



Woodlem Park
School
...For a Sustainable Growth

Curriculum Planning Policy 2023-2024

1. Introduction

Good curriculum planning provides a sequenced framework of learning experiences that creates an educational roadmap for successful academic attainment and achievement for all students.

The curriculum at Woodlem Park School is the National Council for Education Research and Training (NCERT) and Central Board for Secondary Education (CBSE). Some subjects are enhanced where appropriate with standards taken from 'other' curricula, such as from National Curriculum of England and EYFS for KG, Grade 1 and Grade 2 where the NCERT content does not satisfy the extent of KHDA's requirements.

At Woodlem Park School, we believe our curriculum planning ensures all students receive high quality, integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development.

2. Aims and objectives

Woodlem Park School aims to equip all students with the knowledge, skills, understanding and attitudes to grow and develop into purposeful, successful 21st century individuals.

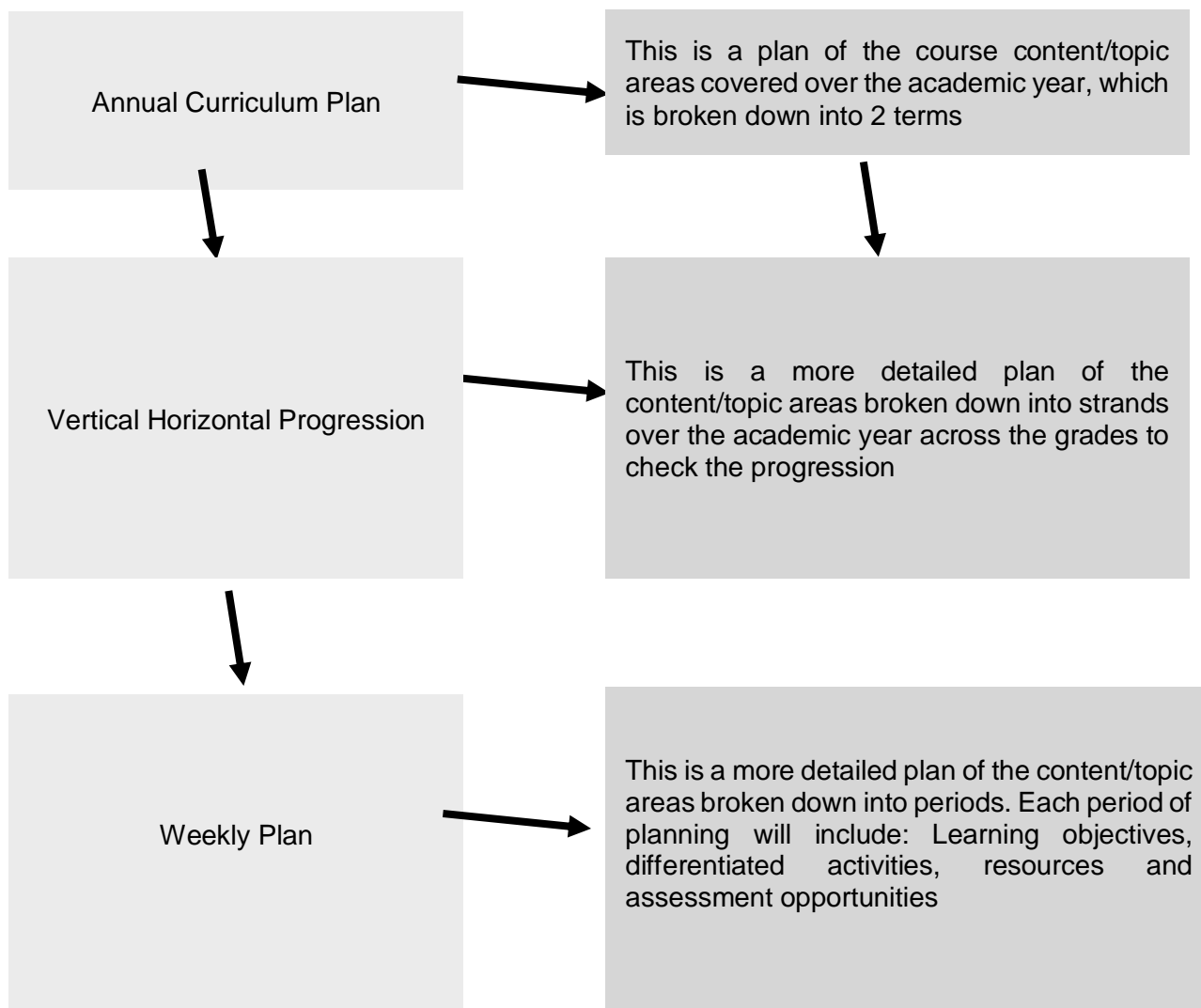
Through our curriculum planning we seek to:

- Deliver/provide the CBSE/NCERT curriculum
- Encourage creative and critical thinking
- Strengthen ethical and spiritual values
- Promote experiences which develop responsible individuals who make a positive contribution to society
- Develop confident and competent individuals willing to try new things and make the most of opportunities

3. Planning Structure

Woodlem Park School's curriculum is planned for each grade and each subject across each grade, subject leaders and grade leaders create the plans in collaboration with the teachers in the appropriate grade/subject to ensure complete understanding and ownership of each plan.

Curriculum structure is explained as follows:



Annual Curriculum Plan (ACP)

ACP planning enables the school to map the NCERT and CBSE curriculum standards/expectations with the planned curriculum for Woodlem Park School, ensuring full curriculum coverage with differentiated routes of progression. This ensures that previously learned ‘chunks’ of curriculum are built upon at the students’ different levels of understanding and grasp, but still cover NCERT/ CBSE requirements.

Teachers use the NCERT and CBSE curriculum standards to plan course content over an academic year which is split into two terms from April to March. Teachers map the curriculum for each grade up to Phase 4, to track progression and coverage across the school in ways that invite differentiation so as to meet the needs of differently performing groups of students. This ensures a seamless curriculum transition between grades and phases.

The school’s planning provides parents, teachers and students with the assurance that should families be required to relocate and their child enroll at another NCERT /CBSE school, the transition from Woodlem Park School to another school, in terms of curriculum and subjects studied, should be seamless.

Weekly Plans

This overviews the content of the curriculum that is to be followed each week in greater detail. Each term is divided on a monthly basis, which broadly outlines daily curriculum activities. Weekly Planning generally considers the best order in which the content can be taught, building on previous learning and developing knowledge and understanding through the year. At this point in planning, careful consideration is given to the assessment focus which measures learning objective outcomes, cross curricular links and available resources from Youtube, Google classroom and texts. Implicit in the weekly plans are opportunities for tiered activities and differentiated assessment to allow all students to access the curriculum content at a level suitable for their learning needs.

The detailed day to day planning by teachers involves regular assessment recorded on the skill tracker and Quadrant model which teachers maintain for the core subjects. The quadrant allows students to be grouped by their accomplishment of their assessments and their CAT4 skills. This informs the day-to-day planning and considerations, adjustments and enables a differentiated and tailored curriculum for all our students. Teachers manage the progression of their lessons using the assessment for learning information entered onto the skill tracker.

Based on National Educational Policy 2020 the curriculum focuses more on the 4 C's of the 21st century learning skills - Critical thinking, Collaboration, Communication and Creativity.

Main features of the curriculum are

- Art integration across the school
- Competency based learning
- Experiential learning
- Multi Disciplinary Education
- Novel Study
- Integration of literacy across the curriculum.

Planning of core subject's is explained in more detail below:

English

Weekly Plan contains the outline of work in speaking and listening, reading and writing. Learning objectives and activities are likely to include:

- the pre-teaching of vocabulary (for example at the levels of spelling, definition, use in context (sentences) and synonyms and antonyms of the words chosen. (There are clear differentiated possibilities here in speaking and writing, and for homework - preparation and revision/correction)
- ranking vocabulary in terms of words' strengths of loading (for example '*unkind vs nasty vs vindictive*'), in isolation perhaps, but importantly from stories and use when reading, particularly their novel studies and writing from those
- retrieval and interpretation from skimming and scanning, using ordering of priorities and Bruner's/Blyth's substantive concepts of 'communication' 'values and beliefs' 'power of people over people' and 'conflict and consensus'.

- bringing together ideas from social studies and moral education at appropriate levels, using Bruner's and Blyth's methodology concepts of '*similarity and difference*', '*continuity and change*' and '*causes and consequences*'
- learning different forms of writing in handwritten and word processed forms: poetry, plays, transactional, creative, with drafting and editing for to improve power, emotion, clarity, accuracy and relevance of message

Mathematics

Weekly plans contain the necessary components of the curriculum, number, measures, algebra, shape and space, data, and investigation in line with the ACP and VHP.

- basic skills in arithmetic, from the calculation policy, graduated by prior competence and prior learning for different groups of students in the same class
- deepening knowledge, skills and understanding by spiraling, rather than 'jumping up' the long term plan.
- pursuing divergent investigations about the mathematical curriculum components, graphing for example and linking with science, social studies and PE.
- pursuing an interdisciplinary approach and integrating literacy through various strategies.
- having students' problem solve, with contexts set for their different levels

Science

Science curriculum should have reference to knowledge and scientific information within a firm grasp of scientific process and practical experiment.

- Weekly Plans contain coverage of the science components and should focus on inquiry and research. Learning about the universe and internal organs is valid, but difficult to translate in 'fair testing' and 'inquiry'. However, understanding the human body and its performance can utilize an infinite range of performance measurements - limb length to speed, pulse rates, height-to-weight ratios and strength, balance, coordination – all scientifically measurable
- Studying plant features scientifically is more accessible than studying whales, except through vicarious research, which is valid, but not in dominating proportions
- Weekly Plans should show possibilities for using prior knowledge and understanding to hypothesize, set-up and carry out an inquiry and amend the fair testing depending on findings and recording with interpretation and conclusions, or suspended conclusions.

4. Quality assurance, monitoring and review

Planning is an organic system which is regularly reviewed and updated by subject leaders and senior leaders. This allows teachers to adapt, where appropriate and to incorporate any pertinent changes in curriculum standards and/or new requirements from the Education Ministry and UAE National agenda Parameters.

Planning is shared with teachers across grades and subjects and is cross moderated for quality assurance purposes and ensuring consistency throughout the school.

The curriculum is reviewed twice a year by the Curriculum Development Committee

The quality of curriculum provision and the impact on learning is monitored and improved through:

- Analysis of international benchmark assessments.
- Analysis of learner data
- Lesson observations
- Diagnostic and summative assessment results
- Moderation
- Teacher Continuous Professional Development
- SEF
- School Development Plan and Post-Inspection Action Plan
- Policy and procedural review

Quality assurance implicit in curriculum planning structure provides the rigour required for all students to acquire the highest educational standards. Planning takes account of learners' needs, integrating systems for students requiring support, while building stretch and challenge to encourage students to go beyond their comfort levels.

6.Roles and Responsibilities

Teachers:

- All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimize learning opportunities when they arise.
- Implementing the curriculum and monitoring learners' progress through assessment

Head of Department

- provide direction for the subject.
- support and offer advice to colleagues on issues related to the subject;
- monitor the quality of teaching, learning and learner progress in that subject area as per the QA calendar including the review of planning, learner book work, lesson observations, homework, classroom displays, capturing learner voice.
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Alongside the Curriculum Coordinator, subject leaders review the curriculum plans for their subject.

Head of Section:

- Monitoring planning to ensure curriculum coverage
- Carrying out work scrutinies alongside planning
- Observing teaching and learning to ensure progress is being made within the topics
- Arranging CPD to ensure creative teaching is shown and taking place

Head of Teaching and Learning:

- Working with the Heads of Department and Subject coordinators to ensure that the curriculum is planned and implemented to ensure outstanding progress and attainment
- Need based Professional Development plan and implementation for all staff.

- Regular reviews of the curriculum
- Formulating an action plan to move the school forward through the SIDP

Principal:

- Provide overall direction and management of the quality of curriculum provision offered to all learners
- Ensure that finances are budgeted to purchase resources
- Monitor review and improve the curriculum through SEF and School Improvement Plan
- Observe teaching, learning and attainment/progress
- Focus on continuous improvement through self-review, performance management and professional development of all teachers
- Provide CPD and support for Heads of Section, Head of T& LI and Curriculum leaders

Governors:

Our governors determine, support, monitor and regularly review the school's curriculum planning as part of our quality assurance systems.

Parents:

The school circulates medium term plans to parents at the start of each block so that parents are informed of curriculum content for each six-week session. There are opportunities here for parents to support their son/daughter in their learning, for example reading texts indicated on the plan and supporting homework needs.