



Home of Irresistible Learning

Dubai English Speaking School

Curriculum Policy



Written by:	Ruth Gibson	Reviewed:	September 2023
Approved by:	SLT	Next Review:	September 2024

At DESS, we are dedicated to providing a rich, innovative curriculum which promotes children's independence, a thirst for enquiry and a lifelong passion for learning. The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. This includes both in school learning and Distance learning. It includes not only the formal requirements of the Ministry for Education here in the UAE but also follows the English National Curriculum. Our rigorous curriculum guarantees we as a school develop the independence and responsibility of all our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual interests and differences into account. We aim to teach our pupils how to grow into independent, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

The aims of our school curriculum are:

- To make learning irresistible for all our children
- To enable all children to learn and develop their skills to the best of their ability
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally, so that they may become independent, responsible, thinking, confident and considerate members of our community
- To promote a positive attitude towards learning, so that children enjoy coming to school, acquire a solid basis for lifelong learning and aspire to do so
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenge in their learning
- To ensure that each child's education has continuity and progression
- To enable children to contribute positively within a culturally diverse society
- To enable all children to have respect for themselves and others
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process
- To deliver a curriculum that is relevant and meaningful to where our children live and where they are from
- To deliver a curriculum that challenges children to think and deepens understanding of key concepts
- To deliver a curriculum that encourages respect for the environment and society

Implementation

Our Child-Led curriculum is broad and balanced, providing a wide range of knowledge, skills and experiences, giving each subject sufficient time to contribute to the children's learning. The responsive planning process is central to the effective delivery of the curriculum. Our teachers start from the point of finding out what the children know and what they want to find out and use this information, together with the key skills required in each subject by the National Curriculum, to inform their planning. The main emphasis of planning in the school is to make the curriculum relevant to the child's learning by making explicit cross-curricular links. The overarching concept within each theme ensures that children are challenged through planned higher order questions leading to a deeper understanding of key areas.

At DESS, we encourage children's enthusiasm for learning through high quality teaching in an environment where their achievements and excellence are valued and celebrated. The Learning Policy is central to the irresistible teaching practice in the school. It aims to enhance children's learning by supporting teachers in their use of a whole range of strategies and key techniques - it is about how teachers teach effectively and how children learn best, with a clear focus on personalised learning, the learning community, assessment for learning and irresistible learning.

Child-Led Curriculum

Children learn best when they are genuinely interested and invested in the subject at hand. In a Child-Led curriculum, it is important to consider the learning styles and interests of the children. At DESS, the children's interests are taken as a starting point for the termly concept. Following on from this, the teachers create multiple structured opportunities for skills based learning to take place. Within the curriculum, children also take ownership of their own skill development; identifying areas of strength as well as their next steps.

Invent-Explore-Inspire

The Invent, Explore, Inspire curriculum is designed to prepare our children for success in the rapidly changing world of the future. This innovative curriculum is a dynamic blend of traditional subjects and experiential learning where children are encouraged to take risks, embrace new challenges and to develop a deep sense of self.

Through outdoor learning, problem solving and creative thinking, they develop the skills they need to succeed. Our curriculum recognises that the whole child is important, and we prioritise their emotional, physical, and social well-being alongside their academic progress.

At DESS, we believe that our Invent, Explore, Inspire curriculum sets our children on a path towards a bright and successful future. Our children leave us as confident, compassionate, and innovative individuals who are ready to tackle whatever challenges come their way.

The UN Sustainable Global Goals

The UN Sustainable Global Goals are used as a stimulus for our Invent-Explore-Inspire projects for Years 2-6 and are interwoven with the books selected in FS and Year 1. In these themes, children are encouraged to look at different world issues, such as inequality and climate change, and look at how they can work towards a more sustainable future.

Children with Special Education Needs and disabilities (Children of determination)

The Child-Led curriculum in DESS is designed to be accessed by all children who attend the school. If children have Special Educational Needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice and the Dubai Inclusion Policy Framework. If a child displays signs of having additional needs, then an assessment of the needs is made. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation through Quality First Teaching. If a child's need is more severe, we consider the child for a Learning Plan, and we involve the appropriate external agencies in making an assessment.

We are committed to meeting the needs of Children of Determination, as we are to meeting the needs of all groups of children within our school. Teaching and learning are appropriately modified for children of determination.

Inclusivity

DESS is committed to ensuring every child accesses learning and the curriculum equally, at a level that meets their individual needs, alongside peers of the appropriate age. As an inclusive school, we adapt our provision to meet individual needs, including the content of this policy.

Assessment

Our school considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately to meet the needs of the children, as

learners, ensuring high levels of expectation. Our whole school approach is focused on assessment for learning and making ongoing judgements about the children's progress and next steps. See DESS Assessment Policy.

Role and responsibilities of teachers

The teaching staff will ensure that:

- The curriculum starts with the interests of the children
- The curriculum is delivered with due regard to the individual needs of each pupil, particularly those with special education needs, and gifted and talented children and differentiated as appropriate
- Planning is relevant to the needs of the children

Role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area
- provide efficient resource management for the subject

The school gives subject leaders time, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the Curriculum skills and sees that progression is planned for.

Curriculum monitoring and review

Curriculum Monitoring and Review Evaluation is essential for the planning and development of the curriculum. A member of SLT is responsible for the overall school curriculum. SLT, Year Leaders, Phase Leaders and Subject Leaders monitor lesson plans, moderate pupil work, conduct learning walks, provide training and support to colleagues and identify next steps for improvement. Ongoing reports by subject leaders and year group/ phase leaders plus whole school curriculum reviews enable us to constantly reflect upon and develop our curriculum to ensure it is as relevant, purposeful and as irresistible as possible. Our governing body is responsible for monitoring the way school curriculum is implemented.

Supporting documents:

- DESS Learning Policy
- Dubai Inclusive Education Policy Framework
- EYFS Documents
- British National Curriculum
- DESS Assessment Policy
- MoE statutory requirements
- DESS curriculum tracking documents