

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	10-Jun -2024
	Quality Procedures for Behaviour and Pastoral Policy		

Integrated Management System (IMS)
Behaviour and Pastoral Policy



This Document has been reviewed and approved by:

Name	Position	Signature
Hiba Khateeb	QMR	<i>Hiba</i>

Revision History of the Document

Revision No.	Issue Date	Summary of Changes	Responsibility	References
1.0	13-Aug -2024	Initial Edition	SLT	
2.0	10 June 2025	First Edition	SLT	
3.0	12 April 2026	Second Edition	Pastoral Lead	

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Behaviour and Pastoral Policy Content

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1- Rationale:

This policy provides a structured and consistent approach to supporting students' social, emotional, behavioural, and personal development, while promoting positive relationships, resilience, respect, and responsible behaviour.

The pastoral approach is designed to support the holistic development of all students , ensuring that they are equipped with the confidence, wellbeing, and life skills needed to succeed both academically and personally. It also ensures early identification and appropriate support for students requiring additional guidance or intervention.

Aligned with KHDA expectations and UAE values, the policy promotes a caring and inclusive school culture that enhances student engagement, wellbeing, achievement, and personal growth.

2- Purpose:

The purpose of the Pastoral Policy is to establish a clear and consistent framework for promoting students' wellbeing, personal development, and positive behaviour across the school. It ensures that pastoral provision:

- Aligns with KHDA expectations, UAE values, and the school's vision and ethos**
- Provides a safe, inclusive, and supportive environment for all students**
- Promotes students' social, emotional, moral, and behavioural development**
- Encourages positive relationships, respect, resilience, and responsible behaviour**
- Supports students' wellbeing, engagement, and readiness for learning**
- Ensures early identification and effective support for students requiring additional pastoral care or intervention**
- Promotes safeguarding, student welfare, and emotional safety across all phases**
- Encourages effective partnership between school, parents, and the wider community**
- Supports students in developing the confidence, independence, and life skills needed for future success**
- Ensures consistency, accountability, and continuous improvement in pastoral provision across the school**

3- Scope:

This policy applies to:

- All students from EYFS to Secondary
- All teaching and support staff
- Parents and carers (where appropriate)
- External professionals engaged by NDPS

4- Terms and Definitions

The following Terms and Acronyms are used within this document and are defined as follows:

Term / Acronym	Definition
Child protection	Policies and procedures to prevent and/or respond to abuse, neglect, exploitation or violence affecting children
Corporal punishment	Punishment of a child by physical means to inflict bodily pain – forbidden in all UAE schools and must not be condoned or tolerated under any circumstances
Safeguarding	Protecting the health, safety, well-being and entitlements of students related to child protection, but a more inclusive term as it focuses on the need for everyone, adults included, to look after themselves and each other as well as protecting children
Pastoral Care	The support provided to students to promote their wellbeing, personal development, safety, behaviour, and emotional welfare.
Behaviour Management	Strategies and systems used to promote positive behaviour, self-discipline, respect, and responsible conduct.
Pastoral Support	Targeted guidance and intervention provided to students experiencing social, emotional, behavioural, or personal challenges.
Vulnerable Students	Students who may require additional support due to emotional, social, behavioural, academic, safeguarding, or personal circumstances.

5- Responsibilities

5.1 Board of Governors (BOG)

The BOG is responsible for:

- The executive committee will review and approve the Curriculum procedures and Policy at the end of each academic and when required by ensuring to be complied with:
 - KHDA requirements
 - Cambridge Curriculum Framework
 - MOE requirements
- The executive committee will monitor the effectiveness of the curriculum through:
 - Study and analyse the termly reports received through SLT.
 - Review the Curriculum Deep Dive as part of the SEF process.
 - Analyse and study the student attainment and progress outcomes reflecting through the curriculum implementation and adaptation.
 - Ensure that the curriculum reflects the school's vision and values.
 - Ensure that the curriculum supports high-quality learning and student achievement.
 - Make the appropriate and corrective decisions to ensure high quality of curriculum expectations.
 - Ensure that the Curriculum Policy is reviewed annually to maintain alignment with KHDA, MOE, and international best practices, and updated where necessary to reflect changes in assessment requirements and school priorities.

5.2 Quality Management Representative (QMR)

The responsibilities of the QMR are as per the following:

- Ensure that Curriculum Policy and procedures is controlled and has clear, documented policies and procedures
- Review and standardise documents to align with school and regulatory requirements.
- Ensure that Curriculum Policy and procedures is shared with all stakeholders
- Ensure that all staff members are trained on Curriculum Policy and procedures implementation to ensure full understanding and good implementation.
- Promote awareness of quality standards and expectations across the curriculum department
- Ensure that policies and procedures for the curriculum department are implemented correctly and consistently
- Monitor adherence to approved processes in daily operations
- Conduct Deep Dive to ensure quality assurance as part of SEF.

- Identify gaps, non-conformities, and areas for improvement
- Ensure proper implementation of corrective and preventive actions (CAPA)
- Follow up on identified issues to confirm
- Reporting findings to: BOG and SLT
- Ensure that the cycle Plan Do, Check, Act (PDCA) is implemented as part of the continuous improvement processes to be actively applied.
- Support the curriculum department in analysing performance and enhancing efficiency and effectiveness.

5.3 Senior Leadership Team (SLT)

The SLT will ensure the following:

- The curriculum plans are complying with the curriculum requirements
- The curriculum design is complying with approved policy and curriculum requirements.
- The curriculum plans are delivered in line with approved policy and curriculum requirements
- The curriculum is Consistently planned and implemented through high-quality teaching practices.
- The curriculum adaptation is effective to support the personalised learning practices.
- The curriculum delivery across all subjects and phases is regularly monitored to improve students learning outcomes and maintain consistency to support effective teaching practices.

5.4 Curriculum Lead

The Curriculum Lead responsibilities are:

- Ensure a coherent and progressive curriculum structure across all phases
- Oversee all levels of planning: Year Plans /Medium-Term Plans /Unit Plans /Weekly Plans and Daily lesson delivery • Ensure alignment with: Cambridge Curriculum Framework /National Curriculum of England (NCfE) and MOE requirements
- Monitor the curriculum coverage and progression of knowledge and skills
- Ensure that NDPS planning structure is followed rigorously and learning objectives are clearly defined and sequenced
- Support teachers in curriculum planning /Implementation and adaptation
- Oversee UAE culture and values Integration /Cross-curricular links and enrichment integration

- Ensure that curriculum is regularly reviewed and improved and feedback from evaluation processes is used to refine planning

5.5 Teachers

Teachers are responsible for:

- Planning lessons based on the NDPS structure: Year Plan → Medium-Term → Unit Plan → Weekly → Daily
- Ensure alignment with Learning Objectives with clear Success Criteria
- Deliver engaging lessons that are appropriately challenging and meet the needs of all learners (EAL / SEN / AG&T/ Emirati/ Low Attainers)
- Using assessment outcomes to: Adapt teaching and support student progress

Our Curriculum

Our curriculum is structured around three essential dimensions—**Qualification, Socialisation, and Subjectification**—which collectively provide a rich and well-rounded educational experience.

These dimensions guide the holistic development of our students, equipping them to succeed academically, engage with society meaningfully, and think critically and independently.

A-Qualification:

The Qualification **dimension** equips students with the essential **knowledge, skills, understanding and competencies** required for success within the **Cambridge Curriculum Framework, the National Curriculum for England, and MOE requirements** and all related curricula.

Through high-quality teaching and structured curriculum planning, students will:

- Develop strong and secure foundations in **core subjects**
- Build key skills such as **problem-solving, reasoning, and communication**
- Are prepared for **future academic pathways and professional success**

A- Socialisation:

The **Socialisation dimension** focuses on developing students as **responsible, ethical, and globally aware individuals**, aligned with the school's integrated values framework:

Aspiration & Excellence, Honesty & Integrity, Tolerance & Diversity, Responsibility & Accountability, Innovation & Sustainability, Citizenship & Respect, Welfare & Happiness

These values are embedded across the curriculum and wider school experience, alongside the integration of the **Sustainable Development Goals (SDGs)**, enabling students to contribute positively to both the **UAE society and the wider global community**.

B- Subjectification

The **Subjectification dimension** focuses on developing students' **independence, critical thinking, and ability to think deeply across disciplines**.

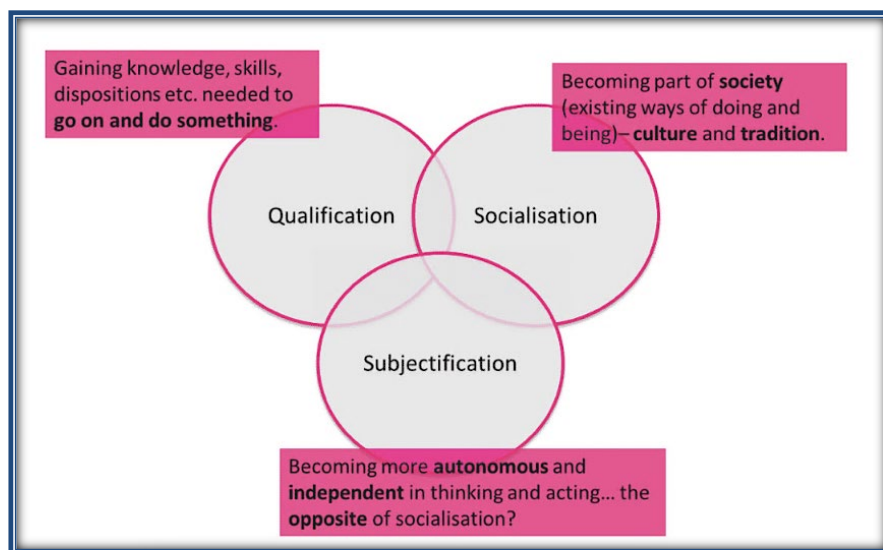
In Mathematics, students develop **thinking and working mathematically(TWM)** through the processes of:

- Specialising & Generalising
- Conjecturing & Convincing
- Characterising & Classifying
- Critiquing & Improving

In Science, students develop **thinking and working scientifically**, including:

- Observation
- Hypothesising
- Experimentation
- Data analysis
- Drawing conclusions
- Evaluating evidence

These approaches enable students to become **independent learners who can analyse, evaluate, and apply their knowledge effectively**.



Cambridge Early Years	Cambridge Primary	Cambridge Lower Secondary	Cambridge Upper Secondary	Cambridge Advanced
Age 3+ A play-based programme, with: • <u>a holistic curriculum</u> • <u>engaging resources</u> • <u>support to measure progress</u>	Age 5+ • <u>Clear, adaptable curriculum</u> • <u>Flexible assessment options</u> • <u>Support and resources</u> • <u>Insight to understand potential</u>	Age 11+ • <u>Clear, adaptable curriculum</u> • <u>Flexible assessment options</u> • <u>Support and resources</u> • <u>Insight to predict performance</u>	Age 14+ • <u>Broad, adaptable curriculum</u> • <u>Fair, valid, reliable assessment</u> • <u>Support and resources</u> • <u>Insight to optimise achievement</u>	Age 16+ • <u>In-depth, adaptable curriculum</u> • <u>Fair, valid, reliable assessment</u> • <u>Support and resources</u> • <u>Insight to predict performance</u>
6 curriculum areas including Personal, social and emotional development	10+ subjects including English, Mathematics and Science	10+ subjects including English, Mathematics and Science	Cambridge IGCSE™: 70+ subjects Cambridge O Level: 40+ subjects Cambridge ICE	Cambridge International AS & A Level: 50+ subjects Cambridge AICE, Cambridge IPQ

Cambridge Professional Development for teachers and school leaders

Ready for
the world 

Curriculum Subjects Offered:

Subjects	Year Group	Lessons Per Week
English	Year 1-8	7
Phonics (Year 1,2,3)	Year 1-2-3	2
Mathematics	Year 1-8	6
Science	Year 1-8	4
Humanities	Year 1-8	1
Arabic A For Arabs	Year 1-8	5-6(Depends on Year level)
Arabic B for Non-Arabs	Year 1-8	5-6(Depends on Year level)
Islamic A for Muslims Arab	Year 1-8	3
Islamic B for Muslims Non-Arabs	Year 1-8	3
MSCS (Moral, Social, Cultural Studies) For Non Arabs	Year 2-8	1
Social Studies for Arabs	Year 2-8	1

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French as a modern foreign Language	Year 3-8	1
Computing & Digital Literacy	Year 1-8	2
Art & Design	Year 1-8	1
Music	Year 1-8	1
Physical Education (PE)	Year 1-8	2

Curriculum Statutory Teaching hours for core subjects

Programme	Curriculum statutory teaching hours
Cambridge Primary Year 1- 6	✓ <u>Art & design</u>: 30 hours per year (about 1 hour per week) ✓ <u>Computing</u>: 22–45 hours per year (about 0.5 – 1.5 hours per week) ✓ <u>English</u>: 120–150 hours per year (about 4–5 hours per week) ✓ <u>Mathematics</u> :120–150 hours per year (about 4–5 hours per week) ✓ <u>Music</u>: 30 hours per year (about 1 hour per week) ✓ <u>Physical Education</u>: 60–90 hours per year (about 2–3 hours per week) ✓ <u>Science</u>: 45–60 hours per year (about 1.5–2.5 hours per week) ✓ <u>Humanities</u>: 22–45 hours per year (about 0.5 – 1.5 hours per week) ✓ <u>Arabic</u>: ✓ <u>Islamic</u>: ✓ <u>Social Studies</u>: ✓ <u>MSCs</u>:
Cambridge Lower Secondary Year 7-9	✓ <u>Art & design</u> :45 hours per year (about 1.5 hours per week) ✓ <u>Computing</u>: 45 hours per year (about 1.5 hours per week) ✓ <u>Digital literacy</u>: 30 hours per year (about 1 hour per week) ✓ <u>English</u>: 120–150 hours per year (about 4–5 hours per week) ✓ <u>Mathematics</u>: 120–150 hours per year (about 4–5 hours per week) ✓ <u>Music</u>: 45 hours per year (about 1.5 hours per week) ✓ <u>Physical Education</u>: 60–90 hours per year (about 2–3 hours per week) ✓ <u>Science</u>: 90 hours per year (about 3 hours per week) ✓ <u>Humanities</u>: 45–60 hours per year (about 1.5–2.5 hours per week) ✓ <u>Arabic</u>: ✓ <u>Islamic</u>: ✓ <u>Social Studies</u>: ✓ <u>MSCs</u>:

Internal Curriculum Plan for Year 1 to 9

Subjects	Term 1	Term2	Term 3
English	3 Units	3 Units	3 Units
Maths	3 Units	2 Units	3 Units
Arabic A/B	3 Units	3 Units	3 Units
Science	2 Units	2 Units	2 Units
Islamic A/B	2 Units	2 Units	2 Units
MSC/ Social Studies	2 Units	2 Units	2 Units
Humanities	2 Units	2 Units	2 Units
Music	2 Units	2 Units	2 Units
Art	2 Units	2 Units	2 Units
PE	2 Units	2 Units	2 Units
French	2 Units	2 Units	2 Units
Computing	2 Units	2 Units	2 Units

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Structure of the Day 2026/2027(Primary/ Secondary)			Friday		
Lesson	From	To	Lesson	Start	Finish
Read to Succeed	7:30	08:00	Read to Succeed	07:30	07:40
L1	7:45	8:30	L1	7:40	8:20
L2	8:30	9:15	L 2	8:20	9:00
L3	9:15	10:00	L 3	9:00	9:40
Break	10:00	10:15	Break	9:40	09:55
L4	10:15	11:00	L4	09:55	10:35
L5	11:00	11:45	L5	10:35	11:10
Lunch	11:45	12:10	Assembly(Y1-8)	11:10	11:35
L6	12:10	12:55	Dismissal	11:35	11:50
L7	12:55	13:40			
Dismissal	13:45	14:00			

NDPS -Structure of the Day 2024/2025(EYFS)				Friday		
Lesson	From	To		Lesson	Start	Finish
Morning Meeting	07:30	08:00		Morning Meeting	07:30	07:40
Break	08:00	08:15		L1	7:40	8:20
L1	08:15	09:00		L 2	8:20	9:00
L2	09:00	09:45		L 3	9:00	9:40
L3	09:45	10:30		Break	9:40	09:55
L4	10:30	11:15		L4	09:55	10:35
Break	11:15	11:35		L5	10:35	11:10
L5	11:35	12:20		Assembly(Y2-6)	11:10	11:35
L6	12:20	01:05		Dismissal	11:35	11:50
L7	01:05	01:30				
Dismissal	13:45	14:00				

6- Procedures:

6.1 Curriculum Planning

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At the beginning of the academic year, the Curriculum Profile will be distributed to all teaching staff to ensure a clear and effective understanding of the curriculum requirements.

The Curriculum Profile will be shared electronically and will be communicated comprehensively during the induction week and the departmental meetings to ensure deep understanding and best practices.

During the year, as part of the school professional development sessions, the Orientation sessions and pedagogical meetings are conducted to:

- Explain curriculum expectations
- Clarify implementation procedures
- Ensure consistency in delivery across all phases
- Working Model:
 - Curriculum Profile Document
 - Staff Induction Presentation
 - Meeting Records and Attendance Log

6.2 Curriculum Requirements

- Curriculum requirements are communicated clearly to all teachers through structured meetings.

These include:

- National Curriculum expectations
- Cambridge requirements (if applicable)
- Ministry of Education (MoE) requirements (e.g., UAE Social Studies, Moral Education, Arabic)
- Department Heads ensure that all subject-specific requirements are understood and document
 - Dedicated workshops are conducted to demonstrate how to interpret and apply curriculum standards.
 - Teachers are guided on aligning content, skills, and assessment expectations.
- Working Model:
 - Curriculum Standards Document

- **Subject Requirement Checklist**
- **Workshop Materials**

6.3 Curriculum Planning

6.3.1 Annual Planning

- **Teachers prepare the Annual Plan at the beginning of the academic year.**

The plan must:

- **Cover all required curriculum objectives**
- **Include term distribution and sequencing**
- **Reflect assessment points and key milestones**
- **Once approved, the plan must be followed consistently throughout the year.**

Implementation:

- **Submitted to Heads of Department (HoDs) for review and approval.**
- **Monitored periodically to ensure adherence.**

Working Model:

- **Annual Planning Template**
- **Curriculum Mapping Grid**

6.3.2 Term Planning

- **Teachers develop Term Plans at the beginning of each term.**
- **Plans must:**
 - **Break down annual objectives into manageable units**
 - **Identify key learning outcomes**
 - **Include assessment opportunities**
- **Implementation:**
 - **Reviewed by HoDs before implementation.**
- **Adjusted based on student progress and data.**

Working Model:

- **Term Planning Template**
- **Assessment Schedule**

6.3.3 Unit Planning (Scheme of Work aligned with UBD)

Units are designed based on the Scheme of Work and structured using the Understanding by Design (UBD) framework.

Implementation:

- **Each unit must include:**
 - 1. Desired Results (Learning objectives and standards)**
 - 2. Assessment Evidence (Formative and summative assessments)**
 - 3. Learning Plan (Teaching strategies and activities)**

Working Model:

- **Scheme of Work Template**
- **UBD Unit Planning Template**

6.3.4 Lesson Planning

- **Teachers prepare lesson plans aligned with unit objectives and student needs.**
- **Implementation (Lesson Structure):**
- **Each lesson must include:**
 - 1. Introduction (Engage): Activate prior knowledge**
 - 2. Development (Explore & Explain): Deliver new learning**
 - 3. Practice (Elaborate): Apply learning through activities**
 - 4. Assessment (Evaluate): Check understanding**
 - 5. Plenary: Reflect and consolidate learning**
- **Working Model:**
- **Lesson Plan Template (aligned with lesson phases)**

- Differentiation and Assessment Section

6.4 Curriculum Adaptation (Differentiation and Alignment)

- Curriculum adaptation is implemented to ensure inclusivity, relevance, and coherence.

Key Areas:

4.1 SEND (Special Educational Needs and Disabilities):

- Learning is adapted based on Individual Education Plans (IEPs).
- Differentiation strategies are embedded in planning.

4.2 Cross-Curricular Links:

- Subjects are interconnected to enhance deeper understanding.
- Planned links are documented within unit and lesson plans.

4.3 UAE Culture and Values:

- UAE heritage, culture, and national identity are integrated across subjects.
- Alignment with MoE expectations is ensured.

Working Model:

- Differentiation Framework
- IEP Templates
- Cross-Curricular Mapping Document
- UAE Integration Guidelines

6.5 Assessment and Review

- Assessment is continuous and informs teaching and learning through a structured cycle.

5.1 Assessment Types:

- **Baseline Assessment:** At the beginning of the year
- **Formative Assessment:** Ongoing during lessons
- **Summative Assessment:** At the end of units/terms

5.2 Implementation:

- Teachers collect and analyse data regularly.
- Assessment results are used to:
- Identify learning gaps
- Plan interventions
- Adjust teaching strategies

5.3 Review Cycle:

- The school follows a continuous improvement cycle:
- Teach → Assess → Analyse → Plan → Reassess

5.4 Monitoring:

- Lesson observations
- Work scrutiny
- Data analysis meetings
- Internal audits

5.5 Reporting:

- Student progress is reported to parents periodically.
- Reports reflect academic achievement and skill development.
- Working Model:
- Assessment Policy
- Data Analysis Template
- Intervention Plan Template
- Monitoring and Evaluation Tools
- Continuously reviewed for improvement

A-Planning:

Our curriculum planning occurs in four phases:

Long-Term Plan: This includes year group curriculum maps with NCfE, TIMSS, PIRLS curricula. These maps outline the areas to be taught to various groups of students throughout the year.

Medium-Term Plan /Scheme of Work (SOW): offer clear guidance on the objectives and cross curricular links. In foundation subjects, the emphasis is on skills specified in the English National Curriculum and public examination syllabuses. Although schemes of work can vary by subject, they must include the following essential elements:

- Strands for each subject
- Learning Objectives
- Cross curricular links
- Notes and Remarks

Unit Plans:

Unit Planning Structure; Unit Plans are developed following a structured three-stage model to ensure clarity, alignment, and high-quality learning:

Stage 1: Desired Outcomes

Defines what students are expected to learn and understand, including:

- Learning Objectives (LOs)
- Success Criteria
- Big Idea
- Essential Questions

Stage 2: Evidence of Learning

Identifies how learning will be assessed and measured, including:

- Unit assessments (pre, formative, and post)
- Projects
- Research tasks
- Other assessment evidence

Stage 3: Learning and Teaching Plan

Outlines how learning will be delivered, including:

- Differentiation strategies
- Vertical and horizontal curriculum integration
- UAE links and real-life connections
- Teaching and learning activities

Short-Term Plan: These daily or weekly plans detail the specifics of how areas will be taught, ensuring each individual is learning effectively. They include learning objectives, success criteria, and differentiated activities to reinforce these objectives. We prioritise flexibility by not planning too far ahead, allowing us to respond to learners' needs.

EYFS Curriculum:

At our school we use the [Statutory Framework for the Early Years Foundation Stage](#), which applies to students in both FS1&FS2. Our Early Years Curriculum is also informed by [Development Matters](#).

We follow the areas set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are:

Prime Areas	Specific Areas
Communication and Language Development	Literacy
Physical development	Mathematics
Personal, Social and Emotional Development	Understanding the World
	Expressive Arts and Design

The EYFS (Early Years Foundation Stage) curriculum aims to:

- Ensure quality and consistency across all early year's settings so that every child makes good progress.
- Provide a secure foundation through planned learning and development opportunities tailored to each child's needs and interests, with regular assessments and reviews.
- Foster partnership working among practitioners and between practitioners and parents and/guardians.
- Promote equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

When planning and guiding children's activities, our practitioners reflect on the different ways children learn and integrate these into their practice. The three characteristics of effective teaching and learning are:

- **Playing and exploring:** Children investigate and experience things and are willing to 'have a go'.
- **Active learning:** Children focus, persevere through challenges, and take pleasure in their achievements.
- **Creating and thinking critically:** Children develop and express their own ideas, make connections between ideas, and devise strategies for accomplishing tasks

B-The curriculum & Inclusion

The curriculum is designed to be inclusive, accessible, and responsive to the needs of all learners. Where necessary, the curriculum is adapted and personalised to support individual student needs, in collaboration with parents and relevant specialists.

✓ Students of Determination (SOD)

NDPS is committed to the early identification of students with additional needs, including at the point of admission. The Inclusion Department provides structured support across the school.

- **In most cases, class teachers meet students' needs through:**
 - **Differentiation**
 - **Adapted resources**
 - **Inclusive teaching strategies**
- **Where needs extend beyond classroom provision:**
 - **A referral is made to the SENCO Template Form F001**
 - **Students are assessed and supported through an Individual Education Plan (IEP) where required Template Form F010**

NDPS ensures that all Students of Determination are provided with appropriate support to access the curriculum and achieve their potential.

✓ English as an Additional Language (EAL)

NDPS provides targeted support for students who require additional assistance in accessing the curriculum due to language barriers.

- **EAL learners are supported through:**
 - **Differentiated classroom instruction**
 - **Additional targeted interventions where required**
- **Where further support is needed:**
 - **Students are referred to the EAL Department**
 - **An EAL register is maintained to monitor progress**

The school aims to support students in developing sufficient English proficiency to fully access the mainstream curriculum within an appropriate timeframe

✓ **Able, Gifted and Talented (AG&T)**

NDPS ensures that high-achieving students are appropriately challenged and supported.

- Teachers provide:
 - Differentiated tasks
 - Higher-order thinking opportunities
 - Extension activities within lessons
- Students requiring further challenge may be:
 - Identified by teachers or the Inclusion Department
 - Provided with tailored support and extension opportunities
- Where appropriate:
 - Individual plans may be developed
 - Cross-year group opportunities may be arranged to ensure appropriate challenge so they excel and reach their full potentials.

C-Curriculum Communication to Parents

Effective communication with parents about their children's performance and experiences in school is a high priority. We ensure this through various methods:

A. Formal Reporting:

- Term Reports: Parents receive detailed written reports on their children's progress three times a year.
- Parents Teachers Meetings (PTM): Scheduled meetings (online and face to face) allow parents to discuss their children's progress directly with teachers.

B. Digital Platforms:

- Class Microsoft TEAMS channels: Specific to each class, these channels offer daily insights into lessons and celebrate student achievements.

C. Daily Interactions and Direct Communication:

- **Teacher Availability: Teachers are available for brief communications with parents at the end of each school day.**

- **Email Communication:** Regular email updates from teachers keep parents informed about their children's progress and school activities.
- **Pastoral Leads and head of section:** Serves as an additional point of contact for parents needing information or assistance.

D. Newsletters and Announcements:

- **Weekly Newsletters:** Inform parents about what we have learnt, what we will learn and how to support in home learning, school news, upcoming events, and important updates.
- **School Communications:** Regular announcements provide details about specific events and invite parents to participate in school activities

D-Transition from Primary to Lower Secondary

At NDPS, we ensure that students experience a smooth, well-supported, and academically coherent transition from the Primary Section (Year 6) to Lower Secondary (Year 7). This approach is aligned with the KHDA framework and our commitment to curriculum continuity and progression, enabling students to maintain momentum in their learning while adapting confidently to new academic and social expectations.

A. Transition Planning and Familiarisation

- **Year 7 Visits:** Year 6 students visit the Lower Secondary classrooms and facilities to familiarise themselves with the learning environment and meet key subject teachers.
- **Introduction to Secondary Learning Culture:** Students are introduced to the different routines, expectations, and learning structures in secondary school, highlighting similarities with primary to build confidence and ease anxiety.

B. Academic Continuity and Preparation

- **Sharing of Year 7 Study Materials:** Year 6 teachers collaborate with Lower Secondary staff to share samples of Year 7 lesson materials, study guides, and assessment formats.
- **Academic Meetings with Students:** Targeted academic sessions are arranged for Year 6 students to discuss upcoming curriculum content, study skills, and strategies for success.
- **Lower Secondary Checkpoint Orientation:** Students are introduced to the Cambridge Lower Secondary Checkpoint framework, with clear explanations of how it builds on the knowledge and skills from primary.

C. Staff Collaboration and Professional Development

- **CPD and Joint Workshops:** Year 6 and Year 7 teachers participate in joint professional development sessions to ensure consistent pedagogical approaches and shared understanding of curriculum progression.
- **Curriculum Mapping Meetings:** Cross-phase meetings are held to align subject learning objectives, ensuring seamless progression from Cambridge Primary to Lower Secondary.

D. Bridging Curriculum Gaps

- **Skills and Knowledge Audit:** Using pre-transition assessments, teachers identify any gaps or misconceptions to address during the first term of Year 7.
- **Bridging Projects:** Collaborative projects are designed to connect Year 6 and Year 7 learning objectives, reinforcing prior knowledge while introducing new concepts

E. Future Pathway Awareness

- **Introduction to Key Stage 3 and 4:** Students are made aware of the KS3 curriculum journey and how it leads to KS4 and the Cambridge IGCSE board examinations.
- **Subject Option Awareness:** Early conversations introduce the idea of subject choices and the importance of building strong foundations in lower secondary for future success.

6- Accountability:

The **Board of Governors (BOG)** holds overall strategic accountability for the curriculum, ensuring alignment with school vision, KHDA requirements, and curriculum standards.

The **Quality Assurance Representative** provides independent oversight, monitoring the quality and consistency of curriculum planning and implementation across the school.

The **Senior Leadership Team (SLT)** and **Curriculum Lead** are responsible for the effective implementation, monitoring, and continuous development of the curriculum.

Teachers are accountable for the **planning and delivery of the curriculum**, ensuring that learning objectives are met and that all students make expected progress.

Parents and students support this process by **engaging with learning and contributing to the achievement of the school's educational goals**.

7- Review and Updates

This policy will be reviewed annually to ensure it aligns with the school's goals and the evolving needs of our students. Adjustments will be made as necessary to continuously improve the curriculum delivery process.

8- Related forms and documents:

- **Marking and Feedback Policy.**
- **Assessment Policy.**
- **Teaching and Learning Policy**
- **Subjects' Policies.**
- **Reading Policy**
- **Home Learning Policy.**
- **Inclusion Policy.**
- **Digital Learning Policy.**

9- Related forms and documents.

- Year plans Format F010
- Term Plan Format F011
- Unit Plan Format F012
- Weekly Plan Format F013
- Daily Lesson Plan Format F014
- Curriculum Planning Scrutiny Format F015
- Curriculum Audit Checklist Format F016
- Curriculum Review Report Format F017
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10-References:

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	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	13-Jul -2024
	Quality Procedures for Curriculum Policy		