



NEW INDIAN MODEL SCHOOL SHARJAH

CURRICULUM REVIEW AND ADAPTATIONS POLICY

1. Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Aims specific to secondary schools:
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals.
- Provide a broad curriculum prioritising a strong academic core of subjects.
- Develop pupils' independent learning skills and resilience, to equip them for higher education and employment.

Early Years Stage 1:

- Promote the learning and development of our youngest children and ensure they are ready for Kindergarten.

There are eight early years Learning Goals, the 4 prime and 4 specific areas of learning. Prime areas:

- Communication and Language Development
- Physical development
- Personal, Social and Emotional Development
- Fine motor/Life skill Development.

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

● **Phase 2 (GR1 to GR5)**

- All class lessons are based on the National Curriculum Framework of India. The focus on the majority of curriculum being that of the core subjects: English, Mathematics and Science. All other areas are integrated through learning themes. Scheme of Work ensure that all objectives are taught throughout the year. Learning is differentiated and aspirational. The expectation is outstanding progress, to ensure that there is outstanding attainment for all.

Core subjects • English • Mathematics • Science

- Connected Curriculum • Moral Education • Creative and Innovative Activities

Specialist Subjects: • Arabic • Islamic Studies • PE •

Second language: Hindi, Malayalam, Urdu, Bangla, Tamil

- **Thematic and Text-Rich Curriculum:** Our school curriculum is connected through themes and texts. We ensure a full coverage of the learning objectives, with clear mapping, encourage our learner to make links and build on prior learning, in turn, this allows for aligning the curriculum vertically. Our text rich curriculum is available in a child friendly display, in each Phase; this allows learners to visualize

how their learning grows, how ideas and themes link throughout our curriculum and everyday learning.

- **Secondary Curriculum** –CBSE and Kerala Board

We place high value on our curriculum being balanced and stimulating, fostering an academic culture which encourages learners to become independent enquirers and thinkers, learners who read widely, challenge and question. We aim to develop character in our learners by ensuring our provision, both curricular and extra-curricular, fully engages them in their learning and that learners are confident in developing and applying a range of skills which will ensure they can further their knowledge and enthusiasm across the academic. The following subjects are taught:

- **Science Stream:**

English • Mathematics • Science (including Biology, Chemistry and Physics) • Arabic and Special Arabic • Islamic Studies • Social Studies • Moral Education • Information and computer Technology • Physical Education.

- **Commerce Stream:**

Business Studies, Economics • Computer Science • Information Computer Technology • Physical Education

2. Legislation and guidance

- Each Phase has curriculum overviews that are adapted and evolve to meet the requirements of the CBSE Curriculum and Kerala Board curriculum, NAP expectations and global context. These are regularly reviewed and adapted by teaching staff. Details of the main content and topics taught each term are provided for parents in the form of Phase specific Scheme of work.

National Agenda- UAE Vision 2021 The National Agenda aims for all schools to be innovative and has set as a target that our learners rank among the best in the world in reading, mathematics and science exams, and to have a strong knowledge of the Arabic language. We acknowledge the National focus of the UAE being within the top 20 countries of the PISA and in the top 15 countries for TIMSS assessments by 2021. Moral Education is also a statutory part of the curriculum and is taught in an imaginative way to help learners become more globally aware and develop independent skills. It is also compulsory that learners, study the MOE curriculum for Arabic and in the same way Muslim learners will study the MOE curriculum for Islamic.

3. POLICY STATEMENT

This policy upholds and reflects the School's Vision, Mission and Objectives, of 'Developing resilient and morally upright leaders who strive for excellence'.

The Curriculum review policy establishes the standards for initiating, reviewing and recommending curricular adaptations in programs at the school, keeping in mind the strengths and needs of individual students and transition of students to the world of work and future education.

The Curriculum review and modification is conducted as follows:

- Needs assessment through data collection from Internal and External assessments, feedback of teachers, lesson observations and feedback from students and parents.
- Analysis of the collected data.
- Systematic Professional development program linked to content design.
- Review and modification of Curriculum.
- Systematic Professional development program linked to content delivery.

The Curriculum followed at New Indian Model School, Sharjah, is guided by

- The Syllabus for the year,
- Scheme of work,
- Individualized Education Plan for SEND students
- ALP for high achievers,
- Annual Assessment Plan,
- Blueprint for the Periodic and Term exams
- Model paper for the Periodic and Term exams
- Action plan based on Internal and external assessments

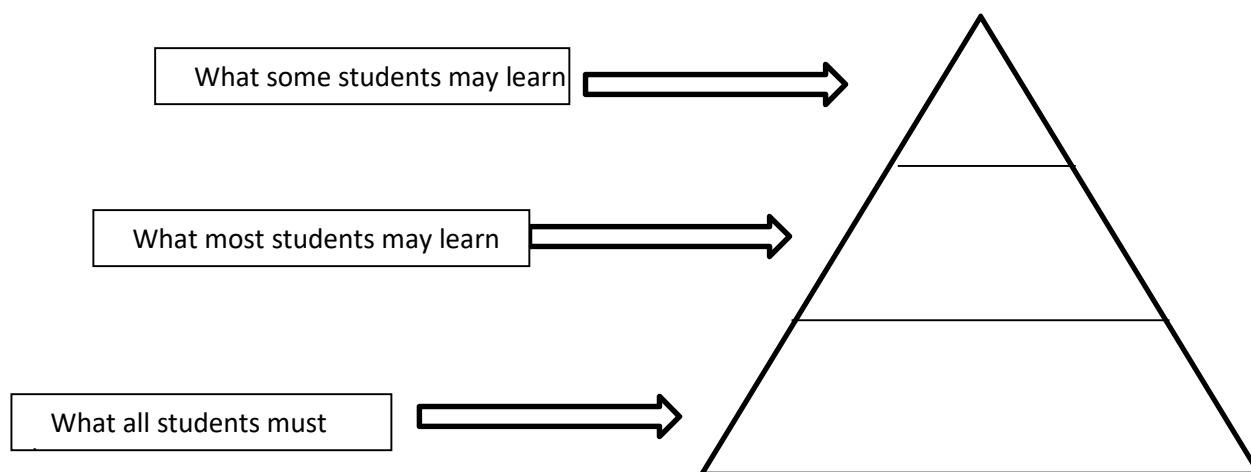
Significance of Curriculum Adaptation

- a) Curriculum adaptation is a form of reasonable accommodation as mandated by the UNCRPD 2006, which facilitates the teaching-learning process when there are students with learning difficulties in the mainstream classroom.
- b) Curriculum adaptations are made to simplify and reduce the content so that learners with difficulties can absorb the most critical part of the curriculum.
- c) Adaptation of the curriculum ensures that all learners get access to quality and meaningful learning experiences.
- d) Children with learning difficulties do not feel excluded when it comes to understanding the subject matter.

Individual Accommodations and Modification Plans:

There are nine types of adaptations:

- Input- Provide multiple experiences with materials for different learning styles (visual, auditory and kinesthetic learners)
- Output- Flexibility in assessing and evaluating learning outcome by providing alternatives to written assignments/ tests.



- Size of the content- The content may be reduced the most critical portions and some parts may be omitted to ensure maximum learning of each child. Planning of the content to suit pupils needs may be best described using the pyramid mode.
- Time- Reduce number or nature of questions or give extra/ extended time to complete assignments and tests. Give frequent breaks and additional

instructional time.

- Difficulty level- By understanding the limitations and difficulty level of a student, appropriate aids and support can be used to help overcome or reduce the difficulty to ensure maximum learning.
- Participation- Activities done in the classroom must ensure active and equal participation of all the students.
- Level of Support- Level of support will depend on the nature of difficulty faced by the student in terms of physical, cognitive or sensory issues.
- Alternative Goals- Goals or objectives are changed though the content taught is the same. It is sometimes referred to as functional curriculum as it usually involves the acquisition of —life skills.
- Substitution of the curriculum- The intended curriculum is replaced by an easier one. This is usually practiced in special schools.

Nine Types of Adaptions

Input

Adapt the way instruction is delivered to the learner.

For example:

Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.

Output

Adapt how the learner can respond to instruction

For example:

Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.

Time

Adapt the time allotted and allowed for learning, task completion or testing.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:

Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.

Level of Support

Increase the amount of personal assistance with specific learner.

For example:

Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.

Size

Adapt the number of items that the learner is expected to learn or compete.

For example:

Reduce the number of social studies terms a learner must learn at any one time.

Degree of Participation

Adapt the extent to which a learner is actively involved in the task.

For example:

In geography, have a student hold the globe, while others point out the locations.

Alternate Goals

Adapt the goals or outcome expectations while using the same materials.

For example:

In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.

Substitute Curriculum

Provide the different instruction and materials to meet a learner's individual goals.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

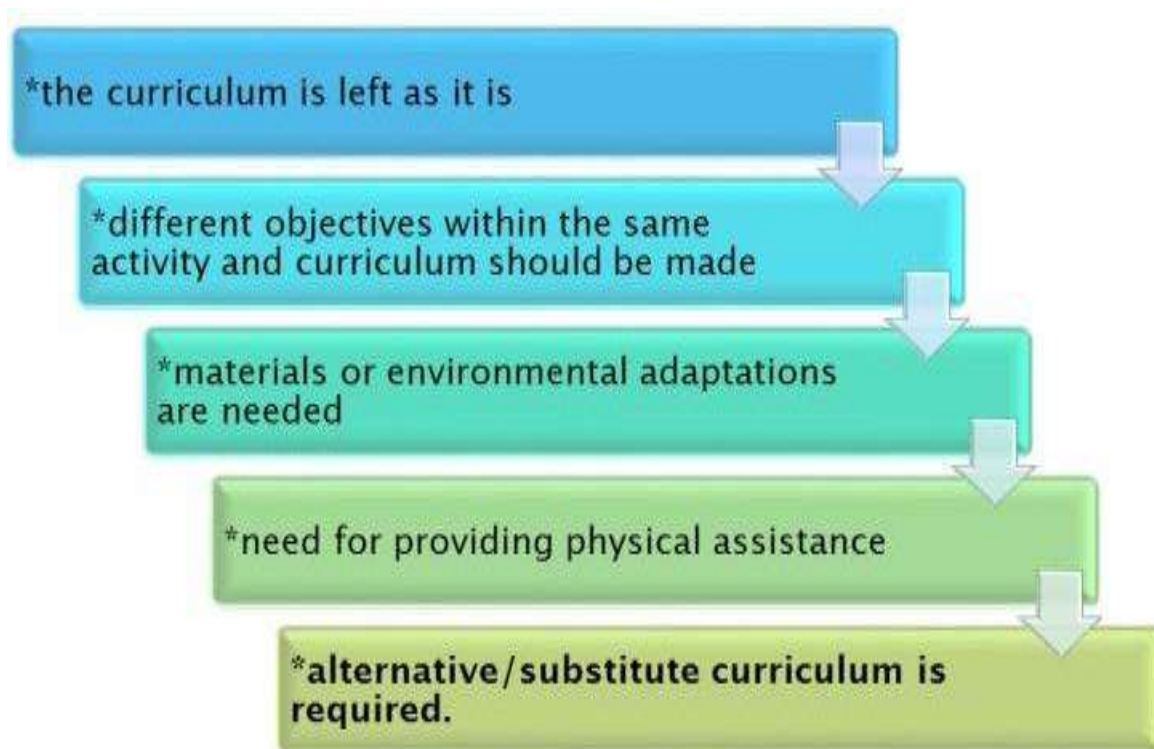
From: Ebeling, D.G., Ed.D., Deschenes, C., M.Ed., & Sprague, J., Ph.D. (1994). *Adapting curriculum and instruction*
The Center for School and Community Integration, Institute for the Study of Developmental Disabilities.

Student Level Support:

Individual education planning is an intervention program for students with learning difficulties and guides the therapist for evaluating student learning and student support. An IEP is an important tool to help list down the adaptations required for a child with learning difficulties. Basic principles of an IEP

- a) Educational needs are central
- b) Evaluating interactions
- c) The teacher matters
- d) Effective approaches are chosen
- e) Strengths-based collaborative approach
- f) Systematic and transparent

After an IEP is made, it is important to check if the student can learn, if



Curriculum Adaptation Practice at school:

Curriculum Adaptations	Accommodations	Modifications	Differentiation	Concessions
Phase-1	Reduce quantity of content according to individual's needs of students			
	Provide extra time and guidance until task completion			
	Flexibility in taking student's responses like oral, identifying the materials with finger pointing and written material	Training on Life skills: Independence in Eating Independence in dressing		
	Line chart Number chart for guidance	Training in fine motor skills: clay, dough, crayons, paper tearing, pasting, finger printing		
Phase-2	Allow students with disabilities to participate in inclusive environments and by compensating for learners' weaknesses. Alter the instructional arrangement. Alter the physical or social environment. Alter methods and materials. Alter the process or task. Alter the level of personal assistance.	Make content easier to learn by giving students enhanced texts in which key parts are highlighted, pictures or symbols are added, and/or text is enlarged. Have student follow written, pictorial, or audio- recorded task steps	Give student the option of using the same materials as the rest of the class, but in a different way. i.e. On a math worksheet, the student can locate and mark certain	Give students the choice to sit at a table instead of a desk (or vice versa). Let students with sound sensitivities work in a particular part of the classroom, such as a —quiet space or study carrel.

	they have to write Short answers or objective based questions	in different ways, such as maps, pictures, drawings, objects, or videos. Use graphic organizers to arrange key points in a way in which students can easily grasp.	reading level and/or interests.	
	Project works Providing critical thinking or higher grade level questions to solve.			

Phase-3&4 Children with Individualized Educational Plan	Subject: English and language dominant subjects 1. Summary of the lesson what it actually means (spoilers) 2. Do not assume that the child knows 3. Use flash cards wherever necessary (may be each stanza or each paragraph) 4. Do not use cursive writing while writing on the board 5. Help them understand the content. 6. Help them complete assignments. 7. Help them improve their English. 8. Help them feel included and comfortable.			CBSE Board Provisions 1. Scribe provision 2. Adult prompter 3. Provision to use calculator Kerala Board Provisions 1. Extra time 2. Scribe provision 3. Adult prompter
	Maths: 1. Group similar problems together 2. Provide fewer problems on the worksheet 3. Use enlarged graph paper to help the student keep numbers in the columns 4. Provide a table of math facts for reference 5. Tape a number line to student's desk or on the ruler scale 6. Use pictures or graphics 7. Circle math computation signs 8. Focus on mastery on functional math concepts 9. Use color pen/pencil to highlight math signs or symbols			

	Science: 1. Summary of the lesson-what it actually means? (spoilers) 2. Do not assume that the child knows things 3. Use flash cards wherever necessary (may be each paragraph) 4. Do not use cursive writing while writing on the board 5. Use color markers when writing key words 6. Help them complete assignments. 7. Help them improve their scientific language. 8. Help them feel included and comfortable 9. Show them the models wherever possible (experiment)			
	Classroom Accommodations 1. Reduction of visual distractions classroom 2. Seat the student close to the teacher or a positive role model 3. Seat the student away from windows and doorways 4. Provide a clear view of the board, teacher, and screen 5. Keep extra classroom materials (paper, pencils, graph sheets) on hand 6. Use flash cards where ever necessary.			

Advanced Learning Plan	Project which includes research work 1. Synopsis presentation 2. Guidance: taking interactive sessions 3. After completing the project, the child gives a brief power point presentation about his findings to the teachers and academicians			
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Monitoring and review:

●The quality of curriculum provision and the impact on learning is monitored and improved through:

- Lesson observations
- Analysis of learner data
- Diagnostic and summative assessment results
- Teacher observations and performance management
- Teacher Continuous Professional Development
- SEF, School Development Plan and Post-Inspection Action Plan
- Policy and procedural review
- SPEA inspections
- NIMS internal inspections

The curriculum aims are underpinned by our values:

- Our school values integrity, effective teamwork, leadership and accountability, thus our curriculum provides plenty of opportunities for collaborative working.
- Our school values the importance of diversity and respect, thus our curriculum promotes cooperation and represents diverse voices.