

Al Yasmina Academy

Primary Curriculum Policy

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Rationale

Our school curriculum is bespoke and designed to enable each unique student to reach their full potential through the pursuit of excellence for everyone, of everyone and in everything. It meets the requirements of the national curriculum, and is exciting, engaging and challenging, enriched with opportunities to prepare each student for life in the twenty-first century.

This policy is supported by appropriate long-, medium- and short-term plans which ensure appropriate coverage and assessment occur in all subject areas from EYFS to Year 6.

Instruction is in English, except in language lessons which operate in the language being taught. The MOE curriculum is delivered alongside the ENC to ensure all students can access the Arabic dimension across the school.

The aim of this policy is to ensure that all students receive a balanced curriculum, that is consistent across all year groups, delivering a culture of curiosity, confidence, and kindness.

The Aim of the Curriculum at AYA

We aim to provide a curriculum that:

- is deep, broad, balanced, and enriched curriculum that is knowledge and skills based and consistently offers rich, varied and highly engaging lessons.
- is based around the National Curriculum but is not bound by it
- provides students with challenge and a sense of achievement, allowing students to progress rapidly and therefore achieving the highest possible academic standards.
- provides continuity, progression of learning and differentiation.
- builds confidence and gives satisfaction and enjoyment, thereby giving students a positive attitude to learning.
- provides opportunities for students to develop their independent thinking and learning skills and allows all students to be consistently stretched and challenged.
- enables students to develop knowledge, understand concepts, acquire skills and develop the ability to choose and apply these in relevant situations.
- provides enrichment and support through provision of additional activities such as educational visits, visiting speakers, field trips etc.
- implement a middle school extension to the curriculum, in order to aid in the students' transition from primary to secondary environments, to ensure a seamless experience and thereby lower some of the inherent anxieties.

We aim to provide excellence for all students in every aspect of academic studies and to develop the potential of all members of the school community.

Our Curriculum Intentions are to:

- Provide a well-planned project-based curriculum that ensures the British National Curriculum is covered and considers ADEK mandatory subjects.
- Encourage engaged curious learners that take responsibility for expanding their knowledge and learning experience.
- Nurture positive behaviours and habits that allow our learners to be resilient and supported towards becoming leaders amongst their peers.
- Develop an inclusive and equitable curriculum that provides a flexible and relevant education for all students.
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- Develop a curriculum that has relevance and is cross-curricular with links embedded throughout.

Implementation

Our curriculum is designed and implemented in such a way that it builds on prior knowledge and skills and lays the foundation for future learning. Lessons are designed to be engaging and challenging with learners actively involved. Our curriculum has been designed so that subjects are taught independently and interdependently supplemented by a wealth of opportunities and enrichment activities which allow for cross curricular learning through our STEAM project-based approach.

Road Maps and Schemes of Learning are created for each subject which identifies the knowledge, skills, understanding and vocabulary that students are expected to master each year in each subject

and unit of learning. For each lesson, objectives are chosen to ensure the national curriculum are organised and taught in a progressive order, so knowledge, skills and understanding are built upon year on year.

At Al Yasmina, core subjects such as English and Mathematics are taught daily, including Phonics in EYFS and Lower Primary. Science is taught in 2 sessions a week.

Teachers set high expectations and adapt the learning for all students in all subject areas. They use appropriate assessment to set ambitious targets and plan appropriately challenging work for all. Teachers plan lessons so that all students are catered for through their personalised lesson planning. This will ensure that there are no barriers to every student achieving.

Our bespoke school curriculum is enriched by the resources available to enhance learning. School visits and visitors regularly enhance our curriculum as well as the use of a variety of technology. As part of our commitment to the use of technology to enhance our curriculum, we have a range of devices and resources across all areas of the school. We also have a 'bring your own device to school policy'. We have opportunities within the curriculum to enrich our curriculum by allowing learning to take place effectively outside of the classroom.

Procedures

Curriculum content and delivery

All students are taught in mixed ability classes across the year in most subjects, with students of the same age. Students are taught all English National subjects in these groups as well as the MOE subjects as per the local requirements. Arabic, Islamic Studies, Social Studies and Moral Education lessons are taught from Years 1 to 6. In EYFS Arabic is taught 3 times a week.

MOE subjects (Arabic, Islamic Studies, Social Studies) are taught in Native and Non-Native groupings allowing for students to access learning in a language and environment most fitting to their culture, heritage, and ability.

The Primary School covers students from age 5-11, building on the achievements of the EYFS department and preparing students for the demands of the Secondary curriculum.

Subject lesson allocation

The primary school works a 36-period week, with lessons 50 minutes in length.

Curriculum Design

Our commitment to the personal development of learners is evident in our curriculum design. It has been redesigned to promote innovation through a STEAM project-based approach where the students apply the skills from the National Curriculum with a focus on the 5 key areas (Science, Technology, Engineering, Arts and Maths). These skills are utilised in real world situations and this approach prepares the students for real world experiences. This STEAM project-based approach and skills are mapped out through our road maps, which demonstrate each stage of the learning journey the students follow.

We regularly review our curriculum to ensure that it is relevant, engaging and challenging for all. It is

designed to consider the local context of Abu Dhabi and the demographics, abilities, emotional well-being, and experiences of our students. This is done alongside the middle leadership team to ensure that it matches Academy strategic aims drawn from cohort needs and the strengths and developments outlined in a rigorous self-evaluation system. Subject Leaders in English, Maths, Science and Computing are consulted regarding the best courses to offer and the success and appropriateness of existing topics. This is achieved through the SEF and meetings between Primary leadership. Subject Leaders are expected to contribute development plans for their area of responsibility, as well as run the MER and training relevant to their subject.

Curriculum outcomes are taken directly from the English National Curriculum, and tracked on the schemes of learning for each subject. The outcomes are evident during the lessons and in the students books. These outcomes are executed through the use of the Long, Medium and Short term plans are taken from here.

A more detailed outline of the individual curriculum for every year group is updated annually in full mapping and planning documents, as well as shared and discussed with students and parents during Parent Information Meetings (PIMs), Parent Teacher Conferences (PTCs) and curriculum booklets and road maps are shared termly. Each year group shares with their parents a weekly newsletter which outlines the prior learning and the upcoming curriculum content.

Early Years Foundation Stage

In the Early Years Foundation Stage, students are taught through a thematic approach, following the students' interests and lines of enquiry.

This is shaped by four guiding principles which underpin the statutory framework:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- students learn to be strong and independent through positive relationships.
- students learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Students benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Students develop and learn at different rates.

The curriculum follows 7 areas of learning and development. The three prime areas are:

- communication and language
- physical development and personal
- social and emotional development (PSED)

There are four specific areas that strengthen the three prime areas, these are:

- literacy
- mathematics
- understanding the world

- expressive arts and design

We refer to Development Matters guidance to help us meet the requirements of the EYFS framework.

Phonics

At Al Yasmina, we are all passionate about enabling our learners to become fluent and successful readers who will enjoy the pleasure of reading now and in the future. We use Read, Write Inc. (RWI) to teach phonics in EYFS, Year 1 and Year 2. The Year 3 students continue the scheme for the first 6 weeks in Term 1 and then progress to the SPAG lessons focusing on the Year 3 outcomes. We continue teaching phonics in Year 3 for students who have not yet mastered the program, through interventions.

We have chosen to use the RWI program as a basis for our phonics curriculum because it has been carefully designed to teach synthetic phonics in a lively and vigorous way whilst also helping learners to make excellent progress. RWI is underpinned by 5 principles (The Five Ps):

The Five Ps:

- Purpose – know the purpose of every activity and share it with the students, so they know the one thing they should be thinking about.
- Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning.
- Praise – ensure students are praised for effort and learning, not ability.
- Pace – teach at an effective pace and devote every moment to teaching and learning.
- Passion – be passionate about teaching so students can be engaged emotionally.

Students learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing writing skills and spelling (encoding). The students also have the pleasure of reading exciting story books perfectly matched to their reading level – so that they have early success in reading.

The program begins in the Foundation Stage and extends into Lower Primary. The students follow a structured program of reading activities over the course of each week and are regularly assessed to ensure they are in the right group to meet their needs.

Once the students become fluent, speedy readers, they move onto the Read, Write, Inc comprehension program. Each module has specially written texts (one fiction and one non-fiction) that develop students' ability to summarise, infer and retrieve information quickly, as well as improving their writing through their developing vocabulary, grammar, and spelling activities.

Lower and Upper Primary

Core Subjects

In AYA Primary, Core Subjects are English (Reading and Writing), Maths and Science. These subjects must be taught regularly in the weekly timetable with suggested allocations being:

English	-	5 lessons per week
Maths	-	5 lessons per week
Science	-	2 lessons per week

English (Reading)

Reading is a golden thread that runs through all lessons at Al Yasmina. Students are taught reading in discrete lessons, however opportunities for reading are also found within our wider curriculum. Following on from Lower Primary, Upper Primary students take part in Whole Class Reading lessons where they develop their understanding of vocabulary and skills such as retrieval, inference, use of language, prediction, and summarising across a range of fiction, non-fiction and poetry texts.

Students are expected to read regularly at home and this forms part of our Home Learning Policy. In Lower Primary the students are provided with Reading Diaries where this can be recorded each week. Each class also has a class text for their teacher to read with them, where wider discussions about books are encouraged and where the students can express their thoughts and opinions on the books they are reading. Where necessary, students that need extra support with reading are provided with additional intervention.

Reading is also promoted, encouraged, tracked, and assessed through the schools use of the Accelerated Reader program and regular access the school library and dedicated librarians.

English (Writing)

At Al Yasmina Academy, students are encouraged to write for both purpose and for pleasure. From Years 1 to 6, students take part in daily writing sessions, taking inspiration from a range of high-quality texts. Students understand the craft of writing by engaging with authors, the text and language features of text.

Writing Teaching Sequence

We have carefully considered our curriculum design and made adaptations to ensure the sequence promotes the highest levels of engagement, innovation and ensures progression. Class text and WAGOLL'S are used so students can identify and innovate text and language features, teachers model the craft and process of writing authentically in shared writes. Students have regular practice opportunities, and this is evident in books.

Our lessons build student's imagination, talk and vocabulary. Class Teachers use approaches that build imagination and give time for oral rehearsal before writing. Teachers show confidence using innovation to enhance lessons through the use of: Story mapping, collaborative planning using Padlet, drama, role play, real and fictional situations, debate, green screens, short films, story machines etc.

Writing units are mapped out for each year group to ensure a range of coverage of different genres, including memorable experiences which catapult students into writing. In our schemes of learning we have mapped out poetry to take place every term. Students will be able to lift poems from the page and bring them to life. Poetry supports speaking and listening, reading, phonics and language development. Poetry promotes the arts and allows students to respond creatively.

During the writing process, students develop their skills across a range of writing stages including

planning, drafting, editing and publishing. Within these lessons, students are given the opportunity to practise specific grammar, spelling and punctuation skills. These are also taught at various points throughout the week.

Throughout the year, students are regularly given the opportunity to publish their writing for display or perform their pieces for others. This not only encourages them to consider their audience when writing, but also to take pride in their work. This is evident in their WOW writing books.

WOW Write

This is a special time for students to be fully immersed in creative writing. All previous learning is planned for to build skills in preparation for this. This is an opportunity for students to show they have met their writing target. This extended writing and evidence that is used during moderation sessions. Students are given the opportunity to write different text types, both fiction and non-fiction. Students write for real meaning, purpose, and audience. Writing is celebrated and shared through authentic publication, often using computing skills they have learned.

We are very proud of our termly whole school WOW writing days. These days are carefully planned to incorporate the HPL and DCF skills. These days engage students from Nursery to Year 6 by igniting a passion for writing, problem solving and creativity.

Maths

At Al Yasmina, our Mathematics curriculum has been developed to ensure all students become confident mathematicians, can express ideas fluently and talk about the subject using accurate mathematical language. We use high quality teaching resources such as White Rose Maths, Deepening Understanding, Timetable Rockstars, Century to provide students with a deep understanding of the subject through the concrete-pictorial-abstract approach in order to enable them to make meaningful connections between concepts.

Students are taught a variety of mental strategies to support their development of conceptual and procedural understanding and the ability to recall and apply knowledge rapidly and accurately. In each lesson, students are provided with rich opportunities to explain their thinking in different ways through regular reasoning and problem-solving challenges as they work towards mastery.

Science

The science curriculum at Al Yasmina is split into different themes, each of which aims to ensure that all students: develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics. Students are engaged in each theme through a 'hook' and a specific focus of the SC1 skills to be evident by creating practical, hands-on experiences where appropriate. A focus on scientific language, and an understanding of fair test, variables and written observations has been built into the primary curriculum- taking advantage of cross-curricular links where possible.

The Ministry of Education Subjects

As per ADEK policy, compliance with local and national priorities regarding the MOE curriculum is valued at Al Yasmina. All students study Arabic, (Non-Native or Native) Social Studies (Non-Native or Native) and our Muslim students study Islamic Studies from Year 1 to Year 6 (Non-Native or Native.)

Arabic Native

Students in Nursery, FS2 and Y1 receive Arabic teaching. This is taught to Non-Native and Native students simultaneously. The below table shows the amount of Arabic taught which is in line with ADEK guidance as outlined in the tables below:

Year group	ADEK minutes require	Minutes taught
Nursery	Nil	150
Fs2	Nil	150
Y1	Nil	150
Y2	240	250
Y3	240	250
Y4	240	250
Y5	200	200
Y6	200	200

Arabic Non-Native

Students in FS2 and Y1 receive Arabic teaching. This is taught to Non-Native and Native students simultaneously. The below table shows the amount of Non-Native Arabic taught.

Year group	ADEK minutes require	Minutes taught
Nursery	Nil	150
Fs2	Nil	150
Y1	Nil	150
Y2	160	200
Y3	160	200
Y4	160	200
Y5	160	160
Y6	160	160

Islamic

Students are encouraged to participate in competitions including Qu'ran reading. The below table highlights are current minutes for Islamic.

Native Islamic Year group	ADEK minutes require	Minutes taught
Y1	Nil	100
Y2	120	150
Y3	120	150
Y4	120	150
Y5	80	100
Y6	80	100

Non-Native Islamic group	ADEK minutes require	Minutes taught
Y1	Nil	100
Y2	80	100
Y3	80	100
Y4	80	100
Y5	80	100
Y6	80	100

Moral Education and Social Studies are taught weekly for 50 minutes which is in line with ADEK guidance.

Foundation Subjects

In Al Yasmina Primary, Foundation subjects are taught through our STEAM project-based approach. Foundation subjects are taught and assessed through a variety of cross-curricular topics which are mapped out across primary ensuring a broad and exciting context for learning. Music, PE, and Swimming are taught by specialist teachers and are timetabled as stand-alone sessions.

Primary topics are mapped as below:

AL YASMINA ACADEMY ALHAFI ACADEMIES		Whole School Curriculum - Topics			
	Autumn 1	Autumn 2	Spring	Summer	Summer 2
Nursery & FS2 Year A	Wonderful me	Circle of life	Journeys with Julia	Pirates	Superheroes
Nursery & FS2 Year B	All about me	Around the world	Once upon a Time - Traditional Tales	Under the sea	Space - Blast Off
Year 1	Unique Little Me	Dinosaurs	Shoots, Roots and Giant Boots	Dragons	
Year 2	Transition Unit The Lonely Beast	Heroes and Villains	Awe and the wonders of the World & Continents	Great Fire of London & Poetry	
Year 3	Trash to treasure	Fantastic Forces (History & Art & Science – Light)	Exciting Egyptians	Meet the Flintstones (Stone Age)	
Year 4	Rainforest		The Romans	Innovators	
Year 5	Star Gazers	F1	Ancient China	Blue Planet	
Year 6	Ancient Greece	Ancient Greece	The Chocolate factory	Natural Disasters	Art Attack

Specialist Subjects

Whilst most of the curriculum is taught by the class teacher from Nursery upwards, elements of the curriculum is delivered by specialists such PE, Swimming, Music and French in Year 4-6.

Computing

At Al Yasmina, computing as a subject is taught every week by the class teacher or the Ed Tech Coach. We have a range of devices and equipment available for lessons. All students in Lower Primary and Upper Primary bring in their own devices to enhance their learning in all areas of the curriculum as well as EYFS having access to shared devices. Each year group follows the Al Yasmina Computing, Innovation and Digital Skills Curriculum.

Online Safety is taught discretely in assemblies, computing lessons and parent workshops.

Objectives are revisited, developed, and often put into practice throughout the year considering students' use of technology across the curriculum in school and at home.

In addition to our computing and online safety provision, we believe that developing students' digital skills is an important life skill. This should be embedded as part of everyday teaching and learning, as well as being taught as stand alone. Digital Skills are included in many areas of the curriculum. We celebrate progress of digital skills each term by presenting students with Coding Champion certificates.

Physical Education

At Al Yasmina, our PE curriculum allows students to develop the core skills that ensure they are able to apply to competitive situations. We ensure students across the school are supported and challenged appropriately. Students from Nursery – Year 6 receive weekly swimming lessons. Our PE curriculum is enriched through a wide range of after school clubs and teams that take part in competitive sports.

Music

Our music curriculum has not only been designed to develop students' knowledge and understanding of music but to develop their appreciation of music. Some year groups take part in instrumental lessons including drumming and violins. Students have opportunities to perform at various points across the year.

French

At Al Yasmina, we have a specialist French teacher who teaches a lesson each week in Year 4-6. Students are taught in an exciting and engaging way and are also taught to appreciate diversity and other cultures whilst becoming confident in speaking, listening and writing in French.

Home Learning

We acknowledge that parents are the primary educators of their child and work hard to ensure they are highly engaged and work in close partnership with us to ensure every child makes sustained progress. All students receive home learning each term 'Take Away Menu' to support their learning. Creative projects linked to each learning unit are also provided and celebrated. Students from Year 4 to Year 6 receive Century homework where they are individually set tasks to support areas that they need to work on.

Impact

At Al Yasmina, we review the impact of our curriculum continuously in a variety of different ways. We monitor how effectively our curriculum and enrichment provision provides opportunities for each unique student to reach their full potential: developing the knowledge, skills and understanding as well as the personal qualities to enable them to be lifelong learners. We look at the quality and breadth of work seen in student's books, online and in the learning environment, students voice discussions, outcomes of assessments and quality of teaching and learning. All of these tools help us assess the impact and relevance of our curriculum.

Monitoring and Evaluation

The Primary Leadership and Middle Leaders monitor whether the school is teaching a "broad and balanced curriculum" which includes the required subjects. The coverage of National Curriculum subjects is monitored and compliance with other statutory requirements through:

- Learning Walks
- Learning & Teaching Observations followed by developmental coaching targets
- Book Looks (Quality of work/Coverage/Breadth/Progression)
- Learning Environment Looks
- Students Voice Discussions
- Analysing assessment and data.

Students Outcomes

At Al Yasmina, the students are at the heart of our curriculum, so assessment is used to shape future learning. The curriculum needs to meet the learning needs of all students. A systematic assessment cycle feeds into an informed students' progress review system which enables teachers to use data purposefully to provide supported curriculum pathways with clear targets, to all students and thereby allowing them to fulfil their academic potential.

Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts. The impact of our curriculum is also measured by assessment procedures that allow us to measure outcomes against schools internationally. We constantly review our assessment process, so it has the highest impact on improving learning.

Student achievement is assessed based on stage appropriate goals in the curriculum, with students being judged to be working in the following categories: Significantly Below, below+, In-line, Above, Above+, Significantly Above curriculum standards as set out in the Assessment and Data Policy. Progress is measured both termly and from baseline to current point and is judged as being Below expected, Expected or Above Expected as set out in the Assessment and Date Policy.

Differentiation

It is acknowledged that, whilst the intake of Al Yasmina Students is to a degree of high ability, we are not selective and so there is a range of abilities within each cohort. Year groups are expected to make provision for this within schemes of work and staff are expected to take this into account in their teaching in a variety of ways, such as personalised planning, modelling, resources etc.

The curriculum at each stage and age group is constantly adapted, ensuring it is accessible to all. A quality first approach to teaching and learning is embedded across Primary- the Head of Inclusion supports ongoing MER and training sessions in line with this.

Extra-Curricular Program:

In line with our schools' vision and aims, we offer a range of after school extracurricular activities which students can participate in. These complement our rich and engaging curriculum, Al Yasmina offers a wide variety of co-curricular activities to students from Year 1 upwards, which provide many different enrichment and enhancement opportunities. Students can pursue a range of different interests which will be led either by our teaching staff or external providers. The extracurricular options change each term and include anything from sports squads to coding and creative arts to debating.



Everyone a leader. Opportunities, responsibilities, and experiences of adult life

The curriculum and wider school experience encourage students to acquire skills essential for adult life. Students are encouraged to take on student leadership roles in the form of house captains, digital leaders, English and maths champions, Eco Warriors, and Academy of Excellence. Our Year 6 students can nominate themselves to positions of responsibility including Head Boy and Head Girl.

Middle School

A middle school (Year 5 –Year 8) has been created to develop consistency in curiosity, critical thinking and problem solving throughout Upper Primary and KS3. With the move to a new building and extensive facilities in mind; writing a curriculum that befits the new learning space, where students can be directed to follow a curriculum based on their skills and ability; always ensuring they are left challenged and curious is part of our vision.

Throughout the year, teachers from Year 5 through to Year 8 collaborate to plan a progressive project-based curriculum to ensure that every student is inspired, nurtured, and challenged and prepares them for an ever-changing future. Through several strategy days, Upper Primary/KS3 curricula have been mapped and long-term plans established that tell a story throughout the middle school. As part of this, a rigorous quality assurance system has been developed, with learning walks and observations in each term. Alongside this, a clear and structured transition program is a key part of our middle school plan; designed and implemented to assist the students in Year 6 with transitioning through to secondary. Transition into year 7 is carefully managed by the Director of Upper Primary and Head of Year in Year 7.

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. This is in line and an added addition to the middle school. Heads of Years from Year 6 and Year 7 communicate frequently to plan collaborative activities to assist the transition process.