

DH Curriculum Policy

The curriculum is the totality of pupils' learning experiences

1. Rationale:

At Edison International Academy, we believe that our curriculum should be broad, balanced and relevant to meet the needs of all children irrelevant of their ability.

Our curriculum is comprised of:

- The Early Years Foundation Stage Framework 2014
- The National Curriculum of England Framework 2014

It is our aim to ensure that our pupils have a range of learning experiences that challenge, stimulate and promote thinking and learning through our creative curriculum.

2. Aims:

The aims of the curriculum are to:

- promote high standards in all areas of the Frameworks
- enable children to develop a wide range of skills, including social and emotional
- provide equality of access and the opportunity for all pupils to make progress
- enable pupils to develop a moral sensibility through carefully taught values
- prepare pupils for the opportunities, responsibilities and experiences of adult life

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities we aim to:

- encourage the best possible progress for all pupils
- enable pupils to make connections across different areas of learning
- help pupils to think creatively and solve a variety of problems
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunity, challenge and responsibility
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding

At Edison International Academy, we aim to foster a life-long love of learning through student centred teaching and class programmes that develop thinking skills.(adopting a highly practical and cross-curricular approach.)Through it, we aim to deliver a twenty-first century education that will equip our pupils with the skills required to be independent and responsible citizens, who

- are secure in their values and beliefs

- respect others
- recognise their responsibilities within a global community
- have a sense of worth, purpose and personal identity
- make informed choices
- can handle conflict
- have enquiring minds
- are creative and resourceful
- have good problem solving skills
- use, apply and transfer skills to different situations
- are confident individuals
- can relate to others and form good relationships
- are able to work independently as well as in cooperation with others
- are creative and resourceful

3. Organisation of the Curriculum:

The curriculum is taught through discrete subjects based on a topical/thematic and cross-curricular outline of the statutory guidelines as specified in the Frameworks. Mapping indicates the broad objectives and the links made between subjects.

Planning:

The objectives specified by the Early Years Foundation Stage Framework and the National Curriculum of England, respectively, are incorporated into our planning. An overview of the long term yearly planning topics/themes covered gives a broad outline and shows progression and continuity across the school.

There are three parts to our planning:

Long term Planning: this shows an overview of the topics/themes covered each term in each year group. Long term plans give a broad outline for each year group and show progression and continuity between topics taught. in a cross-curricular way across Edison International Academy.

Medium Term Planning: this shows specific objectives to be taught within each area of the curriculum and the links between them. The objectives are directly relevant to the Frameworks.

Weekly/Daily Planning: this breaks down the objectives into weekly/daily achievable targets and activities.

Pupils should be part of the planning process at the medium and long term planning stages.

Long/medium term planning is flexible from year to year as long as the statutory requirements from the Frameworks are covered. Therefore, topics/themes may change over time.

4. Roles and Responsibilities:

The School Principal, Coordinators, Academic Manager and Class Teachers, and other Stakeholders, have overall responsibility for implementation of the curriculum. The School Principal, Coordinators, Academic Manager and the Class Teachers are responsible for overseeing the delivery of the curriculum through:

- regular formal and informal discussions with staff
- monitoring of planning to ensure curriculum and key skills are covered
- carrying out book scrutiny alongside planning and to ensure cross-curricular links are optimised
- observing learning and teaching to ensure progress is being made
- regular review of the curriculum and implementing changes where necessary
- formulating an action plan to move the school forward
- sending out curriculum information to parents every term

The School Principal has the responsibility for the leadership of the curriculum:

- ensures that curricular objectives are met at all times and progression is optimised
- ensures that class teachers teach the curriculum so that its aims are achieved, and that they plan collaboratively to ensure parity across each year group
- ensures that progress is tracked appropriately and accurately in line with Edison International Academy's Assessment Policy
- ensures that all learning needs are met, if necessary implementing early intervention strategies
- ensures that the Stakeholders receive a report each term on curricular matters

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links/intergrating where appropriate. Teaching staff can, in cooperation with the School Principal and Coordinators make amendments to planning in order to optimise learning opportunities should the need arise.

Teachings staff are encouraged to enthuse students and broaden their experience with activities such as off-site-visits, visitors into school, project work and shared experiences of the wider school community.

Student's achievements are acknowledged and celebrated regularly through displays in shared areas, assemblies and wherever they have the opportunity to share their knowledge with the rest of the school.

5. Inclusion

At Edison International Academy, we value the diversity of pupils within our school. All pupil's have equal access to the curriculum and are treated fairly, regardless of race, religion or abilities.

6. Assessment and Reporting

Assessment and reporting is vital, as it helps us to determine whether or not the necessary progress has been achieved and whether or not changes to the curriculum need to be made.

Please refer to the Assessment Policy for details.

Procedure 1:

LONG TERM PLANNING PROCEDURE AND GUIDELINES

Rationale:

In order to ensure the success of our teaching and learning at Edison International Academy Al Markhiya, preparation is crucial in clarifying what our students are to achieve.

Our long-term plans mediate our teachers' implementation of the curriculum for the academic year, broken down into three terms. Edison International Academy recognises that long term plans should help our teachers to provide a broad and balanced curriculum where continuity and progression are promoted.

Planning Steps:

Step 1: Determine the week each of the Curriculum topics that will be taught in term 1

Step 2: Determine the Term 1 Lesson Objective and Success criteria in each subject

Step 3: Create Term 1 assessments for the core subjects

Step 4: Determine the week each of the Curriculum topics that will be taught in term 1

Step 5: Determine the Term 2 Lesson Objective and Success criteria in each subject

Step 6: Create Term 2 assessments for the core subjects

Step 7: Determine the week each of the Curriculum topics that will be taught in term 1

Step 8: Determine the Term 3 Lesson Objective and Success criteria in each subject

Step 9: Create Term 3 assessments for the core subjects

Review of Long-Term Planning at Edison International Academy, Aspire

Throughout the academic year, the achievement of the Long-Term Plans is monitored by means of annotation and in relation with the Daily Lesson Plans. In Term 3 of the academic year, the review process takes place and adjustments may be made accordingly based on the conclusions drawn in the review process.

Procedure 2:

DAILY LESSON PLAN GUIDELINES

Rationale:

Edison International Academy, strives to provide quality student centred learning while abiding by the objectives set out in the National Curriculum for England. These guidelines intend to provide all teaching staff with the necessary explanations of what the school expectations regarding daily planning are, in order to make lesson plans more effective to achieve the curricular objectives and, more importantly, to enable students to achieve academically.

Planning for lessons is essential. It enables teachers to become more organised, thus knowing what to do next. It is important to understand that the planning process is instrumental for student progress.

4 – Stage Planning Process:

1. Pre-Planning (before writing the plan): at this stage, teachers are encouraged to think about what to include in the lesson; selecting resources while considering the planned lesson objectives and students' needs.

2. Writing the Plan: this is the stage of writing the lesson plan following the daily lesson plan template

3. Post-Planning: this stage is concerned with how teachers revise their plan and remember the main points of their plan. It also includes reviewing the plan and making the necessary decisions to refine it more.

4. Post-Teaching: this stage takes place after the lesson has been taught. Teachers are required to add comments as to the effectiveness of the lesson taught. This is intended to encourage the teacher to reflect on the lesson and/or encourage them to adjust their subsequent planning if necessary, both in flow as well as difficulty level.

COMPONENTS OF THE DAILY LESSON PLAN

1. Subject planned for, week planned for, year group planned for and name of teacher composing the daily lesson plan

2. Curriculum Reference

3. Key Vocabulary

4. Learning Objective and Success Criteria

5. Actual Lesson broken into

a. Hook Activity/AFL Activity: the Hook Activity is a strategy to get students engaged in a lesson by introducing what is interesting about the lesson. The Hook Activity should prepare students to learn the new material by giving them a reason to pay attention to the material and to get the students interested.

b. Lesson Main:

- **Watch Me:** this part of the lesson main is the teacher input, whereby the teacher explains new concepts. The Watch Me part is the teacher led part of the lesson.
- **Help Me:** this part of the lesson main is a teacher guided student task that link to the Watch Me part. This part still requires teacher input, however, the focus is shifting to students being led towards independently applying what was taught in the Watch Me part.
- **Show Me:** this is the student independent task which is linked to both Watch Me and Help Me. This should be an application task that tests critical thinking and problem-solving skills and may include hands-on activities. This task is typically differentiated and the tasks for different ability groups are described under Layers.

c. Plenary: this part typically serves as closure to the lesson. This might mean a few minutes at the end of the lesson during which the teacher or the students summarise some of the significant points, an activity in which students share perceptions with each other, or a time during which students recall their positive or negative perceptions of a lesson. The Plenary also provides the teacher with the opportunity to assess whether or not students have achieved the Learning Objective set.

6. Modifications for students with additional needs

- a. Content
- b. Students who need to be challenged
- c. Behaviour

7. Homework

8. Resources needed for delivering the lesson effectively

9. Teacher Reflection (annotation)

Timeline

Daily lesson plans are to be handed in for the coming week by Tuesday end of day. Coordinators will check and request amendments, if necessary.

At Edison International Academy, Markhiya, all daily lesson plans are stored on the teachers' Microsoft Teams Drive.

Procedure 3:

INTERVENTION PROGRAMME EVALUATION PROCEDURE

Effective since January 2019

At Edison International Academy, there are currently several intervention programmes running. The purpose of these intervention programmes is to assist identified students to better their skills in the respective subject/s; while it may not always be possible for students to achieve year level expectations, an improvement of their skills should be evident.

Thus, the school recognises the need to formally evaluate the effectiveness and impact of its intervention programmes by the following means:

1. Baseline/Diagnostic Testing: this informs the current level of students. Students identified of being in need of intervention are notified to the teacher in charge of the year group intervention, stating the subject the student experiences difficulty with as well as the nature of the difficulty.

2. Intervention Plan: after receiving the Intervention Referral Form, the class/subject teacher, together with the Support Teacher will put together a **termly Intervention Plan** for each individual student, addressing the difficulty faced.

3. Priorities Plan: the Support Teacher, with assistance of the class/subject teacher, will then put together the monthly/weekly outline of the intervention programme in form of a **Priorities Plan**, stating **Targets** for each student to be achieved.

4. Impact Pupil Progress: the Support Teacher will keep the class teacher informed of Progress for each individual student in the programme according to their Intervention Plan.

5. Evaluation of Intervention: this form will also be filled at the end of each term by the Support Teacher, with comments from the class teacher.

In addition to the above procedure outline from a school/academic point of view, the school is aware of the importance of parent support of students placed in intervention programmes. Thus, parent involvement and communication will take place:

1. Letter to parents that their child has been placed into intervention, giving details of subject and area of difficulty

2. Minuted Meetings with parents of progress of students.



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تمكين الطلاب من التعلم مدى الحياة والسعي لتحقيق التميز حتى يتمكنوا من المساهمة بشكل إيجابي في المجتمع العالمي

NOTE: While the school will not provide students in intervention programmes with differentiated assessments, unless diagnosed with a learning difficulty by a recognised practitioner, and thus the termly achievement is based on year level expectations of the respective year group, the progress made in the intervention classes will be taken into account in the final yearly achievement evaluation.

After School Academic Intervention Program Year 2 – 5 November / December 2020

Learning Objective: To improve learning skills of students in need of help.

Dear Parent of: _____ Year _____ needs intervention to help improve his / her English and Math Skills.

The objective of this programme is to improve the performance of students who need assistance in Math and English. These are the students that are not yet on the acquired year level. Teachers and assistants will be working with the students on the following days to help improve the level of learning. **Lessons will be on a Monday, Tuesday and a Wednesday.**

GROUP 3 - The lessons will start from **Monday, 9 November, from 12:35 to 1:30.** - **Group 3 Students** will attend lessons only on Group 3 days.

GROUP 1 - The lessons will start from **Tuesday, 10 November, from 12:35 to 1:30.** - **Group 1 Students** will attend lessons only on Group 1 days.

GROUP 2 - The lessons will start from **Wednesday, 11 November, from 12:35 to 1:30.** - **Group 2 Students** will attend lessons only on Group 2 Days

I agree that my child needs intervention and urgent support from the school and I will support the learning programme.

DO NOT AGREE with the intervention from the school, **AND I take full responsibility for my child's progress.**

Name of parent: _____ Signature: _____

Contact number of parent: (1) _____

4 أكتوبر 2020

برنامج الدعم الأكاديمي بعد المدرسة – الصف الأول الاساسي

الهدف التعليمي: تطوير مهارات التعلم لدى الطلاب المحتاجين للمساعدة



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الصف الاول مجموعة

عزيزي ولي امر الطالب /ة:

يحتاج إلى تدخل للمساعدة في تحسين مهاراته الصوتية ومهارات اللغة الإنجليزية .

الهدف من هذا البرنامج هو تحسين أداء الطلاب الذين يحتاجون إلى مساعدة في اللغة الإنجليزية والصوتيات. هؤلاء هم الطلاب الذين لم يصلوا بعد إلى المستوى المطلوب للصف الاول الابتدائي. سيعمل مدرسو الصف الأول ومساعداتهم مع الطلاب في هذه الأيام للمساعدة في تحسين مستوى التعلم.

المجموعة 1 - ستبدأ الدروس من الثلاثاء 6 أكتوبر من الساعة 12:30 حتى 1:30. - سيحضر الطلاب الدروس كل ثلاثاء

المجموعة 2 - ستبدأ الدروس من الأربعاء 7 أكتوبر من الساعة 12:30 حتى 1:30. - سيحضر الطلاب الدروس كل يوم أربعاء

أوافق على أن طفلي يحتاج إلى تدخل في المدرسة وسأدعم برنامج التعلم.

أنا لا أوافق على تدخل المدرسة ، وأنا أتحمل المسؤولية الكاملة عن تقدم طفلي.

اسم ولي الامر:

(2)

ارقام التواصل مع ولي الامر: (1)



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Individual Education Programme

Student Profile

Name of student: _____ Year and Class: _____

Assessment Data

Information Source	Date (S)	Summary of Results

Learner's Strengths and Needs

Areas of Strength	Areas of Growth

Goals

--

Intervention Programme

Learning Expectations	Teaching Strategies	Assessment Methods

COMMENTS

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Signature _____

Date _____



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INDIVIDUAL EDUCATION PLAN: WEEKLY ACTIVITIES

STUDENTS NAME:

WEEK ENDING:

FOCUS FOR THE WEEK	REPORT ON STUDENTS PROGRESS				
	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
1. I can read Phase 1 Tricky words. I can identify CVC sounds. I can read and write CVC words through blending.					
2. I can read Phase 1 Tricky words. I can identify CVC sounds. I can read and write CVC words through blending.					
3. I can read Phase 1 Tricky words. I can identify CVC sounds. I can read and write CVC words through blending.					



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4. I can read Phase 1 Tricky words. I can identify CVC sounds. I can read and write CVC words through blending.					
5. I can read Phase 1 Tricky words. I can identify CVC sounds. I can read and write CVC words through blending.					
TEACHER SIGN					

ESL/Intervention Year 1 and 2 – Ms. Thess Term 3 Week 3: 8th – 12th of March 2020 Practise letters/ sounds and start to practise oral blending and segmenting. Teach blending and reading the high frequency words. Triagraphs: air, are, ear (Intervention/ESL book)				Tricky Words: oh, Mr, Mrs, people, called, looked, could, asked, their High Frequency Words: Recap.
Day:				Additional



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				comment s
Revisit / Review	<p>Revise: ir, ur and er.</p> <p>https://www.youtube.com/watch?v=vhTdmBPL5hU</p> <p>https://www.youtube.com/watch?v=INJGKrs8BGA</p>			<p>Encourage student to write simple sentences.</p> <p>Reading: Oxford Reading Tree.</p>
Teach	<p>Teach air sound:</p> <p>https://www.youtube.com/watch?v=uZHKK9jnfFQ</p>	<p>Teach are sound:</p> <p>https://www.youtube.com/watch?v=MiqYPO7Y4yM</p>	<p>Teach ear sound:</p> <p>https://www.youtube.com/watch?v=4JSwmp61nXo</p>	
Practise	<p>In groups: “air”</p> <p>Phoneme Spotter Story</p> <p>Practice writing the correct letter formation. Use air sound in words.</p> <p>Challenge the HA to write a sentence using an air word.</p> <p><i>Words like: chair, dairy, fair, hair, fairy, pair, stairs, repair</i></p>	<p>Complete Alternative spelling for `air`</p> <p>Practice writing the correct letter formation. Use are sound in words.</p> <p>Challenge the HA to write a sentence using an are word.</p> <p><i>Words like: care, bare, dare, flare, flare, hare, mare, pare, rare, stare, scare, snare, aware</i></p>	<p>Complete the word search in groups.</p> <p>Practice writing the correct letter formation. Use ear sound in words.</p> <p>Challenge the HA to write a sentence using an ear word.</p> <p><i>Words like: pearl, earring, heard, search, hear, fear, tear, pear, earn, earth, learn</i></p>	
Apply	<p>Complete find and write air words.</p>	<p>Make a list of words in the book that has are sounds. You then need to circle the sound.</p>	<p>Find and write the ear and igh words worksheet.</p>	
Assessment				
<p>I can segment and blend words that have air, are and ear.</p> <p>I can identify air, are and ear.</p>				<ul style="list-style-type: none"> • Be able to blend and segment in order to read and spell. • Be able to read the tricky words. • Be able to read the high frequency words.

Procedure 4:

INTERVENTION PROGRAMME - LEARNING SUPPORT TEACHERS FRAMEWORK

Role of Intervention Learning support teachers

Teachers and Learning Support staff involved in the various Intervention programmes at Edison International Academy, work with students identified as being in need of intensive intervention in order for them to be able to achieve at the Year level standard they are currently enrolled in. These students have been identified as working at well below their level.

The role of the teachers and learning support staff is to increase the levels of comprehension in the areas of need identified, mainly that of English or Arabic, and in some cases Maths.

In English, the teacher/learning support staff will focus on increasing the reading level and comprehension and independent writing ability, and well comprehension in speaking and listening. Without these the students are not able to access the curriculum programmes being presented in classrooms.

The same aims apply in Arabic with two different programmes being run – those for low achievers where Arabic is their mother tongue, and another for those who are Non-Arabic speakers.

In Maths, the aim is for students to become competent at the basic maths strategies (addition, subtraction, multiplication and fractions). With this knowledge and increased speed at solving basic problems, students will be more confident to work on the Maths presented at their Year level.

Intervention learning support teachers/staff need to communicate regularly with subject teacher of each student, for targets to be formulated and progress to be mapped.

Procedure 5:

Curriculum Evaluation Procedure and Guidelines

Monitoring and evaluating the effectiveness of our curricula are essential aspects of teaching at Edison International Academy, with the aim to raise achievement. It is a process that essentially involves focusing on teaching and learning, which is to say:

- the performance of pupils
- the effectiveness of teachers
- the standard of achievement across the whole school

All staff should be involved in this process all the time, although certain colleagues carry specific responsibilities for aspects of the process (see Organisation Charts). In general, effective monitoring and evaluation of the curriculum can:

- broaden all teaching staff with knowledge about what makes for effective teaching and learning
- confirm we are doing what we said we would do, as stated in the school aims
- establish whether curriculum documentation (policies, schemes of work, planning etc) is not only consistent with practice but also having a positive effect on standards and quality
- identify good practice within the school and enable us to share it
- indicate where improvements in standards and quality can be made
- establish whether changes made have been effective

The process of monitoring and evaluating in the curriculum has much in common with the process of assessment for the students of the school:

- the process should be open and shared
- the purpose of monitoring and evaluating should be clear to all involved; it should be seen as a supportive and developmental process, aimed at improving standards throughout the school
- all those involved should be aware of the criteria for judging success (there are standard pro formas for lesson observation, for instance)
- the process should be manageable, rigorous and systematic in planning and target setting

Roles and Responsibilities:

a. SLT



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- School Aims
- School Improvement Plan
- Overall curriculum provision, including breadth and balance
- Overall standards of achievement
- Overall quality of teaching and learning
- Behaviour for Learning provisions in place

b. Coordinators and Heads of Subjects:

- Departmental aims, priorities and action plans
- Subject provision and quality, including planning, schemes of work, continuity and progression, breadth and balance and quality of delivery
- Pupil standards of achievement within the subject
- Quality of teaching and learning within the subject
- Assessment and recording

c. Teachers/Subject Teachers:

- Planning and delivery, within departmental and school frameworks
- Assessment and recording of individual pupil progress as well as whole class
- Pupil standards of achievement and targets within the class

7. Policy Review

This policy is subject to annual review.

Reviewed June, 2021