School report for grade (10, 11 & 12) for the subjects of MOE **Arabic Language**
  - The School report for grade (10, 11 & 12) for the subjects of MOE **Islamic Education (Only for Muslims)**
- KHDA American Diploma Graduation Requirement dictate SAT minimum score of **511** for **Mathematics** and **495** for **English critical reading & 484** for **English writing** that will start to be applicable as of year 2018/2019 graduates.
- All students upon graduation need to attain a minimum of 24 credits out of the 28 credits offered over the four years of the high school phase (Grades 9, 10, 11 and 12)



Subject	Unit of credit 1 credit is equal to four sessions per week, 50 minutes each (except for Islamic Education where a credit is 120 classroom hours of instruction)	Status
Arabic	4	Mandatory for Arabs
Islamic Education	2	Mandatory for Muslims
English	4	Mandatory
Science	3	Mandatory
Math	3	Mandatory
World Language*	2 (Substituted by Arabic)	Mandatory
Humanities	2	Mandatory
Physical Education	2	Mandatory
Art	0.5	Mandatory
Electives	5.5	Mandatory

**\*For students not taking Arabic as mandatory subject**

- One week work experience in Grade 12
- Community service (75 hours spread over Grades 9-11)