Al Ittihad National Private School – Abu Dhabi

Curriculum and Planning Policy

School Curriculum

Al Ittihad National Private School – Abu Dhabi (INPS-AD) aims at fostering a high standard of bilingual comprehensive education from Kindergarten through Grade 12 to meet and integrate both national and international standards. INPS- AD curriculum provides the students with the knowledge, skills and dispositions harmoniously balanced with the School's and the UAE vision.

INPS-AD offers the American curriculum and is based on the American Common Core standards (California State Standards) for English, Mathematics, Physical Education and Art. Science curriculum is based on the NGSS standards. The school follows the Ministry of Education standards and curriculum for Arabic, Islamic, Arabic Social studies & Moral Education. The school offers Arabic, Islamic and Arabic Social Studies for Non-Arab students.

All subjects offered are compulsory for all students in K-12. The instructional time for each subject is aligned with the MOE and the American Curriculum requirements. As students move into the High School, the INPS-AD offer a variety of mandatory and elective courses that are designed to allow students the flexibility to nurture their abilities and interests. The INPS-AD offers courses that help students stream-line their academic choices to support their university course of study and career options. A minimum of 26 credits are required for graduation from INPS- AD. For more details, please review **the High School Program of Studies booklet.**

The Design and Technology (D&T) curriculum is based on the ISTE standards. In KG and Primary, the D&T curriculum, is integrated with subjects. In Middle School it integrates powerful STEM/STEAM learning into the classroom. In High School we focus on the most important skills including coding, App development and Engineering design. The D&T curriculum help students build information literacy and digital citizenship skills, become knowledgeable about cloud initiation, search strategies, digital footprint, Internet safety, cyber bullying and creating their own websites.

The INPS-AD curriculum is enriched with various resources including digital resources to promote authentic, independent and inquire-based learning. Through cross-curricular links and performance skills, we aim to provide a richer, deeper learning experience for all students. The curriculum also integrates a range of competences and values that are designed to assist students develop their 21st Century skills and be prepared for the future.

Vision: A Generation of Heritage Guardians and Global Thinkers
Mission: We at INPS-AD are committed to the intellectual and personal development of our students by providing programs that inspire and empower them to become active national and global citizens.
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Through the curriculum our educational objectives are to enable students to become:

- Skilled, creative, flexible life-long learner and effective worker
- Cohesive, productive and tolerant member of society
- Active participant in the global, multicultural, technology advance world

Planning Policy

At INPS-AD we believe that planning is critical to effective teaching and as important as the execution of plans. Planning sets stage for success in the classroom. it is also almost impossible to execute a high-level lesson if your planning isn't thoughtful, consistent, and focused on the most important tasks.

Unit Planning

Great lessons begin with planning and specifically, with effective unit planning.

1. Progress from unit planning to lesson planning.
2. Planning a sequence of objectives, one or possibly two for each lesson, over an extended period of time (for example up to six weeks…)
3. Determine how well you'll assess effectiveness in reaching your goal
4. Deciding on the activity
5. Understand by Design Model (Atlas Rubicon requirements)

Lesson Planning

The unit planning process is followed by lesson planning which consists of:

1. Refining and perfecting the current objectives based on the degree to which the previous day's objective was mastered.
2. Planning a short daily assessment that will effectively determine whether the objective was mastered.
3. Planning the activity or sequence of activities that lead to mastery of the objective.

Things need to be considered while planning a lesson

- Plan what students will be doing at each point in class. A well-designed lesson supports effective use of time. Think about strategies that allow you skip pace-killing routines like distributing and collecting papers and material or other routines and transitions. Think about the time required for each part of the lesson.

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- Choose the methods and lesson designs that get students most quickly and effectively to the goal "achieve the lesson's objectives" and long-term mastery.
- Support students to meet or exceed the curriculum standards. To do this, we need to view lessons from the students' perspective and then systematically add supports (such as tips, exemplars, or rubrics…) without diluting rigor.
- Respond to the evolving needs of the students "Differentiation" and design independent practice that ensures all students are able to challenge themselves at their own pace.
- Think about the types of activities your students engage in during a lesson to cause a dynamic change in student thinking and participation.

Please refer to the Teaching and Learning policy regarding the following:

- Learning objectives
- Success Criteria
- Effective questioning
- Differentiation
- Students' Grouping
- Resources

Planning Meetings

- Weekly meetings to discuss the lessons' standards, objectives, assessments, activities, resources etc.
- Regular meetings to discuss the alignment between the planned and taught curriculum using students achievement data and classroom observation repots.
- Termly meetings to revise standards covered and modify the unit plans accordingly.

Curriculum Development and Review

The INPS-AD continuously evaluates and reviews the curriculum to ensure that the curriculum meet the needs of their students. The SLT and MLT subject teams meet before the end of each academic year to revise the curriculum, develop scope and sequence, check the vertical and horizontal alignments of standards and fill any gaps identified in the curriculum . Internal and external achievement data are used to identify the strengths and weaknesses in the curriculum.

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