



RAFFLES
INTERNATIONAL
SCHOOL

Curriculum Policy

School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever-changing world




Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Drafted: January 2015

Last Reviewed/Amended: September 2024

To be reviewed: September 2025

CEO/Board		 Principal
 Head of Primary School	 Head of Secondary School	Other relevant staff

At Raffles International School, we aim to inspire our students through a broad and balanced curriculum that caters to their needs, strengths and aspirations. We focus on a strong academic curriculum which provides our students with the academic success to move with confidence into their next phase of learning. We balance our strong academic curriculum with enriching experiences such as local, national and international field trips and provide a wide range of co-curricular activities, events and competitions which further enhance our students' learning experience. We aim for our students to be well-rounded citizens who understand the importance of contributing to a positive society, building in confidence daily as they grow together. We value the importance of a positive education approach, promoting wellbeing essentials across our curriculum such as experiencing positive emotion, engagement in a wide range of activities, building positive relationships, developing a sense of purpose and meaning and celebrating achievements across a wide range of parameters. We truly believe that our students are the leaders of tomorrow, and we are offering a curriculum that enables their success, growth and development.

EYFS

In FS1 children learn through the UK EYFS curriculum which is holistic, and age related. The focus of the EYFS curriculum in FS1 is predominantly personal, social, and emotional development, communication and language skills, and physical development, including fine motor practice to ensure little fingers are ready to pick up a pencil and write. Children in FS1 also start our UK Letters and Sounds phonics programme in which they learn listening and sound discrimination key skills and linking letters to their associated sound.

In FS2 children are taught to write simple sentences and how to read through our phonics programme and at the end of their FS2 year children can independently read and write phonetically. In FS2 children are using numbers to 20 confidently and can talk about the world they live in and know that there are different environments in the world. Imaginative play and role playing their own narrative are also an important part of the FS2 learning journey and children are encouraged to independently problem solve and critically reflect on their activity. The EYFS curriculum at RIS is designed to promote 'Characteristics of Effective Learning' through children's independence and autonomy. We have outstanding outdoor facilities, and we inspire children to continue learning whilst investigating and exploring outside.

EYFS curriculum covers every aspect of a child's development and is characterised in 7 areas of the curriculum:

- Prime Areas Personal - Social and Emotional Development, Communication and Language, Physical Development
- Specific Areas - Literacy (including phonics), Mathematics, Understanding the World, Expressive Art and Design

Primary School

Students in the Primary School (Years 1 - 6) at RIS study an exciting and inspiring curriculum built firmly upon the foundations of the National Curriculum for England. This curriculum is broad and allows our students to pursue many passions and interests in the subjects of English, Mathematics, Science, Computing, Art, Music, Languages and Physical Education. We are proud of our Moral, Social and Cultural Studies curriculum as we highly values the importance of our students developing moral and civic virtues. We enrich this curriculum to suit our context here in the United Arab Emirates, for example through the teaching of Arabic as a First and Additional Language and Islamic for Muslim students.

Secondary School

In the Secondary School, the British National curriculum is followed throughout Key Stage 3. Students in Year 10 onwards follow Cambridge/Edexcel/Pearson IGCSE and BTEC programmes of study.

The curriculum across the school aims to provide all students with experience in the following areas of learning:

English:

This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing.

Mathematics:

This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Science:

This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Computing and Innovation:

Computing and Innovation can include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Physical Education:

This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health.

Creative Arts:

Studying creative arts, including Music, Drama and Art can support with student's creative expression and can build students' ability to appreciate and interpret what they observe, communicate what they think and feel, or make what they imagine and invent.

Moral Social Education:

Moral Education follows curriculum that of the Ministry of Education.

Moral Education programme is built around four pillars:

- Character and morality
- The individual and the community
- cultural studies
- civic studies

Languages and MOE

All lessons, apart from Arabic A and B and Islamic A are delivered in English. French, Spanish and Mandarin follow the Common European Framework for Languages. The Arabic A and Arabic B curriculum follows that of the Ministry of Education. The curriculum is adapted to meet the needs of all Arabic speakers.

Curriculum Planning

Students are expected to have a common experience of a subject as it is delivered. In Primary, class teachers share an overview of planning weekly to parents via a weekly newsletter.

Planning

- The EYFS curriculum is designed and based on the philosophy of learning through play which enhances critical thinking abilities, fuels risk-taking and creative skills. EYFS curriculum is built upon Development Matters, Non-statutory curriculum.
- Planning is in the format of the RAFFLES lesson template across Primary and Secondary. National Curriculum objectives used throughout Key Stages 1 and 2 to guide the lesson aims
- Newsletters in FS and Primary School inform parents of the following week's aims in the core subjects of English, Mathematics and Science.
- Themes ensure cross-curricular links are made through the curriculum to embed student understanding

Curriculum transition and collaboration

The Secondary and Primary SLMT meet regularly with all middle leaders to discuss and review curriculum matters. Subject Leads in Primary and Heads of Faculty in Secondary collaborate to discuss whole school overviews.

Roles and Responsibilities

Teachers

- All teachers use learning aims are per the RAFFLES planning format
- All teachers are expected to have good subject and curriculum knowledge and are supported through professional development to ensure this is the case
- All teachers follow the curriculum maps for their subject(s) and perform systematic reviews with a view to continuous improvement of practice
- All teachers liaise with Team Leaders and Heads of Faculty to ensure equality of delivery of curriculum

Subject Leaders/ Head of Faculty

- The Subject Leader/Head of Faculty is responsible for monitoring the delivery of curriculum subjects through observation, moderation and tracking of student progress in the subject area
- The Subject Leader/Head of Faculty is responsible for curriculum maps, schemes of work and the monitoring of short-term planning through lesson aims (Appendix 3)
- The Subject Leader/Head of Faculty is responsible for communication to parents regarding curriculum content

Heads of Year

- Heads of Year liaise with Subject Leaders
- Heads of Year are responsible for communication to parents regarding overall curriculum content
- Heads of Year are responsible for overview of planning and delivery of curriculum
- Heads of Year are responsible for tracking student progress across subject areas
- Heads of Year arrange moderation and standardisation across subjects (Primary)

Deputy Head

- The Deputy Head provides curriculum support for the middle leadership team
- The Deputy Head provides educational leadership, and arranges suitable Continuous Professional Development
- The Deputy Head monitors and evaluates students' academic outcomes across the curriculum

Headteacher

- The Headteacher has overall responsibility for the delivery of a broad, varied and challenging curriculum that is suitable for our students.

Adaptive Teaching

Teachers are to meet the needs of all students by ensuring learning is focused on individual students' needs and abilities. Outcomes from assessment of/for learning enable teachers to set targets which reflect individual students' skills, abilities and potential. Teachers liaise with The Head of Inclusion and the Gifted and Talented Coordinator for assistance with strategies and guidance in curriculum planning.

Intervention is provided where required to meet the needs of students. EAL intervention is in place for students across both Primary and Secondary in small groups and on individual basis.

Individual Education Plans (IEPs), EAL profiles and Inclusion Passports are established for identified students. These plans have input from homeroom and specialist teachers, alongside the Head of Inclusion. All parents are communicated with regarding their child's support plan.

Community links

Our community celebrates the cultural interaction between the values and customs of the host nation and the rich variety of nationalities and ethnicities comprised in a truly international school. Our teachers and students make a positive contribution to the local and wider community through involvement in the arts, sports and cultural activities.

Curriculum Review Cycle

Our curriculum review process is cyclical and ongoing, ensuring that our offerings remain effective and

aligned with the needs of our diverse student body.

Stages of the Review Process

- **Assessment of Current Practices:** Regularly evaluate curriculum effectiveness through data analysis, classroom observations, and stakeholder feedback to identify strengths and areas for improvement.
- **Stakeholder Engagement:** Involve teachers, students, and parents through discussions and surveys to gather insights on potential enhancements.
- **Review and Reflection:** Analyse feedback to set measurable goals for improvements based on emerging educational trends and identified needs.
- **Implementation of Changes:** Develop action plans to address areas for improvement, including adjustments to teaching strategies and professional development for staff.
- **Monitoring and Evaluation:** Continuously assess the impact of changes through student work monitoring and use feedback, assessment and AfL to make real-time adjustments.

The policy is to be read in conjunction with

- Teaching and Learning Policy
- Inclusion Policy
- Wellbeing Policy
- Trips and Visits Policy