

Curriculum Policy-Full School

[Please also reference the Values Policy.](#)

1. The Ethos of Teaching and Learning at Cranleigh Abu Dhabi

Our aim is for all of our pupils to:

- Maximise their academic potential.
- Foster a love of learning through the provision of a broad, stimulating curriculum that is taught with enthusiasm.
- Develop the 21st century skills required to work successfully, both independently and collaboratively that can be applied throughout school, university and beyond in a world where the workplace is set to change at an astonishing rate.
- Benefit from innovation within our curriculum and our delivery of it.
- Appreciate that reward and achievement comes from hard work and determination; worthwhile things rarely come easily.
- Benefit from and appreciate a holistic education.

This is delivered in the style of a UK independent school. Specifically, Cranleigh UK, who work closely with us and whose name we use under licence. Cranleigh UK has always enjoyed the freedom to cherry-pick from what is best in the prescribed UK National Curriculum and in other international teaching methodologies, whilst retaining an individuality which complements the needs of our pupils. At Cranleigh we are not passionate about any particular curriculum model but we are passionate about learning and we believe wholeheartedly that a balanced curriculum equals a balanced child. Parents support this model in entrusting us with their child's education, and expect us to deliver the same excellence within the context of an overseas setting. Whilst we have pupils from a range of backgrounds and ability, in preparing pupils for (I)GCSE, A level and BTECs, we are delivering a curriculum similar to that of Cranleigh UK (which starts at Year 3). In Pre- Prep we provide a balanced curriculum, based on the EYFS/National Curriculum of England and Wales. Our curriculum is modified to reflect our location

Curriculum Policies

and the needs of local pupils. The Pre-Prep (FS1 to Year 2) and Prep School Curriculum (Year 3 to Year 6) is very much a prescribed 'Cranleigh' curriculum, as is the curriculum in the Upper Prep and Lower Senior School (Years 7-9). This gives way to a traditional (I)GCSE (Years 10 and 11) and then Sixth Form Curricula (for Years 12 and 13), with pathways developed to best meet the needs and abilities of the individual pupil.

We aim to work with local schools to raise the standards of education in Abu Dhabi (with ADEK) and to liaise with other independent schools in the region to share opportunities and best practice.

1.1 Planning and implementing the curriculum

The Whole School Curriculum embraces opportunities for embedding key speaking, listening, literacy and numeracy skills alongside a host of 21st century skills. We want our pupils to be active, compassionate and lifelong learners and in order to do this the curriculum and how it is taught must be significant, relevant, challenging and engaging. Teachers are entrusted to develop and deliver the curriculum in their own disciplines, but they are encouraged to try to plan each unit with an awareness of cross-curricular links with other subjects: There should be a concurrency of learning where possible so that subjects are not studied in isolation; instead, meaningful connections should be established to reinforce lessons learnt in other subjects at different stages.

1.2 Steps to help all pupils achieve.

Teachers are encouraged to:

- Create a classroom environment that encourages success.
- Articulate clear expectations of pupil performance.
- Put the pupil at the centre of the learning and allow tasks to be tailored to meet specific interests.
- Model excellent work.
- Encourage cooperation.
- Foster motivation.
- Celebrate the diverse talents of the pupils.

- Constantly re-evaluate their lesson planning and improve upon existing plans.

1.3 A supportive classroom climate is critical to pupil's achievement because:

- It fosters achievement because pupils are more willing to stretch themselves in new directions.
- Fear of failure or embarrassment is not an issue.
- It gives pupils permission to be bold, daring and creative.
- There is respect for the learning process.
- There is a high level of trust between and among pupils and teachers.

2. The Organisation of the Curriculum

2.1 Administrative structure:

In order to meet the teaching aims outlined in section 1 the curriculum needs to be delivered and managed within a cohesive structure. This structure should ensure pupils benefit from a progressive and planned curriculum tailored to the ethos of teaching and learning at Cranleigh Abu Dhabi.

To this end the school is divided into three schools listed below. Each school's SMT, consisting of representatives of each of these schools, provides the forum for debate on whole school curriculum directives. Additionally, these discussions are informed by the AVG, PVG and OVG.

Pre- Prep FS1 Nursery to Year 2

Prep School Years 3-8

Senior School Years 9-13

2.2 Academic structure within the School

A standard form structure throughout the school is allied with an academic structure which best suits academic progression within the staffing and curriculum parameters. This ranges from mixed ability class teaching, to streaming/ setting in the Prep and Senior School.

2.3 Timetabling and subject teaching allocation:

A member of the SMT is responsible for the timetabling of the curriculum from Year 3 as well as the specialist subjects in Pre-Prep. An extensive consultation process involving the SLT, the SMT and Heads of Department precedes subject teaching allocation and staffing throughout the school. The Head of Pre-Prep is responsible for timetabling FS1 to Year 2.

Curriculum Policies

Curriculum Policy-Pre-Prep School

We work towards our aim through providing a challenging and stimulating learning environment, based on the Early Years Foundation Stage Curriculum and National Curriculum of England and Wales, with some modifications to take into account our international setting and international body of children. Our creative approach to curriculum development is designed to enable all children to reach the highest possible standard of personal achievement.

We acknowledge that children learn in many different ways and styles; we recognise the need to develop strategies that allow all children to learn in ways that best suit them, be they visual, auditory or kinaesthetic learners. Multiple intelligence/VAK learning and different learning styles are taken into account when planning children's learning.

All classes are mixed ability and lessons are differentiated in each class. There are specialist lessons for Music, P.E. and Arabic. Muslim children have lessons in Islamic Studies and Social Studies from Year 2 while the rest of the class have focussed activities. Arabic and Islamic Studies are split into native and non-native sets.

Teaching in Pre-Prep is via a cross-curricular, creative curriculum approach through termly topics. Curriculum Overviews are shared with parents half termly via the VLE.

Phonics learning is delivered in dedicated lessons through the Read, Write, Inc' programme from FS2 to Yr2. Reading is further supported through the use of Bug club and Big Cat reading schemes with a minimum of 2 books being sent home every week for each child to read. Children are heard read by their class teacher at least once a week through individual, guided group sessions or whole class reading. Talk 4 Writing is used from FS2 to Yr2 to support the development of writing along with modeled and shared writing sessions.

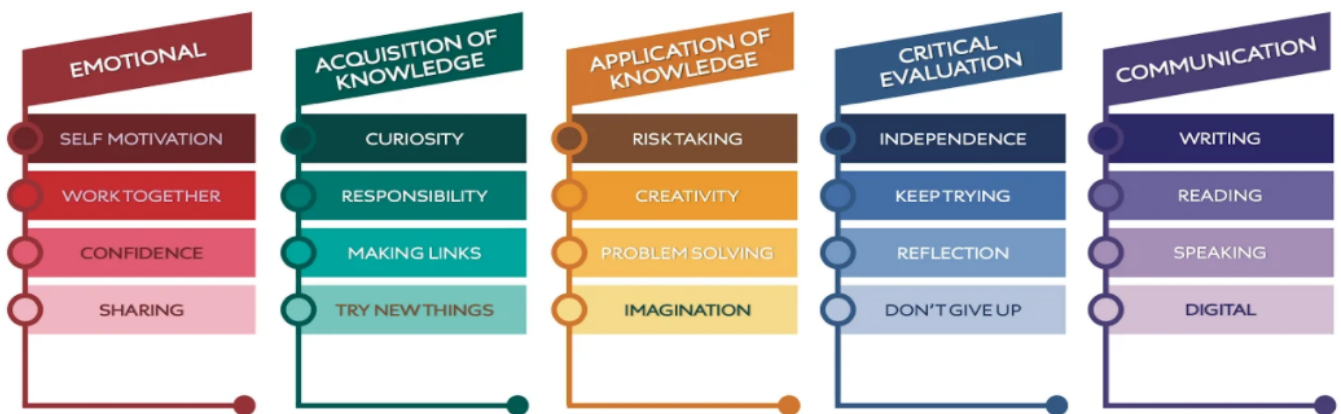
Talk 4 Writing enables children to develop their vocabulary, oral language and spoken skills whilst also supporting them with the structure for some of their writing.

Curriculum Policies

Maths learning is supported by the Power Maths scheme which provides a clear structure for the teaching of Maths concepts, allowing for progression and depth in learning. As far as possible, we follow the CPA (concrete, pictorial, abstract) method for the teaching of Maths to ensure concepts are fully understood before children are moved on.

Skills Curriculum

In order to develop lifelong, independent learners we teach children a number of skills alongside traditional curriculum content. Skills such as team-work, problem solving and independence, are introduced in all year groups through our Pre-Prep Skills curriculum.



Version: 2
 Reviewed by: Head of Pre-Prep School
 Final reviewed by:
 Reviewed: 14/06/22
 To be reviewed by: 31/08/2023

Curriculum Policy - The Prep School

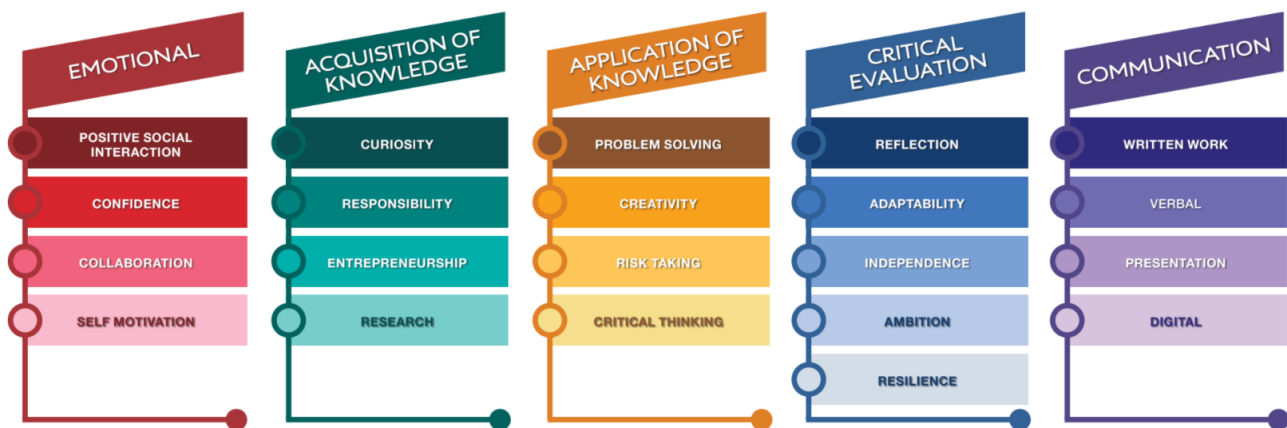
Introduction

In the Prep School, the Cranleigh “Skills Based Curriculum” sits alongside and runs through each subject area of the taught curriculum. This combination is fundamental to our teaching and learning. It focuses on preparing students for the next stage of their education as active learners, as well as building knowledge. We strive to develop skills such as analysis, questioning, hypothesising, resilience, tenacity, empathy and kindness.

Skills Curriculum

In order to ensure that we were able to help our pupils to become lifelong learners, our more rounded curriculum seeks to ensure that knowledge and skills are taught alongside each other, with the emphasis on applying skills as we learn.

The Cranleigh Skills curriculum is built on five pillars:



By focussing on these critical skills in all subjects, we aim to ensure that our pupils are able to:

- tackle abstract problems;
- be team workers;
- distinguish good information from poor information;
- take more ownership of their own learning.

All of these enable our students to become active and informed citizens within a new global knowledge economy. Alongside this, the skills curriculum facilitates opportunities for pupils:

- to work collaboratively with a diverse range of people.
- to be adaptable in any given situation.

Curriculum Policies

- to be effective communicators both orally and in the written form.
- to be able to access and analyse information.
- to work with curiosity and imagination asking the right questions.
- to be able to solve problems creatively.

Our skills curriculum is fluid and will evolve over time, as we constantly review and improve it. We are acutely aware that we are preparing our students for their futures; we are building their personal, social, emotional and intellectual capacity.

Years 3 and 4

Years 3 and 4 use a 'creative curriculum' to educate our pupils. There is a commitment to enquiry, how best to learn and the application of effective assessment. Secondly, this pupil-centred academic approach is augmented and underpinned by personal and social education that is central to the *enquiry-led* approach.

- *Enquiry-Based learning*: the curriculum offers a dynamic balance between the acquisition of essential skills and knowledge and the search for meaning. By starting with the pupils' prior knowledge and connecting with their search for meaning they are able to promote real and deep understanding.
- *Focused assessment tasks*: the success criteria are made explicit at the start so assessments are easy to manage.
- *Emphasis on presentation skills*: pride in outcomes is an essential ingredient of the curriculum and display is very important.
- *Citizenship and global dimension is key*: there is an emphasis on reflection and moral choice as well as learning. We are concerned with the whole child and their place in the wider world. Multiple intelligences and learning styles are used as tools to promote a sense of community, creativity and personal growth.

In Years 3 and 4 there are mixed ability classes. Maths lessons are timetabled together to allow for setting. The form teachers in Years 3 and 4 teach the majority of lessons to their form in their form room. However ICT, French, Art, Drama and Music *may* all be taught by other members of staff in other locations on the school site.

Year 5

Year 5 is an important 'transition year.' Students continue to have a form teacher, who teaches them English and Humanities, as well as being their tutor, while the pupils follow a Senior School style timetable, where they travel around the School for many lessons and are taught by many subject specialist teachers.

Curriculum Policies

The approach of form tutors teaching English and Humanities ensures that tutors have a solid grasp of each child's development and achievement. Understanding a child's development in English provides teachers with huge insight into each child's wider intellectual development. The Humanities lessons can have additional depth, such as the benefits of themed events (Roman Day and Egyptian Day), as well as the opportunity to reinforce and develop the skills taught in English during Humanities lessons, continuing to use the principles of the 'creative curriculum.'

For Maths, children are set by attainment and they visit different teachers on the corridor for their maths lessons. Science, Modern Foreign Languages, Arabic, Art, Design Technology, Computer Science, Drama, Dance, Music and PE are taught by specialist Art teachers.

Years 6 to 8

Year 6 is similar to Year 5 but students are exposed to more subject specialist teaching. Tutors teach English to their tutor groups and all other subjects are delivered by subject specialists. From Year 7, pupils are taught fully by subject specialists and move around the School as they travel from subject to subject. Subject specialist teaching gives the pupils the opportunity to flourish and offers more responsibility at a younger age. Here we move slightly away from the creative curriculum (there are still many cross-curricular links, but the Topic approach is not evident) to more discrete teaching. Geography and History are taught as Humanities, which also includes the ADEK Curriculum for Social Studies. Setting in these year groups takes place for Maths, English, Arabic, Science, and Modern Foreign Languages.

In their final two years in the Prep School, pupils in Years 7 and 8 are prepared for their smooth transition into the Senior School.

Curriculum Policy-Senior School Supplement

Introduction

In the Senior School, the curriculum is driven by public examination and university entrance needs and the fact that Cranleigh Abu Dhabi is a British Curriculum School. In addition, ADEK Curriculum requirements are adhered to.

Whilst Cranleigh's pupils come from a variety of educational systems and will wish to study at a variety of universities systems around the world, a school cannot cater for every curriculum. Parents choosing Cranleigh Abu Dhabi do so in the knowledge that it is a British Curriculum school. UK school qualifications are recognised by universities globally so, for example, A levels are valued highly by US universities.

Year 9

The aim of the Year 9 curriculum is to prepare pupils for (I)GCSEs. Heads of Department are responsible for devising a curriculum suitable to bridge the gap from prep school to (I)GCSEs.

In all subjects, it will be advantageous to make a "soft start" on (I)GCSE courses, but Heads of Department need to be mindful of the fact that there is usually an influx of pupils from other schools in Year 10. There are opportunities for early (I)GCSE entry for native speakers.

From Term 2, Year 9 students are guided towards (I)GCSE options choices via the core curriculum.

Years 10 and 11

Most subjects follow IGCSE specifications, often being the most appropriate Level 2 qualification for international schools for a variety of reasons. Heads of Department regularly review options and put forward a proposal for change, to the Senior Academic team, if required. Students in year 10 and 11 follow our skills curriculum with one dedicated session per week to develop skills and complete future focused activities. Year 11 explore Sixth Form options via this curriculum in term 2.

The current (I)GCSE Options Guide details which subjects are available along with details of all compulsory subjects, options, levels and any selection criteria. This balance of compulsory and option based subjects ensures that pupils meet the requirements of MofE Equivalency. This guide is updated each year during Term 2, preceding an Options Evening for Year 9 pupils and parents.

Curriculum Policies

Years 12 and 13

Cranleigh offers a range of A levels and BTECs in the Sixth Form, along with the completion of EPQ or capstone project for all Year 12 students. All year 12 students will partake in the sixth form core curriculum from September 2021 with the view to creating a holistic and immersive experience for students to engage with and connect their curricular studies to.

The current Sixth Form Information booklet details which subjects are available along with information of exam boards, course options, and any selection criteria. This guide is updated each year at the end of Term 1, preceding Year 11 options consultation meetings.

Core Curriculum

AIM - To build upon the foundations already established as part of our current Senior School offerings.

RATIONALE - Our intention is to formalise our offering into a core curriculum of study, to ensure a holistic and immersive experience for our students, equipping them with the necessary skills and preparing them fully for life after Cranleigh.

Senior Core Curriculum - A three year programme with a phased introduction. Beginning with the Year 9 cohort for the Academic Year 21/22. Students will gain a Philosophy and Higher Project Qualification (HPQ), GCSE qualifications.

Sixth Form Core Curriculum - A four term programme where students will gain an Extended Project Qualification (EPQ) and a certificate of completion as part of our graduation requirements

[Further details](#)

Other National Curricula

Where pupils wish to study for additional qualifications, such as the SAT exam or EMSAT examinations, for example, Cranleigh offers a range of support materials and resources but do not facilitate the delivery of preparatory programmes, as we are a British international school.

Version: 4

Reviewed by: Head of Senior School & Vice Principal

Final reviewed by: 14/06/2022

Senior Reviewed: 23/06/2021 DH & AH of Senior

To be reviewed by: 31/08/2023