

Curriculum planning policy

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). 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: maps)

Long term planning
(Curriculum and progression

Medium term planning

is broken down into 2 terms

Short term planning
(Daily log)

This is a more detailed plan of the content/topic areas broken down into 6 blocks (each block is approximately 6 weeks) over the academic year. Each block of planning will include: Learning objectives, differentiated activities, resources and assessment opportunities

Long term planning (LTP)

This is a plan of the course content/topic areas covered over the academic year, which

This is a detailed set of notes which teachers make for their own classroom use daily, to log/plan each lesson's learning activities, learning objectives, assessment opportunities and success criteria. Students' outcomes are noted on their ROG lists.

Long term 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. Some subjects are enhanced where appropriate with standards taken from 'other' curricular, such as from Michigan in Art and from England and Ontario for KG, Grade 1 and Grade 2 where the NCERT content does not satisfy the extent of KHDA's 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, but planned over six blocks (of time). 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 enrol at another NCERT /CBSE school, the transition from Woodlem Park School to another school, in terms of curriculum and subjects studied, should be seamless.

Medium term planning (MTP)

This overviews the content of the curriculum that is to be followed in each block in greater detail. Each term is divided on a timeline of blocks of five, six or seven weeks, which broadly outlines weekly curriculum activities. Medium term 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 LMS, YouTube, Google classroom and texts. Implicit in the MTP 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. Planning of core subject's is explained in more detail below:

English

MTPs contain 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

MTPs contain, over the collection of blocks, the necessary components of the curriculum, number, measures, algebra, shape and space, data, investigation in line with the LTP ● 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 Health/PE
- having students' problem solve, with contexts set for their different levels

Science

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

- MTPs contain coverage of the science components and should not be 'light' on process and practical work. 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
- MTP should show possibilities for using prior knowledge and understanding to hypothesize, set-up and carry out an inquiry (possibly extended for the able and older) amend the fair testing depending on findings and recording with interpretation and conclusions, or suspended conclusions.

Short term planning

The detailed day to day planning by teachers involves regular assessment recorded on the red orange green (ROGs) class lists which teachers maintain for the core subjects, English mathematics and science. The ROGs allow students to be grouped by their accomplishment of their learning targets, their assessments and their CAT4 skills prediction scores that all students are required to have. For example, a student on the green strand on the ROG's will have more challenging targets than students on the orange and red and so on. 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 ROG list and keep a planning log, detailed to the extent that it is needed and found useful. It is the medium term plan that describes how the curriculum is translated into learning and lessons over the six- or seven-week block.

4. Quality assurance, monitoring and review

Planning is an organic system which is regularly reviewed and updated by senior leaders and subject 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.

Quality assurance implicit in curriculum planning structure provides the rigor 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.

5. Modifications to our school curriculum

Modifications to our school curriculum are made based on the changes made by the CBSE.

Based on National Educational Policy this year 2021 there will be changes in the Curriculum. It focuses more on the 21st century learning skills.

Main features of the curriculum are

- Art integration across the school
- Competency based learning

- Experiential learning
- Multi-Disciplinary Education

5. The role of governors

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

6. The role of the 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.