



Dubai English Speaking College

Curriculum Policy

2023 - 24

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CURRICULUM POLICY

1. RATIONALE

This policy is written to ensure that all stakeholders are aware of the fundamentals behind DESC's innovative, inclusive and adaptive British curriculum designed to service GCSEs at KS4 and A Levels and BTECs at KS5.

KS3 CURRICULUM

DESC's KS3 Curriculum is innovative. With a focus on creating memorable, active and diverse learning experiences for our students, there are extensive opportunities to ensure that talents, aspirations and interests are nurtured. The overall structure of the Key Stage is based on a rhythm with PROGRESS and RISE (Relationships, Interests, Skills, Emotions) weeks built in to compliment the natural learning cycle and to provide students with the opportunities to make sustained progress. Transfer of learning between different subjects is systematically planned to ensure that students are increasing both their knowledge and their skill, in interesting contexts. Emphasis is placed on the transition in and out of this vital Key Stage to ensure that it is seamless and meaningful. Schemes of work are regularly and rigorously reviewed to keep the Curriculum fresh, exciting, relevant and in line with National and Emirate priorities. Our inclusive ethos ensures that experiences are personalised and that students are prepared and eager for the next stage in their DESC journey.

KS4 CURRICULUM

DESC's KS4 curriculum prepares our students for their GCSE examinations whilst not compromising on their personal and emotional development. Our inclusive ethos ensures that the acquisition of knowledge is complimented with development of skill and understanding across an extensive range of choices and pathways. Cross curricular links are purposeful and lead to a significant enhancement of transfer of learning between different subjects. KS4 has recently undergone a rigorous review, instigated by changes to exam specifications, resulting in an acute focus on Reading Literacy, Entrepreneurship and ensuring that learning experiences are grounded in real world contexts. The curriculum is also multi-faceted: Daily, Extra, Super and Cross which ensures that there is breadth and balance as well as personalisation and coherence

KS5 CURRICULUM

Post 16 provides further personalisation and choice for all of our students. The Curriculum is progressively structured to offer both academic and vocational pathways for our inclusive intake of students. Through innovative sequencing and systematic planning, students develop their critical thinking and research skills in meaningful and interesting contexts. The DESC Post 16 curriculum champions independent learning alongside collaboration whilst enthusing rather than just preparing our students for the world of work or further education. All stakeholders (staff, parents, students) are involved in regular, holistic reviews of the curriculum and the latest educational research is also used to ensure that it remains cutting edge. The DESC curriculum is continuously evolving to ensure that the needs of all, not most, are not just met but exceeded. Recent adaptations include our Foundation Year and our EPQ programme, both of which have enhanced our outstanding provision.

2. AIMS

DESC will provide an innovative curriculum, which inspires, challenges and safeguards all our students, and enables them to become:

- ✓ **Successful Learners** who enjoy learning, make progress and achieve
- ✓ **Confident Individuals** who are able to live safe, healthy and fulfilling lives
- ✓ **Responsible, Moral Citizens** who make a socially and economically positive contribution to society

949 Successful Learners who:

1. Have the essential learning skills of literacy, numeracy, and information and communication technology
2. Are creative, resourceful and able to solve problems
3. Have enquiring minds and think for themselves to process information, reason, question and evaluate
4. Communicate well in a range of ways
5. Understand how they learn and learn from their mistakes
6. Are able to learn independently and with others
7. Know about big ideas and events that shape our world
8. Can join up their learning and who can cross-reference
9. Enjoy learning and are motivated to achieve the best they can now and in the future

949 Confident Individuals who:

1. Have a sense of self-worth and believe in themselves
2. Relate well to others and form good relationships
3. Are self-aware and deal well with their emotions
4. Have secure values and beliefs
5. Become increasingly independent, are able to take the initiative and organise themselves
6. Make healthy lifestyle choices
7. Are physically competent and confident
8. Take managed risks and stay safe
9. Are willing to try new things and make the most of opportunities

949 Responsible, Moral citizens who:

1. Are well prepared for life and work
2. Are enterprising and innovative
3. Are able to work co-operatively with others
4. Respect others and act with integrity
5. Understand different cultures and traditions and have a strong sense of their own place in the world
6. Appreciate the benefits of diversity
7. Challenge injustice, are committed to human rights and strive to live peaceably with others
8. Maintain and improve the environment, locally and globally
9. Take account of the needs of present and future generations in the choices they make whilst believing that they can change things for the better

3 RESPONSIBILITIES

3.1 DESC STAFF

DESC Staff are responsible for:

- Understanding the ethos behind the DESC Curriculum
- Following their Department's Curriculum Year Plans
- Teaching the content with their Department's Curriculum Year Plans
- Adhering to the specifics of KS3 Progress and RISE weeks
- Communicating the DESC curriculum to their students
- Incorporating the 3 key focus areas of the T&L Passport into their lessons

3.2 DESC STUDENTS

DESC students are responsible for:

- Using their DESC Curriculum Year Plans to plan out their academic year
- Using Curriculum documents to prepare for assessments including Progress weeks at KS3

3.3 DESC PARENTS

DESC Parents are responsible for

- Understanding the ethos behind the DESC Curriculum
- Using Curriculum Documents to keep abreast of their child's education
- Supporting the College in preparing their sons/daughters for assessments including Progress weeks
- Communicating with the College if they have any concerns regarding the DESC curriculum

3.4 DESC HEADS OF DEPARTMENT

DESC HoDs are responsible for

- Implementing the ethos of the DESC Curriculum
- Creating Curriculum Documents for staff, students and parents
- Adhering to the overall College rhythm, especially at KS3
- Regularly reviewing their curriculum in light of innovation and changes
- Ensuring their curriculum serves the GCSE and A2 qualifications attached to their subject
- Monitoring the implementation of the Curriculum by their staff
- Implementing the 3 focus areas of the T&L Passport into their Curriculum

4. IMPLEMENTATION

4.1 COMPLIANCE

The curriculum is built on the shared values that underpin the Vision Statement of the College: “DESC strives to nurture independent, confident and resilient learners who respond to challenge and aspire to reach their full potential.” This is clearly displayed in DESC publications and permeates everything that we do.

DESC is in alignment with the Emirate and National Vision and teaches both Moral Education and Social Studies for the allocated time.

DESC is a British curriculum school and therefore follows the relevant academic qualifications associated with that curriculum model.

The DESC curriculum at KS3 and KS4 fulfils the requirements of the UK National Curriculum. Curriculum time is balanced across the Key Stages so that students receive the recommended time for English, Maths and Science, and the MoE statutory time for Arabic and Islamic Education.

4.2 BALANCE

DESC takes great pride in its pursuit of excellence, high attainment and safe, happy and moral students who enjoy their school. In doing so, it continues to be responsive to National needs, as well as being aligned to International standards.

There are a wide range of subjects on offer at all Key Stages that encompass creative, physical and practical subjects. These run alongside more traditional subjects such as Maths, Science, Geography, History and Islamic Education. There is a significant focus on languages - students experience Arabic, French and Spanish across the KS3 curriculum. These strengthen both knowledge and skills development.

We have curriculum themes: Learning, Technology, Global Citizenship and Wellbeing and have Directors to lead these areas who ensure that cross-curricular links are meaningful and purposefully planned. This is an innovative approach to curriculum planning which ensures that knowledge, skills and understanding are transferred between discreet disciplines.

4.3 TRANSITION

The DESC curriculum is comprehensively structured to ensure that there is seamless continuity and progression in each of the subject areas, this has been recently reviewed at KS3 to reflect the changes to new KS4 courses.

The Curriculum DHT provides year plans and templates for a standardised approach to progression over the course of an academic year and continuity of innovative provision.

Bi-Termly Department curriculum meetings ensure that the progression of students is rigorously audited and that schemes of work are reviewed and adapted to ensure that the needs of all students are being met.

Targets are set at the end of each year to ensure that students know what to do to make progress the following year.

KS2-KS3

Transition into year 7 is carefully managed by a Deputy Head Teacher. They strategically and innovatively calendar events to ensure seamless and continuous provision from phase to phase resulting in a holistic, enjoyable experience for both students and parents.

A transition process also exists for Year 6 children from other Dubai schools.

All of the core departments are involved in organising transition events throughout the year for year 4,5 and 6 students at DESC.

HODs from both the school and college communicate frequently to plan collaborative activities to assist the transition process.

Contact is maintained with our Primary school throughout the year, to ensure that curriculum information is shared with us at DESC, so that students' prior learning can be built upon on arrival at DESC.

SEND students have access to a range of personalised curriculum options across all subjects and phases.

Barriers to learning are removed by ensuring that students have choice at all Key Stages.

KS3-KS4

The options process in year 9 is extensively planned and adapted yearly to suit the cohort. All stakeholders (parents, students, staff) are coherently and professionally informed over a number of platforms and individual needs are meticulously managed. Last year all students were successful in having their choices met.

Detailed curriculum plans are displayed around departments and sent home to parents. These allow students and their parents to understand progression.

At KS3 our commitment to continuity and structure has created a Rhythmic curriculum based on the latest research on how we learn and neuroscience. It has aligned all subjects of the same weighting and created Progress (assessment) and RISE (reflection) weeks.

KS4-KS5

Post 16 students are mentored and coached in small groups or 1:1 through their chosen pathways including UCAS or Work. We offer in-house internships to those who need a halfway house between education and the workplace. There is a yearlong Project 11.5 to ensure a seamless transition from KS4 to KS5.

4.4 CHOICE

The DESC curriculum has four integral facets: **Daily**, **Extra**, **Super** and **Cross** providing numerous platforms and opportunities for staff to nurture our students' talents, interests and aspirations.

DESC's Daily curriculum is broad but balanced in all 3 Key Stages. At KS3 students benefit from a diverse spectrum of subjects. At KS4, the demands of GCSE allow students to focus on their areas of interest or choose new subjects to pursue including: Media, Business and Psychology and Economics.

DESC's Extra -Curricular curriculum provides a plethora of daily opportunities for students to perform or compete on local, national and international stages. The choice is extensive and the provision world-class.

DESC's Super curriculum allows students to push themselves and exceed their own expectations. The current main platform for this is the EPQ.

DESC's Cross curriculum joins all of the learning together and makes it a co-hesive whole.

Post 16 there are multiple pathways on offer to our Inclusive Intake to ensure that they can benefit from the learning experiences that are right for them. A level and BTEC courses are available in the widest spectrum of new and existing subjects alongside the opportunity to complete an EPQ. We also offer a Foundation year and resit opportunities of core subjects for external candidates.

We have an in-house dedicated Head of Information, Advice & Guidance who prepares students for their chosen careers and provides networking opportunities and advice through a wide range of weekly events including talks, newsletters and coaching.

New subjects are introduced yearly. The DESC curriculum evolves to match the needs of its students.

The DESC timetable is flexible and adaptable according to the needs and aspirations of its students. Typically, students are successful in having their choices met.

Vocational courses are now in their fifth year and have had successful scrutiny and reports. Expansion of this is being explored to, yet again, further extend the opportunities for students in their preparation for a variety of different career pathways.

4.5 KS3 CURRICULUM RHYTHM

At KS3 all subjects have been pulled into a Rhythm which creates Progress and RISE Weeks.

Progress = Assessment Weeks

RISE = Relationships, Interests, Skills, Emotions

The idea is that this provides balance across the curriculum, mirrors the natural cycle of learning and creates a College atmosphere conducive to the needs of the students at that point in time.

Advice for Progress and RISE weeks is shared with all involved in the form of 949 practical advice.

PROGRESS WEEK TUTORS

1. Greet students with a smile
2. Play some soothing music
3. Check their equipment - lend a pen if you need to
4. Allow them time to prepare for the day
5. Know which assessments they have and when
6. Remind them of how brilliant they are
7. Allow time to revise or work independently
8. Encourage mindfulness/breathing techniques
9. Let them know where you will be at break if they need you

PROGRESS WEEK STUDENTS

1. Know when your assessments are
2. Pack your bag carefully the night before
3. Go to bed early all week
4. Eat a healthy breakfast each morning
5. Stay hydrated throughout the day
6. Get outside and relax for at least 30 mins each day
7. Take a deep breath if any assessment questions are tough
8. Remember that you are brilliant and can do this!
9. Plan something you enjoy as a treat at the end of the Progress week

PROGRESS WEEK TEACHERS

1. Plan calm lessons
2. Avoid large group tasks and competitive elements
3. Lengthen the silent start if your lesson follows an assessment
4. Promote reflection and independence
5. Avoid unnecessary confrontation
6. Praise liberally
7. Make revision the Fab Finish if an assessment follows your lesson
8. Stick to timings rigidly. PE please may you change slightly earlier
9. Wish them luck as they leave

PROGRESS WEEK PARENTS

1. Organise the family calendar carefully
2. Set earlier bed times
3. Enjoy a healthy family meal each evening
4. Get outside each day and enjoy some physical activity together
5. Ask how their assessments were and reassure them
6. Fill the fridge with healthy snacks and water
7. Pop a motivational note in their bag or lunchbox
8. Monitor their screen time and keep it to a minimum
9. Plan a family treat at the end of the Progress week

PROGRESS WEEK REMINDERS

- If your Subject is not officially part of the Assessment then you **MUST NOT** be setting assessments or using the word assessment in any lessons/SMHW etc. Assessments are published to parents so unexpected ones cause unnecessary anxiety for students and email/phonically traffic.
- If your Subject is officially part of the Assessment then an assessment must be set but on a day/time/period agreed beforehand and **NOT SUBJECT TO CHANGE**. Again telling students that their assessment will be on Wednesday only for staff to then ask it to be undertaken on Tuesday undermines our advice to Parents about planning the week and taking responsibility.
- If a student misses an assessment then they should catch this up at the earliest convenience unless formative data will suffice.
- Doors should be kept closed during Progress weeks so as to not disturb any classes completing assessments
- Music should not be played

RISE WEEK STUDENTS

1. Unplug yourself - breathe and reset
2. Enjoy your lessons and bring enthusiasm and energy

3. Engage with your assessment feedback- don't be afraid to ask...
4. Take the opportunities to Lead and work as a Team
5. Group yourself with someone you haven't worked with before
6. Consider trying a new ECA.
7. Stay active - keep doing what you love
8. Drink even more water - you're going to need it!
9. Enjoy your well-earned break

RISE WEEK TUTORS

1. Greet your form with a smile
2. Try an amusing register question
3. Play some feel good music
4. Include a quiz and treat them to a prize
5. Plan some games- encourage team work
6. Take the time to learn something new about each of them
7. Engage in open discussion and allow for wonder
8. Agree as a form to participate in something advertised on the DDD
9. Send them off happy and energised

RISE WEEK TEACHERS

1. Plan interactive lessons with choice
2. Include competitive elements and group tasks
3. Synergise with other departments
4. Consider making the tasks entrepreneurial and innovative
5. Promote collaboration and investigation
6. Involve the students in discussion and lively Q&A
7. Try using Technology in pairs or teams (*Quizlet Live*)
8. End with a Fab Finish
9. NO homework to be set during holidays

RISE WEEK PARENTS

1. Introduce a fun morning ritual
2. Play some uplifting music or the radio to brighten up the school run
3. Let your son/daughter teach you something new
4. Enjoy a 'treat' meal as a family
5. Don't forget those dinner time conversations
6. Ask - 'What made you smile today?'
7. Pack an unexpected treat in their school bag or lunch box
8. Treat them to a 'Holiday Read'
9. Enjoy a well earned family break

RISE WEEK REMINDERS

Students **must not** be:

- Completing any kind of assessments/ tests
- Mindlessly watching films

Teachers **must not** be:

- Using the words assessment/test on TEAMS
- Setting Holiday Homework

4.6 CROSS CURRICULAR

- Dare to be **Enterprising** and **Entrepreneurial**
- Excel in **Literacy** and **Mental/Physical Health**
- Share in the **National Agenda** and the **Community**
- Create **Innovative** solutions to **World Problems**

SPECIFIC LINKS

- ✓ Departments plan innovative projects to work on together as part of a strategic cross-curricular agenda at KS3 For example: The Formula 1 project is successful, innovative and purposeful for year 8.
- ✓ All year plans at KS3 have the links explicitly noted on them and are shared across HoDs and discussed at Middle Leaders Meetings
- ✓ Technology is, of course, integrated across all four curriculums and both phases
- ✓ Our GROW programme makes the links between subjects explicit and provides context and links to real world learning
- ✓ Our 4 to Grow and Super 16 ensure that the transfer of skills between subjects in both phases is explicit, and managed effectively
- ✓ Induction programmes at the start of phases and Key Stage information evenings draw out the tangible and tacit links between the areas of the curriculum.
- ✓ Independent learning, research and critical thinking are integral parts of all four curriculum and referred to frequently and students understand what they are/mean.
- ✓ There is a whole school focus on Literacy with common resources used by all subjects. Every teacher is a teacher of English is a phrase understood and acted upon by staff.
- ✓ 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

DESC is incredibly proud of its place in Dubai and takes every opportunity to celebrate and teach its students about Emirati Culture and UAE Society. An AHT has direct responsibility for this vital part of the curriculum resulting in a coherent, calendared and innovative approach.

DESC is compliant and proud to be so. MSCE Education (Moral, Social, Cultural, and Emotional Education) encompasses both MSC Studies (Moral, Social, and Cultural Studies) and GROW combined. MSC is effectively the combination of both Moral Education and UAE Social Studies and is overseen by a Head of Department – Mr McHale

This year, DESC Students in Year 11 complete 10 weeks of Project ME (3 x Term 1; 3 x Term 2; 4 x Term 3). This ensures that students are allocated sufficient time to complete the minimum requirements. Historically, UAE Social Studies was only compulsory for Years 7-10.

Moral Education is delivered through the MSC lesson. This is one lesson per week for Years 7-10. As there is no timetabled MSC lesson for Year 11-13, the Project ME is delivered during tutor time / registration.

These lessons are visited regularly by SLT for quality assurance purposes

The **SHARE** element of the KS3 Daily Curriculum ensures that teachers are constantly thinking of interesting ways to embed links into their Daily Curriculum.

Students develop a clear understanding of the UAE's values, culture and society through GROW activities and where appropriate in subjects allowing them to appreciate UAE heritage, tradition and culture.

The **Global Citizenship Directive** has ensured that students have had a number of opportunities to serve the local community and the wider world.

5. EVALUATION

5.1 Modification

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. Modification and the removal of barriers is an intrinsic part of curriculum planning at DESC at SLT, HoD and Teacher level.

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

Our Head of Inclusion/DHT/SEND Governor and their extensive team work tirelessly to support our SEND students and High/Low attainers to adapt the curriculum to remove barriers to learning but also to challenge.

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

Any barriers to participation are minimal and students are monitored in order to recognise their contributions and interests. More reluctant students are identified, and steps are taken to ensure this does not compromise their learning experience at DESC.

Emirati students meet with an AHT at least once a term to discuss their needs and to ensure that the curriculum is meeting theirs.

Our strong House Pastoral system monitors the progress of all students as they engage with the curriculum.

A yearly rigorous review of the curriculum at all phases is undertaken at SLT level to investigate any other necessary modifications to ensure full engagement and challenge.

5.2 Innovation

A DHT 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.

Student aspiration is raised through the amount of opportunities to perform and compete on Local, National and International stages and the extensive network of professional visitors to the College who coach or inspire our students.

The DESCares initiative is particularly providing the motivation for students to act as Global Citizens invested in sustainability and conservation.

DESC's Daily curriculum is diverse, motivational and intrinsically interesting.

DESC's Super curriculum provides extension opportunities to reflect student aspirations and experiences, including societies and the EPQ.

DESC's Extra Curriculum provides a rich, extensive and stimulating range of ECAs across all areas of school life. These encompass social, cultural, scientific and athletic opportunities for students with a wide range of interests and aspirations. They are incredibly well attended and extend the learning opportunities provided through the Daily Curriculum

4.3 Review and Development

Curriculum review and development is the responsibility of all stakeholders in the DESC community who have a distinct role to play:

- **Department:** HoDs, Teachers, Faculties
- **Emirate:** DSIB, KHDA, UAE, Dubai
- **SLT:** AHT with responsibility for Curriculum
- **Community:** Parents, Governors

The DHT with responsibility for Curriculum conducts rigorous reviews of the curriculum and is dedicated to ensuring that DESC continues to offer extensive choice and seamless learning experiences which are innovative, challenging and purposeful.

The curriculum is reviewed and updated on a frequent basis in relation to students' achievements, aspirations and Emirate and National priorities. The review forms part of the DDP for each department which is addressed at every departmental meeting.

- ✓ Bi-Termly curriculum planning meetings attended by all HoDs allow for rigorous review and ensure seamless transitions between key stages and phases.
- ✓ As student achievement continues the curriculum continues to include challenging content and links to their aspirations and talents.
- ✓ The curriculum is celebrated on numerous platforms including our weekly newsletter and website.
- ✓ Parents are kept up to date with all developments and have access to the curriculum of all subjects to aid the personal development of their sons/daughters.
- ✓ The parental forum is utilised for large scale changes to the curriculum to ensure that all stakeholders are consulted and informed.



CURRICULUM REVIEW

Dare Excel Share Create

DEPARTMENT	EMIRATE	SLT	COMMUNITY
HODs/TEACHERS FACULTIES	DSIB/KHDA UAE	TEAM/LFO	PARENTS STUDENTS
<p>DESC HoDs conduct thorough unit reviews and critique all content to ensure continuous excellent provision for DESC students. On a yearly basis, HoDs review and audit the entire curriculum for each Key Stage and update it to reflect changes to examination specifications and to provide students with the opportunities to explore new contexts and current concerns. These changes must be justified to the AHT in charge of curriculum who has complete overview of the curriculum. A balance is struck between risk taking and including Emirate and national priorities. DESC HoDs are not afraid to experiment as they follow it up with perseverance and reflection.</p>	<p>Although British curriculum, DESC initiates and celebrates its commitment to Emirate and National Priorities. At SLT level, regular meetings reflect the dedication to DESC's provision of elements including Social Studies and Moral Education which are constantly being refined and improved to enhance student achievements' and aspirations. New priorities are always systematically memorised and digested.</p>	<p>DESC has a member of SLT who is dedicated to curriculum review and development. They regularly organise audits in light of debates around the latest curriculum research and innovation. The SLT collaborate on yearly full curriculum reviews through their Line Management system which ensures that all stakeholders can articulate and synergise. Being cutting edge is key.</p>	<p>DESC is proud of its open and imaginative lines of communication with its parents which allows for them to contribute to curriculum development. Students are also regularly invited to explore the curriculum of the future and the Pastoral System allows for students to construct discussions on what they would like to be able to learn or take part in. Straw polls and surveys are systematically used to investigate potential developments and to ensure that all stakeholders are involved in ensuring continuous excellent provision in all areas.</p>

6 APPENDICES

6.1 Schemes of Work

HoDs are guided and supported to produce schemes of work in accordance with the overall vision for the Curriculum. Documents including the ones below are used regularly at Middle Leaders meetings to ensure that all of our Schemes of Work are innovative and World Class.

CURRICULUM CONTENT 949

BUILDING A CONSISTENT & COHERENT FUTURE

AIMS:

- For all schemes of work across DESC to be standardised in both content and design.
- For all schemes of work to include the 949 DESC elements which evidence based research suggest are necessary to optimise learning.
- For students to benefit from a consistent, coherent and cohesive curriculum.
- For HODs to have access to support, templates and cross curricular opportunities.

AUDIT:

A DESC scheme of work will contain all of these elements.

D	Details	Who, What, Why and How	
	Dates	Where and When	
E	Exemplars	Model answers for students to emulate	
	Errors	Checklist of common mistakes (self-assessment)	
	Exercises	Low stakes repetition of common problematic areas	
S	Skills	The explicit skills (AOs) being tested + Super 16	
	SPaG	Key spellings, sentence starters, frameworks (SWEATY)	
C	Content	Facts, Figures, Statistics, Knowledge	
	Core	Relation to A Level and GCSE. Threshold Concepts (AOs)	

ADAPTATION:

- Have a look through schemes of work and check that they include all 9 vital elements

- Add any elements that are missing
- Seek assistance from LFO who can provide templates from the English Department
- Liaise with anyone from the English Department regarding SPaG

CONTENT

FRAMEWORK	IS THERE AN OPPORTUNITY WITHIN THIS UNIT FOR THE STUDENTS TO....	TICK YES	IF
4.2.2	Be ENTERPRISING?		
4.2.2	CREATE something?		
4.2.2	Make a SOCIAL CONTRIBUTION locally or internationally?		
4.2.3	Understand more about UAE CULTURE OR SOCIETY?		
2.2.1	Focus on ISLAMIC Values or tie these into the learning?		
2.2.3	Involve themselves in other CULTURES?		
2.2	Be INNOVATIVE?		
2.1.4	Consider HEALTHY LIVING? Or SAFETY?		
2.3.3	Consider SUSTAINABILITY or CONSERVATION?		
4.1.4	Link this learning to learning encountered in another subject area? CROSS -CURRICULAR		

SKILLS

FRAMEWORK	IS THERE AN OPPORTUNITY WITHIN THIS UNIT FOR THE STUDENTS TO....	TICK YES	IF
1.3.1	Make their own CHOICES about how to complete a TASK?		
1.3.2	Work COLLABORATIVELY?		
1.3.2	Work INDEPENDENTLY?		
1.3.4	Use TECHNOLOGY?		
1.3.4	Use CRITICAL THINKING skills?		
1.3.4	PROBLEM SOLIVE?		
2.3.2	Be RESOURCEFUL?		
2.3.2	Be ENTREPRENEURIAL?		
3.1.3	Engage in DIALOGUE or DISCUSSION?		

ASSESSMENT

FRAMEWORK	IS THE PLANNED ASSESSMENT....	TICK YES	IF
3.2.1	Made clear to the students at the start of the unit? (timings, format etc.)		
3.2.1	Available in mock form including exemplar answers at a number of grades?		
3.2.1	Able to be graded from 1-9 in keeping with DESC's assessment policy?		
3.2.1	Similar/The same in style as one the students would encounter at GCSE?		
3.2.2	Timed the same as one the students would encounter at GCSE?		
3.2.1	Planned to follow on from a pre-test of the exact same nature?		

USING THE SUPER 16 TO PLAN

		3 X WEEK = MAX 18 LESSON UNITS			2 X WEEK = 18/20 LESSON UNITS			1 X WEEK = 14/16 LESSON UNITS
		ONE UNIT TAKES 6 WEEKS			ONE UNIT TAKES ONE TERM			ONE UNIT TAKES ONE & HALF TERMS
1	QUESTION	INITIATE	1	QUESTION	INITIATE	1	QUESTION	INITIATE
2		EXAMINE	2		EXAMINE	2		EXAMINE
3		EXPLORE	3		EXPLORE	3		EXPLORE
4		EXPLORE	4		EXPLORE	4		EXPLORE
5		EXPAND	5		EXPAND	5		EXPAND
6		EXPERIMENT	6		EXPAND	6		COLLABORATE
7		REMEMBER	7		EXPERIMENT	7		REMEMBER
8		COLLOBORATE	8		EXPERIMENT	8		INVESTIGATE
9		COLLOBORATE	9		REMEMBER	9		EXPERIMENT
10		EXPAND	10		REMEMBER	10		EXPERIMENT
11		REHEARSE	11		COLLABORATE	11		COLLABORATE
12		REFINE	12		EXPAND	12		REMEMBER
13		ASSESSMENT	13		EXPAND	13		REHEARSE
14		ASSESSMENT	14		EXPAND	14		REFINE
15		ASSESSMENT	15		COLLABORATE	15		ASSESSMENT
16		REFLECT	16		EXPAND	16		
17		REFLECT	17		EXPAND	17		
18		INVENT	18		EXPAND			
		19	REHEARSE					
		20	REFINE					
		21	ASSESSMENT					
		22	ASSESSMENT					

DARE	EXAMINE	Look at an exemplar response - end product in mind
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EXPLORE	EXPAND	Consider an element in more depth
	EXPLORE	Consider the requirements and the content
	EXPERIMENT	Attempt a mock question
EXCEL	REFINE	Make adjustments following the Pre-Test
	REMEMBER	Content/Knowledg Test
	REHEARSE	Pre-Test under test conditions
	REFLECT	Go over the feedback from the assessment - DDI
SHARE	COLLABORATE	Student led group activity
	CONTRIBUTE	
	COMMUNICATE	
	CO-OPERATE	
CREATE	INVESTIGATE	Independent research
	INITIATE	Introduce the unit question, fairly didactic in nature
	IMAGINE	
	INVENT	Creative final task - link to next unit

DARE	EXCEL	SHARE	CREATE
to be enterprising and entrepreneurial	in literacy and mental/physical health	in the National Agenda and the community	innovative solutions to World problems
DESC students take risks with activities designed to test their skills of entrepreneurship and readiness for the outside world. The curriculum allows for students to persevere with elements of business and to critique the attributes of being enterprising whilst justifying their understanding of how their subjects link together to form a cohesive whole.	DESC students refine their literacy by memorising the DESC literacy policy at every opportunity. This policy includes the fundamental skills of reading, writing and speaking & listening using a 949 system. Whilst keeping a healthy, active and literate mind, students are also encouraged to reflect on their physical health and to initiate activities to keep themselves disciplined, safe and happy.	DESC students are diverse and taught to be articulate and tolerant citizens. Students are expected to collaborate in order to organise events for to both their local and wider communities. The DESC curriculum has Moral Education at its core and alongside Social Studies, develops an appreciation of heritage and Islamic values which are debated systematically.	DESC students are given ample opportunities to use their imaginations in stimulating tasks. Teachers are encouraged to construct discussions which allow students to problem solve, think critically and investigate . New ideas are welcomed, especially when they involve exploratory solutions to World problems including Conservation and Sustainability.

6.3 Design

DESIGN			
DAILY	EXTRA	SUPER	CROSS
LESSONS	E.C.As	SEND	LINKS
<p>DESC students take risks in their lessons within the boundaries of the Curriculum’s clear rationale which is aligned with the College’s British foundation. The curriculum provides opportunities for students to critique and justify whilst also being challenged through innovative teaching which balances knowledge, skills, understanding and real-world application. Students persevere in expanding their knowledge of Emirate and national visions whilst developing their understanding of how their subjects link together to form a cohesive whole.</p>	<p>DESC students refine their academic and personal development through a stimulating and extensive extra-curricular programme. With opportunities to initiate and reflect, DESC students are inspired by clubs which promote enterprise, innovation, creativity, social contribution and leadership. Whether within or outside of school, on a local or International stage, DESC students are supported in fulfilling their aspirations and nurturing their talents whilst being reminded of the need for top physical health, fitness, discipline and teamwork. Key ideals which they memorise.</p>	<p>DESC students are diverse and therefore numerous curriculum pathways are articulated to them. With a focus on Curriculum organisation students are provided with the flexibility to modify the curriculum to meet their individual needs. DESC collaborates with parents and students to remove barriers to learning and allows student to learn in their own ways at their own speeds, whilst also providing opportunities to extend students’ aspirations and experiences. DESC’s contributions to its Super curriculum results in raising the achievements of all students. With debate featuring heavily as a key tool for critical thinking</p>	<p>DESC students are given ample opportunities to use their imaginations in systematically planned and meaningful cross-curricular units and projects with interesting contexts. Teachers are encouraged to construct purposeful discussion, allowing students to problem solve, think critically and explore the transfer of learning between different subjects. The curriculum is regularly and rigorously reviewed and updated to ensure that it remains inventive and in tune with the needs of students preparing for the world of work and further education.</p>

6.4 Curriculum Models

KS3 CURRICULUM MODEL

DIVERSE

1	1	1	1	.5
ART	DRAMA	IT	DT/FOOD	MUSIC

EMIRATI

TUTOR TIME	TUTOR TIME	1	1
MORAL	ISLAMIC	MORAL, CULTURAL & SOCIAL STUDIES	GROW

SPECIALIST

2	2	2	2
PE	GEOGRAPHY	HISTORY	MFL*

CORE

	4	3	3.5	3
Y7&8	ENGLISH	ARABIC	MATHS	SCIENCE
	3.5	3	4	3
Y9	ENGLISH	ARABIC	MATHS	SCIENCE

KS4 - YEAR 10 CURRICULUM MODEL

2 WEEK TIMETABLE 56 PERIODS

CURRICULUM PATHWAY	NUMBER OF PERIODS (A&B)	SUBJECT	TOTAL (UP TO 56)	
EMIRATI		TUTOR TIME	PROJECT ME	
		TUTOR TIME	ISLAMIC	
	2		MORAL, SOCIAL & CULTURAL STUDIES	2
	2		GROW	4
	5		ARABIC	9
SPECIALIST	5		OPTION 1	14
	5		OPTION 2	19

	5	OPTION 3	24
	5	OPTION 4	29
CORE	11	SCIENCE	40
	7	MATHS	47
	7	ENGLISH	54
	2	PE	56

- Arabic GCSE can be sat at the end of Year 10 by all students
- 320 minutes of Arabic over a fortnight for Year 10 -compliant

KS4 - YEAR 11 CURRICULUM MODEL 2 WEEK TIMETABLE 56 PERIODS

CURRICULUM PATHWAY	NUMBER OF PERIODS (A&B)	SUBJECT	TOTAL (UP TO 58)
EMIRATI	TUTOR TIME	PROJECT ME	
	TUTOR TIME	ISLAMIC	
	2	GROW	2
SPECIALIST	6	OPTION 1	8
	6	OPTION 2	14
	6	OPTION 3	20
	6	OPTION 4	26
CORE	13	SCIENCE	39
	8	MATHS	47
	6	ENGLISH	53
	3	PE	56

- Arabic A have 6 hours of Arabic per fortnight
- Islamic have 3 hours per fortnight (compliance = 2 hours 40)

KS5 CURRICULUM MODEL 3 SUBJECTS 2 WEEK TIMETABLE 56 PERIODS

CURRICULUM PATHWAY	NUMBER OF PERIODS (A&B)	SUBJECT	TOTAL (UP TO 58)
EMIRATI	TUTOR TIME	PROJECT ME	
SPECIALIST	12	OPTION 1	12
	12	OPTION 2	24
	12	OPTION 3	36
CORE	6	SUPERVISED STUDY	42
	2	PE/GYM	44
	12	INDEPENDENT STUDY	56

- Arabic A have 6 hours of Arabic per fortnight
- Islamic have 3 hours per fortnight (compliance = 2 hours 40)

KS5 CURRICULUM MODEL 4 SUBJECTS 2 WEEK TIMETABLE 58 PERIODS

CURRICULUM PATHWAY	NUMBER OF PERIODS (A&B)	SUBJECT	TOTAL (UP TO 58)
EMIRATI	TUTOR TIME	PROJECT ME	
SPECIALIST	12	OPTION 1	12
	12	OPTION 2	24
	12	OPTION 3	36
	12	OPTION 4	48
CORE	2	SUPERVISED STUDY	50
	2	PE/GYM	52
	4	INDEPENDENT STUDY	56

