

## Integrated Management System (IMS)

### Curriculum Policy



**NEW DAWN**  
— PRIVATE SCHOOL —

This Document has been prepared, reviewed and approved by:

| Name           | Position                         | Signature   |
|----------------|----------------------------------|-------------|
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| Michael Hughes | Principal                        |             |
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|                |                                  |             |

### Revision History of the Document

| Revision No. | Issue Date     | Summary of Changes | Responsibility | References |
|--------------|----------------|--------------------|----------------|------------|
| 1.0          | 01-Sep -2024   | Initial Edition    | SLT            |            |
| 2.0          | 06-June 2025   | First Edition      | SLT            |            |
| 3.0          | 10- April 2026 | Second Edition     | QAR            |            |
|              |                |                    |                |            |

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# 1. Rationale

New Dawn Private School (NDPS) is committed to providing a high-quality, inclusive, ambitious and future-focused curriculum that enables every learner to **Nurture, Develop, Perform and Succeed**. The curriculum integrates the National Curriculum for England with relevant Cambridge Primary and Lower Secondary frameworks, while meeting applicable UAE Ministry of Education (MOE), Knowledge and Human Development Authority (KHDA) and other regulatory requirements.

The curriculum provides a coherent, progressive and appropriately challenging pathway from the Early Years Foundation Stage (EYFS) through Key Stages 1, 2 and 3. It builds secure subject knowledge, skills, understanding, independence and a love of learning, preparing learners effectively for the next stage of education and for life in modern British and international society.

As a British international school in the UAE, NDPS promotes an understanding of British culture, heritage, democratic principles and the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values are embedded meaningfully through curriculum content, classroom discussion, school life and opportunities for responsible participation. Their promotion is undertaken in accordance with UAE laws, regulations, culture, national identity and the school's responsibilities as a UAE-based educational institution.

The curriculum actively promotes equality, inclusion, dignity, respect and fair treatment. It recognises the importance of protecting learners from discrimination and prejudice and of developing an age-appropriate understanding of protected characteristics, as applicable under the relevant legal framework. Teaching materials, examples and classroom discussion are selected and managed sensitively, ensuring that all learners feel safe, valued and respected while remaining consistent with UAE law and cultural context.

The curriculum reflects the UAE's national identity, heritage and priorities through Arabic, Islamic Education, Social Studies, Moral Education and other required local curriculum components, as applicable. It incorporates meaningful opportunities to explore UAE culture, sustainability, innovation, citizenship, enterprise and real-life issues.

Through high-quality teaching, purposeful assessment, adaptive practice and enrichment, the curriculum develops critical and creative thinking, communication, collaboration, digital literacy, wellbeing and personal responsibility. It is designed to secure strong attainment and progress for all learners, including Students of Determination, learners who use English as an Additional Language (EAL), learners requiring additional support and those who are able, gifted or talented.

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## 2. Purpose

This policy establishes the framework for the design, planning, implementation, adaptation, monitoring and continuous improvement of the NDPS curriculum. It ensures that the curriculum:

- Aligns with the National Curriculum for England, relevant Cambridge curriculum frameworks and all applicable UAE MOE, KHDA and other regulatory requirements.
- Is broad, balanced, coherent, progressive, age-appropriate and ambitious, with clearly defined expectations for knowledge, skills and understanding.
- Provides logical sequencing and progression within subjects and across EYFS, Key Stages 1, 2 and 3, including effective transition from Year 6 to Year 7.
- Establishes consistent expectations for curriculum planning, teaching, learning and assessment while enabling teachers to adapt provision in response to learners' needs.
- Uses assessment information, work scrutiny, lesson visits, learner voice and curriculum reviews to identify strengths, address gaps, provide appropriate intervention and extension, and improve outcomes.
- Ensures equitable access, participation and appropriate challenge for every learner, including Students of Determination, EAL learners, learners with emerging or additional needs, lower-attaining learners and able, gifted and talented learners.
- Promotes positive attitudes to learning, independence, resilience, curiosity, creativity, critical thinking and the responsible application of knowledge.
- Supports learners' social, moral, cultural, physical and personal development, including wellbeing, safeguarding, online safety and responsible citizenship.
- Promotes British Values and prepares learners for life in British society and a diverse, interconnected world, while respecting UAE law, culture, national identity and applicable local requirements.
- Promotes equality, inclusion, respect and protection from discrimination, with age-appropriate opportunities to understand protected characteristics and challenge prejudice in a manner consistent with UAE law and the school's regulatory obligations.
- Embeds UAE national identity, heritage, sustainability, innovation and applicable statutory and local curriculum requirements.
- Provides meaningful cross-curricular learning, enrichment, enterprise, digital literacy and real-life application.
- Supports learners' understanding of healthy relationships, personal safety, respectful communication and appropriate boundaries through relevant curriculum areas, including Personal, Social, Health and Economic Education (PSHE), where provided.
- Ensures curriculum implementation is supported by professional development, collaborative planning, subject leadership and effective quality assurance.
- Operates within the school's Integrated Management System (IMS) through clearly defined responsibilities, controlled documentation, monitoring, the Plan–Do–Check–Act (PDCA) cycle and Corrective and Preventive Action (CAPA).

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### 3. Scope

This policy applies to the Board of Governors, Quality Management Representative, Senior Leadership Team, Curriculum and Assessment Lead, Heads of Phase, Subject Leaders, teachers, inclusion staff and all other personnel involved in curriculum design, planning, delivery, assessment, monitoring or review.

It applies across EYFS, Key Stages 1, 2 and 3, covering all curriculum subjects and school-authorised learning experiences within the school's currently authorised provision, from FS1 to Year 8.

The scope includes:

- **Curriculum design and sequencing:** curriculum intent, long-term mapping, subject-specific progression, coverage, sequencing and the development of knowledge and skills over time.
- **Planning:** long-term and year plans, medium-term and term plans, unit plans, weekly plans and daily lesson planning, as appropriate to the phase and subject.
- **Teaching and learning:** curriculum implementation, subject knowledge, effective pedagogy, adaptive teaching, learner engagement, challenge, questioning, feedback and responsive teaching.
- **Assessment and outcomes:** formative and summative assessment, analysis of learner performance, identification of gaps, intervention, extension and evaluation of curriculum impact.
- **Local and regulatory requirements:** delivery of Arabic, Islamic Education, Social Studies, Moral Education and other required curriculum components, as applicable to the school's authorised provision.
- **British Values and citizenship:** planned opportunities to explore democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs, alongside UAE identity, responsible citizenship and respect for the law.
- **Equality and protected characteristics:** inclusive curriculum representation, equitable participation, respect for individual differences and age-appropriate teaching that promotes dignity and protection from discrimination, in accordance with applicable UAE law and regulatory requirements.
- **Personal development and relationships education:** relevant PSHE provision addressing wellbeing, personal safety, online safety, healthy relationships, respectful behaviour and appropriate boundaries. Any relationships or sex education content must be age-appropriate, carefully planned and consistent with applicable UAE requirements.
- **Inclusion and adaptation:** personalised learning, reasonable adjustments where required, support for Students of Determination and EAL learners, and suitable intervention, enrichment and extension.
- **Transition:** continuity of learning between phases, effective handover of assessment and support information, and particular attention to transition from Year 6 to Year 7.
- **Quality assurance:** lesson visits, learning walks, work scrutiny, planning reviews, learner voice, curriculum deep dives, assessment analysis, subject reviews and curriculum audits.
- **Professional development:** identification of staff development needs arising from monitoring, assessment, curriculum reviews and performance development processes.

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- **Document control and improvement:** retention of curriculum plans, assessment records, monitoring evidence, review outcomes and improvement actions in accordance with the school's IMS, including PDCA and CAPA processes.

## 4. Terms and Definitions

| Term / Acronym            | Definition                                                                                                                                                 |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum                | Everything the school deliberately organises for students to learn and experience, including the planned, taught, assessed and experienced curriculum.     |
| Curriculum Intent         | What students are expected to learn and why, including ambition, entitlement, sequence, progression and intended end points.                               |
| Curriculum Implementation | How the intended curriculum is translated into planning, teaching, assessment, resources, experiences and support.                                         |
| Curriculum Impact         | The effect of curriculum implementation on students' attainment, progress, knowledge, skills, application, participation and readiness for the next stage. |
| Extension                 | More demanding learning within a topic or subject area that deepens or extends knowledge, understanding and application.                                   |
| SOW                       | Scheme of Work: a medium-term curriculum planning document setting out intended learning for a topic, unit or sequence.                                    |
| NCfE                      | National Curriculum for England.                                                                                                                           |
| MOE                       | UAE Ministry of Education.                                                                                                                                 |
| KHDA                      | Knowledge and Human Development Authority.                                                                                                                 |
| SLT                       | Senior Leadership Team.                                                                                                                                    |
| MLT                       | Middle Leadership Team.                                                                                                                                    |
| SL                        | Subject Leader.                                                                                                                                            |
| QMR                       | Quality Management Representative.                                                                                                                         |

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|                                    |                                                                                                                                                                                                          |
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| IMS                                | Integrated Management System: the controlled framework for policies, procedures, forms, records, quality assurance, PDCA and CAPA.                                                                       |
| PDCA                               | Plan-Do-Check-Act: the school's continuous improvement cycle.                                                                                                                                            |
| CAPA                               | Corrective and Preventive Action: the controlled process used to address identified non-conformity, root causes and prevention of recurrence.                                                            |
| IEP                                | Individual Education Plan.                                                                                                                                                                               |
| SOD                                | Student of Determination.                                                                                                                                                                                |
| EAL                                | English as an Additional Language.                                                                                                                                                                       |
| AG&T                               | Able, Gifted and Talented.                                                                                                                                                                               |
| EYFS                               | Early Years Foundation Stage (FS1 and FS2).                                                                                                                                                              |
| KS1                                | Key Stage 1 (Years 1-2).                                                                                                                                                                                 |
| KS2                                | Key Stage 2 (Years 3-6).                                                                                                                                                                                 |
| KS3                                | Key Stage 3 (Years 7-9).                                                                                                                                                                                 |
| Long-Term Plan / Year Plan         | The annual curriculum map showing required curriculum objectives, sequence, term distribution, assessment points and key milestones.                                                                     |
| Medium-Term Plan / Term Plan / SOW | A structured plan for a term or sequence of learning that translates curriculum requirements into units, objectives, content, progression and assessment opportunities.                                  |
| Unit Plan                          | A detailed plan for a defined unit of learning. The school uses Understanding by Design (UbD) principles to begin with intended outcomes and evidence of learning before selecting learning experiences. |
| Weekly Plan                        | A short-term plan translating the approved curriculum and unit plan into the intended learning for the teaching week.                                                                                    |

|                                |                                                                                                                                                                                                                                        |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Daily Lesson Plan              | The lesson-level plan showing learning objective/intention, success criteria where appropriate, learning sequence, assessment, adaptation, resources and reflection.                                                                   |
| Learning Objective / Intention | A clear statement of the intended knowledge, understanding or skill students should develop.                                                                                                                                           |
| Success Criteria               | Relevant indicators that clarify what successful learning or performance looks like.                                                                                                                                                   |
| Adaptive Teaching              | Responsive adjustment of pedagogy, explanation, task, resource, questioning, grouping, scaffolding, pace or assessment while maintaining ambitious intended curriculum outcomes, except where formally modified outcomes are approved. |
| Personalised Learning          | Learning provision responsive to individual needs, starting points and barriers through appropriate adaptation, support, intervention or challenge.                                                                                    |
| Curriculum Mapping             | The systematic mapping of curriculum content, standards, sequence, progression, assessment and relevant connections across subjects, year groups and phases.                                                                           |
| Work Scrutiny                  | Systematic review of student work to evaluate curriculum implementation, standards, attainment, progress, challenge, feedback and consistency.                                                                                         |
| Curriculum Deep Dive           | A triangulated quality-assurance review of curriculum intent, implementation and impact using evidence from leaders, teachers, students, planning, student work, classroom practice and assessment information.                        |

## 1. Curriculum Framework and Principles

### 1.1 Curriculum Framework

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The school's curriculum is based on the National Curriculum for England and relevant Cambridge Primary and Lower Secondary curriculum frameworks, with UAE Ministry of Education and KHDA requirements integrated where applicable. The school maintains curriculum maps, schemes of work/progression documentation and planning records that demonstrate coverage and progression across EYFS, KS1, KS2 and KS3.

## 1.2 Curriculum Design Principles

1.3

| Principle                      | School Expectation                                                                                                                                                                                     |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ambition and entitlement       | All students are entitled to an ambitious curriculum with high expectations and appropriate access, support and challenge.                                                                             |
| Breadth and balance            | The curriculum protects appropriate learning across languages, English, mathematics, science, humanities, arts, computing/digital literacy, physical education, UAE mandatory subjects and enrichment. |
| Coherence and progression      | Knowledge and skills are sequenced so that new learning builds securely on prior learning across lessons, units, years and phases.                                                                     |
| Depth and application          | Planning balances curriculum coverage with conceptual depth, enquiry, problem-solving, creativity, independence and transfer to meaningful contexts.                                                   |
| Inclusion and equity           | Barriers are identified and addressed through adaptive teaching, reasonable adjustments, IEP provision and appropriate intervention or extension.                                                      |
| UAE identity and context       | UAE heritage, culture, values, national identity, sustainability, innovation and local context are meaningfully integrated.                                                                            |
| Assessment-informed curriculum | Internal and external assessment evidence is used to evaluate starting points, curriculum effectiveness, gaps, progression and required adaptation.                                                    |

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|                        |                                                                                                                                             |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Future readiness       | The curriculum develops literacy, numeracy, digital literacy, communication, collaboration, critical thinking, creativity and independence. |
| Continuous improvement | Curriculum quality is evaluated through the IMS using monitoring, Deep Dives, audits, PDCA, CAPA and review of impact.                      |

## 2. Responsibilities

### 2.1 Board of Governors (BOG)

- provide strategic oversight of curriculum quality, breadth, balance, compliance, risk and continuous improvement.
- review and approve the Curriculum Policy and associated procedures in accordance with the school's governance and IMS arrangements.
- ensure alignment with the school vision and values, applicable KHDA/MOE requirements and the approved British/Cambridge curriculum framework.

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- receive and challenge termly/periodic SLT reports on curriculum implementation, attainment, progress, inclusion, curriculum risks and improvement priorities.
- review Curriculum Deep Dive and other quality-assurance findings as part of the SEF process.
- ensure curriculum priorities and material findings inform the SEF, SIP/SDP and relevant action plans.
- hold school leadership accountable for the effective implementation and impact of the curriculum. and
- ensure that significant curriculum non-conformities or risks are addressed through appropriate corrective and preventive action.

## 2.2 Quality Management Representative (QMR)

- ensure the Curriculum Policy, procedures and associated controlled documents are maintained within the IMS.
- review and standardise curriculum documents to align with school and applicable regulatory requirements.
- ensure approved curriculum policy and procedures are communicated to relevant stakeholders and that staff receive appropriate induction/training.
- monitor adherence to approved curriculum processes through a documented quality-assurance programme.
- conduct or coordinate Curriculum Deep Dives/internal audits as part of the SEF and quality-management cycle.
- identify gaps, non-conformities and improvement opportunities and ensure they are recorded and assigned for action.
- ensure CAPA is implemented where required, including root-cause analysis, action ownership, deadlines, evidence and effectiveness checks.
- verify implementation of the PDCA cycle and follow up identified issues until closure.
- report material findings, risks, recurring concerns and improvement status to SLT and BOG. and
- support curriculum leaders in using evidence to improve effectiveness and consistency.

## 2.3 Senior Leadership Team (SLT)

- ensure curriculum design and planning comply with approved curriculum and policy requirements.

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- ensure curriculum implementation is consistent across subjects and phases and is supported by high-quality teaching.
- monitor curriculum coverage, sequencing, adaptation, attainment and progress.
- ensure curriculum adaptation supports personalised and inclusive learning without lowering expectations unnecessarily.
- review termly curriculum evaluation and quality-assurance findings.
- ensure identified curriculum priorities inform the SIP/SDP, SEF and Professional Development Plan. and
- hold relevant leaders accountable for agreed actions and follow-up.

## **2.4 Curriculum & Assessment Lead'**

- ensure a coherent and progressive curriculum structure across all phases.
- lead curriculum mapping, progression and alignment across EYFS, KS1, KS2 and KS3.
- oversee the hierarchy of Year Plans, Term/Medium-Term Plans, Unit Plans, Weekly Plans and Daily Lesson Plans.
- ensure alignment with NCfE, relevant Cambridge frameworks and applicable UAE MOE/KHDA requirements.
- monitor curriculum coverage, sequencing and progression of knowledge and skills.
- ensure learning objectives are clearly defined and appropriately sequenced.
- support Subject Leaders and teachers in curriculum planning, implementation and adaptation.
- oversee integration of UAE culture and values, cross-curricular links, enrichment and real-life application.
- lead Curriculum Deep Dives and whole-school curriculum evaluation with relevant leaders.
- use assessment evidence, curriculum reviews and stakeholder feedback to identify priorities and improvement actions. and
- ensure curriculum findings contribute to SEF, SIP/SDP and professional learning priorities.

## **2.5 Heads of Phase and Subject Leaders**

- lead subject/phase curriculum planning and ensure consistency with approved curriculum maps and progression expectations.
- review and approve planning at the agreed levels and provide developmental feedback.
- monitor curriculum coverage, assessment opportunities, cross-curricular links, UAE integration and real-life learning.

- monitor implementation through planning scrutiny, learning walks/observations, work scrutiny, student discussions and assessment evidence.
- review Unit Plans using the approved UbD Planning Checklist.
- complete required termly curriculum audit, gap analysis and curriculum review records.
- identify curriculum gaps, duplication, pacing concerns or inconsistent implementation and ensure appropriate follow-up. and
- support transition and continuity between year groups and phases.

## 2.6 Teachers

- plan in accordance with the approved hierarchy: Year Plan -> Term/Medium-Term Plan -> Unit Plan -> Weekly Plan -> Daily Lesson Plan.
- align learning objectives/intended outcomes with the approved curriculum and use clear success criteria where appropriate.
- deliver engaging, appropriately challenging learning that meets the needs of all learners.
- use assessment evidence to adapt teaching and support attainment and progress.
- review student profiles, IEPs and relevant assessment information before planning units and lessons.
- implement approved reasonable adjustments, language support, intervention and challenge.
- maintain required planning and curriculum records and submit them within agreed timelines.
- reflect on curriculum implementation and use evidence to improve subsequent planning.

## 2.7 Inclusion / SENCO and Specialist Support

- support early identification of barriers and additional learning needs.
- provide relevant student information, IEP targets, reasonable adjustments and strategies to inform curriculum access.
- support teachers in adapting resources, pedagogy and assessment while maintaining intended curriculum outcomes unless modified outcomes are formally approved.
- monitor access, participation, attainment and progress of identified students. and
- work with families and relevant specialists where appropriate.

### 3. Core Policy Requirements

- The school will maintain a coherent curriculum planning hierarchy from annual curriculum mapping to daily lesson planning.
- Curriculum expectations and intended outcomes remain ambitious for all learners. access is supported through adaptive teaching and reasonable adjustments, except where an approved individual plan specifies modified outcomes.
- Curriculum planning will be informed by assessment evidence, student profiles, progression expectations and identified learning needs.
- Unit planning will use the school's approved UbD approach and begin with intended learning outcomes and evidence of learning.
- Curriculum implementation will include meaningful opportunities for critical thinking, creativity, collaboration, independent learning and real-life application.
- UAE culture, heritage, national identity, values, sustainability and innovation will be integrated meaningfully where relevant.
- Curriculum quality will be monitored through triangulated evidence rather than planning documentation alone.
- Curriculum changes will be controlled, reviewed and approved at the appropriate level.
- Quality findings will lead to documented action, follow-up and, where required, CAPA.
- Curriculum evidence and controlled documents will be retained in accordance with IMS requirements.

### 4. Accountability and Quality Management

Curriculum accountability operates through the school's Integrated Management System. The Board of Governors retains strategic accountability. SLT and the Curriculum & Assessment Lead are accountable for effective implementation and improvement. QMR provides quality-management oversight. middle leaders monitor subject/phase implementation. and teachers are accountable for accurate planning and effective curriculum delivery.

#### 4.1 PDCA Cycle

| PLAN                                                                                                                                                       | DO                                                                                                                  | CHECK                                                                                                                                                | ACT                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Confirm curriculum requirements, learner needs, maps, sequence, resources, assessment points, inclusion arrangements and controlled planning expectations. | Implement the approved curriculum through teaching, assessment, adaptation, enrichment and required record keeping. | Evaluate curriculum coverage, implementation, student work, attainment, progress, inclusion, voice and compliance through monitoring and Deep Dives. | Standardise effective practice, amend curriculum/plans, provide professional learning, address gaps, raise CAPA where required and verify improvement. |

#### 4.2 CAPA

CAPA will be used where monitoring identifies a material or recurring curriculum non-conformity, significant curriculum gap, repeated failure to implement an agreed requirement, significant inequity of access, uncontrolled curriculum change or failure of a previous action. CAPA records should identify the issue, immediate containment where required, root cause, corrective/preventive action, responsible owner, deadline, evidence and effectiveness check.

#### 4.3 Evidence and Reporting

Quality evidence may include curriculum maps and plans, coverage records, assessment information, student work, learning walks/observations, work scrutiny, student/teacher/parent voice, Curriculum Deep Dive records, curriculum audits, gap analyses, review reports, transition evidence, professional development records, PDCA records and CAPA. Material findings are reported through the agreed leadership and governance channels and inform SEF, SIP/SDP and professional development priorities.

### 5. Policy Review and Update

This policy will be reviewed annually, or earlier where there is a material change to curriculum, regulatory, inspection, school or quality-management requirements. The Curriculum & Assessment Lead coordinates content review. QMR verifies document control and quality requirements. SLT

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reviews implementation and proposed amendments. and the Board of Governors approves/ratifies the policy in accordance with the school's governance arrangements.

## 6. Related Forms and Documents

The following source-policy documents and forms are retained as related controlled documents. Existing codes must remain unchanged where assigned:

| Document                            | Format     |
|-------------------------------------|------------|
| Marking and Feedback Policy         | 4AD.17     |
| Inclusion Policy                    | 5IWD.01    |
| AI Use Policy                       | 5AD.23     |
| Year Plan Format                    | F001       |
| Term Plan Format                    | F002       |
| Unit Plan Format                    | F003       |
| Daily Lesson Plan Format            | F004       |
| Curriculum Planning Scrutiny Format | F005       |
| Curriculum Audit Deep Dive          | F007       |
| Curriculum Review Report Format     | F006       |
| IEP Template Form                   | 5IWD01-F04 |
| Teacher Reflection Template         | F008       |
| Gap Analysis Matrix                 |            |

## 11.References

The school will maintain current official reference documents within its controlled curriculum/quality system. The source policy references Development Matters, the National Curriculum for England, Cambridge International curriculum materials, KHDA curriculum requirements and KHDA mandatory-subject requirements. Current official versions should be verified during annual policy review.

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