



CURRICULUM POLICY

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School Vision: Our vision is for all students to develop at Woodlem Park School as independent learners with self-belief and respect for others with a lifelong love for learning and a strong foundation for future success.

School Mission: At Woodlem Park School we value every student. We work together as a community to ensure that students develop well in all aspects of learning so that they are equipped to face the opportunities and challenges of the 21st century wherever they may be.

To do this:

We provide the best possible learning opportunities in academic subjects, personal development, moral values and life skills Staff members and students work together in a spirit of cooperation and mutual harmony.

Preamble:

The curriculum at The Woodlem Park School strives to inspire the students to become independent, lifelong learners. WPS follows the Curriculum prescribed by the Central Board of Secondary Education. At WPS 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.

Aims, Scope and Significance

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:

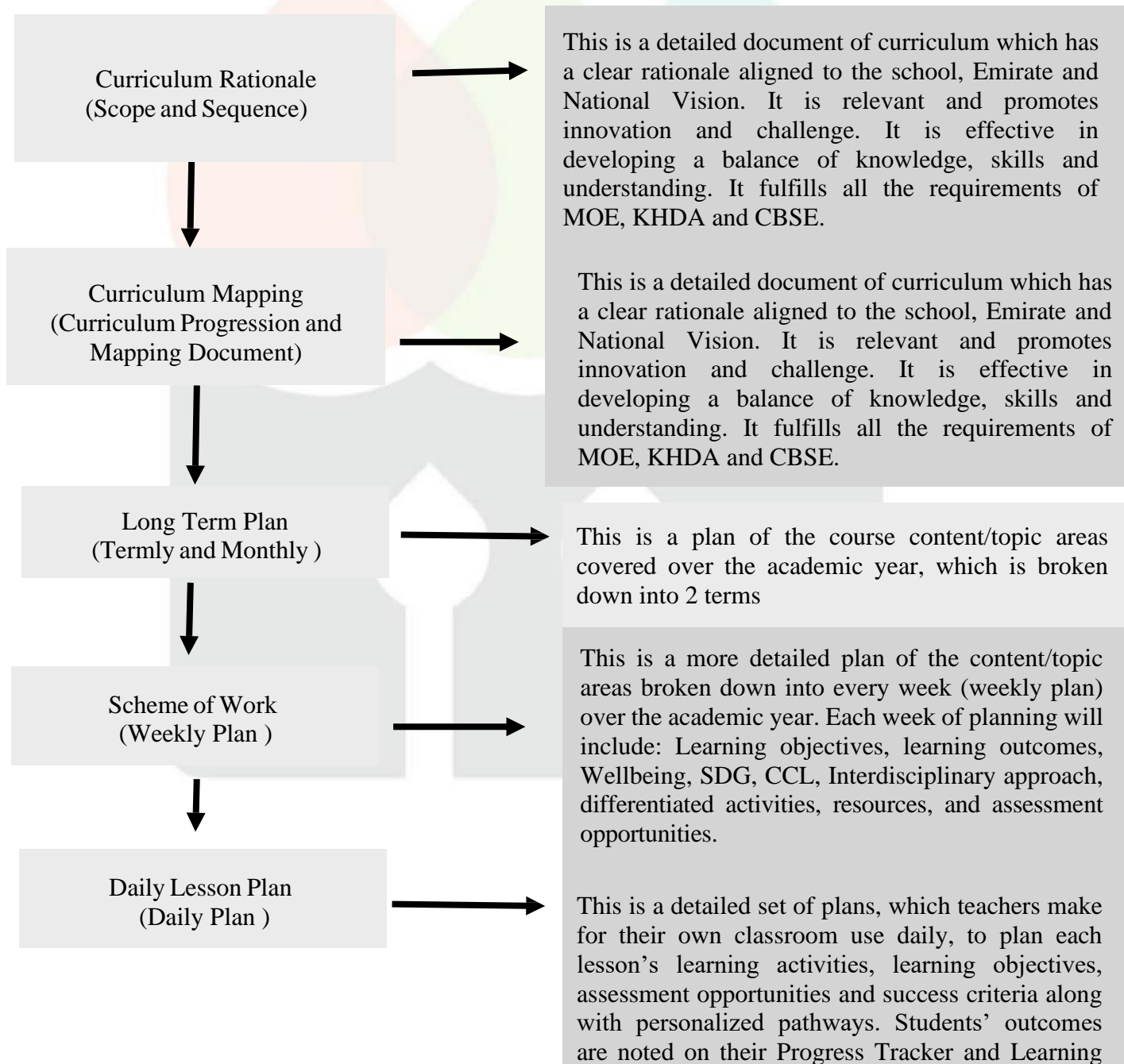
- Deliver/provide the CBSE/NCERT curriculum
- Encourage creative and critical thinking
- Strengthen ethical and moral values
- Promote experiences that develop responsible individuals who make a positive contribution to society

- Develop confident and competent individuals willing to try new things and make the most of opportunities

Planning structure

WPS 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.

WPS curriculum structure is explained as follows:



The Kindergarten Curriculum (Phase 1- Pre Kg to KG 2):

The integration of all the areas of learning provides ample opportunities for children to make connections between their experiences. Keeping the international standards in mind. The curriculum for our little learners is based on early learning goals that need to be attained by the end of Kindergarten.

This assessment pattern has been adapted successfully to provide the necessary range and balance.

The curriculum framework gives a detailed view of the concepts that are being covered in all the seven areas of teaching:

Areas of Learning and Development			
Prime Areas			
Personal, Social and Emotional Development <ul style="list-style-type: none"> • Making Relationships • Self-confidence and Self-awareness • Managing Feelings and Behaviour 	Physical Development <ul style="list-style-type: none"> • Moving and Handling • Health and Self-care 	Communication and Language <ul style="list-style-type: none"> • Listening and Attention • Understanding • Speaking 	
Specific Areas			
Literacy <ul style="list-style-type: none"> • Reading • Writing 	Mathematics <ul style="list-style-type: none"> • Numbers • Shape, Space and Measures 	Understanding the World <ul style="list-style-type: none"> • People and Communities • The World • Technology 	Expressive Arts and Design <ul style="list-style-type: none"> • Exploring and Using Materials and Media • Being Imaginative

Self-Registration- Students mark their own attendance in class with our Self-registration resources. Circle

time- It is an important time for students to interact with one another and develop positive relationships between teachers and students.

Brain gym- We boost our child's cognitive skills with a few exercises.

Assembly- Every week students assemble for Mass PE and witness the special assembly presented by different classes.

Primary & Middle (Grades I-V & Grade VI-VIII)

At the primary and middle school level, the curriculum contains a range of subjects that aim to provide experience and strengthen the developmental skills of the child. The curriculum is enhanced to act as a catalyst in students' personal growth enabling them to become active and reflective participants in society. The unique combination of scholastic and co-scholastic opportunities empowers students to build essential life skills.

Emphasis is placed on the transition in and out of these vital Stages to ensure that it is seamless and meaningful. Schemes of work are regularly and rigorously reviewed weekly to keep the Curriculum fresh and monitored, exciting, relevant, and in line with National and Emirate priorities.

Cross-curricular and Interdisciplinary approach links are purposeful and lead to a significant enhancement of the transfer of learning between different subjects.



Senior (Grades IX-X)

Skill Areas Developed

- **Linguistic:** These skills are developed with different languages such as English, Hindi, Tamil, Malayalam, French and Arabic.
- **Mathematical:** Logical thinking is developed through Mathematics. They learn to calculate and appreciate the importance of numbers and express themselves clearly.
- **Scientific:** Slowly the student is molded into General Science to develop scientific skills, knowledge and understanding.
- **Social Skills:** To teach students about people and their interaction with the environment and how human actions has influenced events and conditions. This is developed through EVS and Social studies.
- **Ethical and Moral Development:** To develop the self-esteem and self -confidence of students, so that they can distinguish right from wrong and be responsible for their behavior. Think positive, create opportunities for yourself, develop good habits, overcome your fears are developed through Islamic Studies and Moral Science.
- **Technological:** To teach students a range of technological skills including up-to-date applications of ICT, to develop, plan and communicate ideas and to produce and evaluate good quality products. This is developed through maker space and Computer science.
- **Physical:** To teach the basic principles of fitness and health and to develop students' physical control and coordination. This is developed through Games, Mass drills and Physical Education
- **Creative:** to develop students' aesthetic and creative skills. This is developed through Art, Drama and Music through maker space
- **Curriculum Enrichment:** Reading program, DEAR time, ASL
- **Afternoon Enrichment Learning Program:** Music, Dance, Athletics, Aerobics, Sports Activities, Robotics are provided after school hours.

Compliance

Our curriculum is built on the shared values that underpin the Vision Statement of our school: "The School Community works collaboratively in a conducive and professional environment to nurture students to be confident, respectful citizens of the world and provide them the necessary tools to be successful in life as empowered contributors to global society."

WPSD is a CBSE curriculum school and therefore follows the relevant academic qualifications associated with National board and statutory requirements according to MOE .

It is in alignment with the UAE National agenda and Emirati culture and society. At Woodlem we teach both MSCS/UAE for the allocated time.

Curriculum time is balanced across all grades so that students receive the recommended time for English, Mathematics and Science, and the MOE statutory time for Arabic, MSCS/UAE and Islamic Education.

Islamic Education

In accordance with KHDA, all students from grade 1 onwards, who have registered their religion as Islam when completing the admission process receive 80 minutes of Islamic Education per week.



Arabic

In accordance with KHDA all students who registered at WPSD with non-Arabic nationalities receive 160 minutes of Arabic per week and follow the UAE ministry curriculum to teach non-native speakers how to communicate using the Arabic language.

Balance

At WPSD, we believe in pursuit of excellence, high attainment, happy and safe environment for our students who enjoy their school.

There are a wide range of subjects on offer that encompass creative, physical and practical subjects. These run alongside more traditional subjects such as Mathematics, Science, Social Studies and Islamic Education.

There is a significant focus on languages – students experience Arabic, Hindi Malayalam, Tamil and French from grade I onwards.

Physical Education includes Swimming along with other sports like Basketball, Football, etc.

Cross-curricular links are meaningful and purposefully planned. This is an innovative approach to curriculum planning which ensures the transfer of knowledge and skills across all subjects.

CURRICULUM MODEL FOR Pre KG, KG-I - KG-II:

LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	COMMUNICATION AND LANGUAGE DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	EXPRESSIVE ART AND DESIGN
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CURRICULUM MODEL FOR GRADES I - II

Core Subjects

ENGLISH	MATH	SCIENCE
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Non-Core Subjects

HINDI /TAMIL FRENCH/ MALAYALAM	COMPUTER SCIENCE
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MOE

MSC	ISLAMIC STUDIES	ARABIC
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Co-Curricular

ART	PE/ SWIMMING	MUSIC/DANCE	MAKER SPACE
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CURRICULUM MODEL FOR GRADES III-X

Core Subjects

ENGLISH	MATH	SCIENCE	INDIAN SOCIAL STUDIES
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Non-Core Subjects

HINDI/ TAMIL FRENCH/ MALAYALAM	COMPUTER SCIENCE
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MOE

MSC	ISLAMIC STUDIES	ARABIC
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Co-Curricular

ART	PE	MUSIC/DANCE	MAKER SPACE
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CONTINUITY AND PROGRESSION

The curriculum is comprehensively structured to ensure the continuum of learning from one grade to the next and from phase I to phase II, from phase II to phase III which in turn leads to the smooth transition of students and their seamless progression to phase IV.

The curriculum has been designed based on vertical and horizontal progression that maps the concepts to be learned at every grade level.

The structured progression offered, and the comprehensive structure of the curriculum give students opportunities to pursue their interests, talents, and goals achieving the outcomes at each grade level. A smooth transition from KG 2 to Grade 1, then from Grade 2 to Grade 3, Grade 5 to 6, Grade 8 to 9 and finally from Grade 9 to 10 is strategically planned.

Innovative calendar events from phase-to-phase result in a holistic, enjoyable experience for both students and parents.

SOD students have access to a range of personalized curriculum options across all subjects and phases. Barriers to learning are removed by ensuring that students have different choices and be a part of mainstream learning.

Choice

Enough choices are given within the scope of the curriculum for each subject to enhance collaboration, critical thinking and ability to work independently.

Flexibility in course structure allows students of grade II to have language choice of Hindi, French, Tamil and Malayalam

From grade I onwards, course structure allows students to have more choices in the curriculum in the form of Maker space.

Students are actively engaged and independent in their learning and get the opportunity to nurture their special talents and interests as opportunities are provided for inter and intra class activities, Interhouse and Inter school activities.

Students are inspired by Student council and House system which promote enterprise, innovation, creativity, social contribution, and leadership.

Cross Curricular Links

Cross curriculum joins all the learning together and makes it a cohesive whole.

Students are given ample opportunities to use their imaginations in systematically planned and meaning full cross-curricular units and projects with interesting contexts.

Teachers are encouraged to have purposeful discussions, allowing students to problem solve, think critically, and explore the transfer of learning between different subjects.



Specific Links

- Curriculum Development Committee plan innovative projects and summer holiday homework to as part of a strategic cross-curricular agenda.
- All grades and subject plans have cross-curricular links.
- Technology is, of course, integrated across the curriculum of all phases.
- The links between subjects are explicit and provide context and links to real-world learning
- Independent learning, research and critical thinking are integral parts of all phases.
- Teachers are open to taking their lessons in and out of their classrooms to provide interesting contexts for the students.

Links With Emirati Culture and UAE Society

As a school we take every opportunity to celebrate and teach our students about Emirati Culture and UAE Society.

MSC- department introduces the students to the UAE and WORLD s interesting traditions and cultures alongside its history, geography, and economics. Students develop a clear understanding of the UAE's and other GCC Countries, values, culture and society through activities that allow them to appreciate UAEs heritage, tradition and culture.

MSC schemes of work and lessons are in place for all grades and are taught by trained teachers. These lessons are also visited by SLT for quality assurance purposes.

Modifications

As an inclusive school, we pride ourselves on ensuring that all students can enjoy and participate in all aspects of the curriculum and provide numerous pathways.

This extensive planning ensures that the needs of all groups of students are met through extension and support material. This ensures full engagement and challenge for all students of all abilities.

Our school counselors, Special Educators along with CDC and the support of the Sahaya Team modify and adapt the curriculum by removing the barriers in learning.

SOD students are provided with the flexibility to modify the curriculum to meet their individual needs. In collaboration with parents and students to remove barriers to learning and allow students to learn in their ways at their speeds.

SOD students are monitored to recognize their contributions and interests. More reluctant students are identified, and steps are taken to ensure this does not compromise their learning experience.

Stimulating schemes of work and cross-curricular projects ensure that students develop both personally and academically.

A regular rigorous review of the curriculum at all phases is undertaken at the SLT and MLT levels to investigate any other necessary modifications if required to ensure full engagement and challenge.



Innovation

Curriculum development committee (CDC) has discreet responsibility for the curriculum and is therefore able to strategically plan and sequence the curriculum across all phases to ensure that students remain not just interested but motivated by the diverse learning experiences on offer.

Students get opportunities to perform and compete on Local, National, and International levels

School also hosts various innovative competitions at Inter class, Intra Class, House and inter-school level.

Curriculum provides a rich, extensive, and stimulating range of STEAM activities. These are cross-curricular and based on the latest innovations and developments.

After school activities give students a chance to enhance their skills and talents in the fields of sports, music, and dance. They are incredibly well attended.

Extended learning opportunities are provided through inquiry-based learning, Financial literacy, entrepreneurship, effective communication skills and Makers Space Club.

Review And Development

Curriculum review and development is the responsibility of all stakeholders.

- Department: Curriculum Development Committee (CDC) and Teachers
- SLT: All members of SLT and MLT

CDC conducts rigorous reviews of the curriculum and is dedicated to ensuring that the school continues to offer extensive choice and seamless learning experiences that are innovative, challenging, and purposeful.

The curriculum is reviewed and updated frequently in relation to students' achievements, aspirations, and Emirate and National priorities.

Curriculum is celebrated in numerous ways by including subject-specific activities in the yearly calendar.

Review Timeline

- Major review and development before the beginning of the academic session in April.
- Termly review after every round of assessments, keeping in mind the students' achievements and progress.



DEPARTMENT	<p>CDC along with the department members review all units and content to ensure continuous excellence for students.</p> <p>On a yearly basis, the entire curriculum for each grade is reviewed and an audit is conducted to provide students with the opportunities to explore new contexts and address current concerns.</p>
UAE	<p>WPSD initiates and celebrates its commitment to Emirati culture, UAE national agenda and priorities.</p> <p>At the SLT level, regular meetings are held to reflect on the provision of including MSC which are constantly being refined and improved to enhance student achievements and aspirations.</p>
SLT & MLT OBSERVATIONS	<p>SLT meet regularly for curriculum review and development. On a regular basis, learning walks are organized, and an internal audit is done. In light of these observations, audits, latest trends in research and innovation, the curriculum is reviewed and developed.</p>

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