

Curriculum Policy-Full School

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

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 through stretch and challenge.

- 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 Deputy Head of Pre-Prep is responsible for timetabling FS1 to Year 2.

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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. We have created a bespoke Cranleigh EYFS curriculum with 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.

In Pre-Prep, we aspire to help children grow into independent global citizens, nurturing their curiosity and developing their life skills. We want them to be confident and happy learners, valued in our school community and ultimately becoming their best selves.

Curriculum Delivery

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 from Year 1.

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 newsletter with a weekly round up of learning shared on Seesaw each week.

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 reading scheme books with a minimum of 4 books being sent home every week for each child to read. Children are heard read by their class teacher at least twice a week through individual, guided group sessions or whole class reading.

Maths learning is supported by White Rose scheme which provides a clear structure for the teaching of Maths concepts, allowing for progression and depth in learning. KS1 Maths has reviewed and units reordered to allow a spiral curriculum with number units being taught across all three terms. 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. Problem solving lessons are embedded into weekly planning to support independence, enquiry and application of knowledge.

Planet Grammar has been developed in KS1 to support the teaching and learning of grammar skills. Each grammatical feature has been given a child friendly symbol (alien) to aid the children in learning and applying each skill in their writing.

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 which has been developed with age appropriate language used.



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Curriculum Policy - The Prep School

Introduction

In the Prep School, the thematic curriculum is integrated with the Cranleigh “Skills-Based Curriculum”, where various subjects are taught around a common theme. This combination is fundamental to our teaching and learning, as it prepares students as active learners for the next stage of their education while building their knowledge.

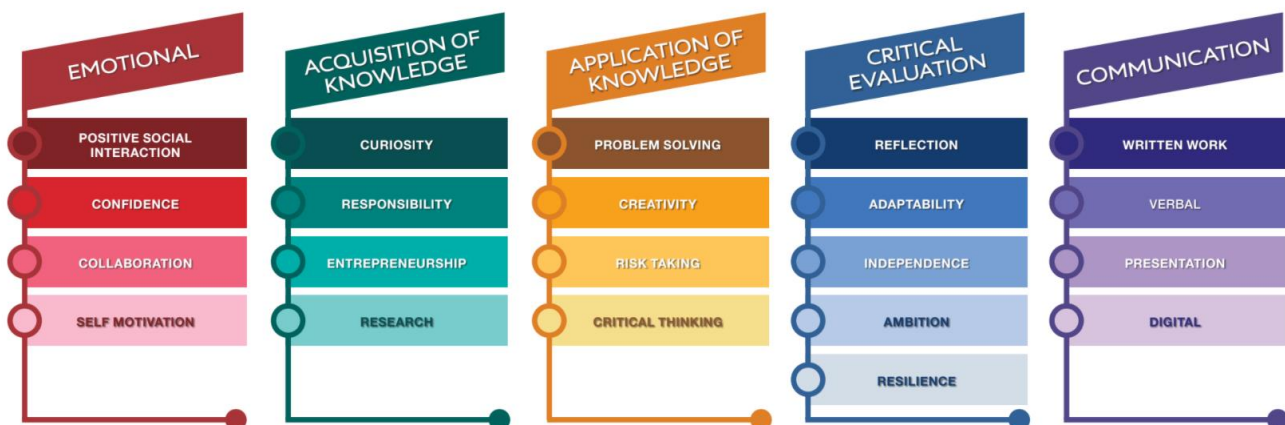
Each subject retains its distinct content and skills, but lessons are designed to interconnect, allowing students to explore the theme from multiple disciplinary perspectives and apply their learning to real-world contexts. Our goal is to create a ‘roadmap’ for students that offers immersive curriculum experiences, fosters the development of essential soft skills, and encourages deliberate connections between subjects. We strive to nurture skills such as analysis, questioning, hypothesising, resilience, tenacity, empathy, and kindness, ensuring our students grow into well-rounded individuals.

A thematic curriculum differs from cross-curricular links in its integration depth and focus. While a thematic curriculum organises all subjects around a central theme, maintaining their distinctiveness but interconnecting them through the theme, cross-curricular links involve occasional connections between subjects to enhance learning without a unifying theme. Thematic curricula provide a cohesive, immersive learning experience, whereas cross-curricular links are more about complementary overlaps between subjects.

Skills Curriculum

To support our pupils in becoming lifelong learners, our well-rounded curriculum emphasises the integration of knowledge and skills with a strong focus on applying those skills throughout the learning process. Our Skills Curriculum is embedded within the thematic curriculum, ensuring that our pupils develop the skills associated with the characteristics of a Cranleighian.

The Cranleigh Skills Curriculum is built on five pillars:



By concentrating on these critical skills across all subjects, we empower our pupils to:

- Tackle abstract problems

Curriculum Policies

- Collaborate effectively as team members
- Distinguish between reliable and unreliable information
- Take ownership of their own learning

These skills enable our students to become active and informed citizens in the evolving global knowledge economy. Additionally, the skills curriculum provides opportunities for the pupils to:

- Work collaboratively with a diverse range of individuals
- Adapt to various situations
- Communicate effectively, both orally and in writing
- Access and analyse information critically
- Approach learning with curiosity and imagination, asking insightful questions
- Solve problems creatively

Our skills curriculum is fluid and will evolve over time, as we continually review and enhance it. We recognise that we are preparing our students for their futures by developing their personal, social, emotional and intellectual capacities.

Subject Specialists Year 3-6

Whilst most of the curriculum is taught by the class teacher from Year 3 upwards, elements of the curriculum are delivered by specialists, this will include Arabic, PE, Islamic Studies, French, Drama, Art and Music.

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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.

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

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Senior Reviewed: 03/10/24 DH & AH of Senior

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