



BELVEDERE INTERNATIONAL SCHOOL

CURRICULUM POLICY

2024-2025

Review Date:	February 2025
Next Review Date:	February 2026

Principal	Mr. Ismat Daou		
Signature		Date:	Feb 2025
BIS Board of Governors	Dr. Salem Aldarmaki		
Signature		Date:	

Rationale

At Belvedere International School, we aim to provide a broad, balanced, and enriched curriculum with access for all. Our curriculum is designed to meet the unique needs of our students while maintaining high academic standards and incorporating the values and cultural context of the UAE. The curriculum ensures appropriate coverage and assessment across all subjects from Early Years to Year 10. Instruction is primarily in English, except for Arabic and Islamic Studies, which follow the UAE Ministry of Education guidelines.

The goal of this policy is to ensure that all students receive a well-structured curriculum that is consistent across all departments and promotes academic excellence, personal development, and cultural appreciation.

Curriculum Principles

Every student at Belvedere International School is entitled to a curriculum that:

- Promotes the spiritual, moral, cultural, mental, and physical development of students
- Provides experience in linguistic, mathematical, scientific, technological, social, physical, and artistic education
- Prepares students for future education, careers, and lifelong learning
- Supports students' intellectual, artistic, cultural, and physical abilities
- Encourages students to become responsible and engaged members of society

Curricular Aims

- To meet the statutory requirements of the English National Curriculum alongside the UAE Ministry of Education subjects (Arabic, Islamic Studies, Moral Education, and Social Studies)
- To ensure regular curriculum review and updates, incorporating best practices from both national and international education systems

- To foster innovative and dynamic learning, including cross-curricular links that enhance student understanding
- To nurture each student's unique talents, encouraging confidence, resilience, and independent learning
- To provide a seamless transition between different year levels and key stages
- To maintain high expectations and challenge students to reach their full potential

Early Years and Primary Curriculum

The Early Years Foundation Stage (EYFS) framework guides our youngest learners, emphasizing:

- Communication and Language
- Personal, Social, and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In the Primary Phase (Years 1–6), students follow the English National Curriculum, studying:

- English
- Mathematics
- Science
- History and Geography
- Robotics
- Art
- Physical Education
- Arabic, Islamic Studies, and Moral Education (as per MOE requirements)

Secondary School Curriculum (Years 7–10)

Students transition to a more subject-specific curriculum, preparing them for IGCSEs and A-Levels. Subjects include:

- English Language and Literature
- Mathematics
- Sciences (Biology, Chemistry, Physics)
- Humanities (History, Geography, Business Studies)
- Information and Communication Technology (ICT, Computer Science)
- Innovation (Robotics)
- Modern Foreign Languages (French)
- Creative Arts (Music, Art)
- Physical Education
- UAE Ministry of Education subjects

Assessment and Progression

- Continuous formative and summative assessments ensure students' progress is monitored
- Standardised assessments such as GL Assessments, CAT4, and external exams help track student achievement
- Regular reporting and parent-teacher meetings provide feedback on student progress

Curriculum Adaptation

Our students are at the heart of our curriculum, which is thoughtfully designed to reflect the local context of Al Ain while addressing diverse demographics, abilities, emotional well-being, and experiences of our students.

To ensure that every student's learning needs are met, our curriculum incorporates a systematic assessment cycle. This process informs a structured student progress review system, enabling teachers to utilise data effectively. By doing so, we provide tailored curriculum pathways with clear targets, ensuring that all students receive the necessary support to reach their full academic potential.

Every effort is made to meet the curriculum needs of all students across the school. The Inclusion department work with leaders and teachers to assess and identify students that may benefit from adapting the curriculum to meet the needs and extension requirements for their learning.

This includes but is not limited to:

- Language support
- Tiered intervention support
- Identification and opportunities for Gifted and Talented students

Teaching and Learning Ethos

Teachers at Belvedere International School employ diverse teaching strategies to:

- Encourage active, student-centered learning
- Foster critical thinking, creativity, and collaboration
- Use technology to enhance learning
- Differentiate instruction to support all students, including those with additional learning needs
- Promote cultural awareness and appreciation of the UAE's heritage

Roles and responsibilities

Teachers:

- All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis, making cross-curricular links where appropriate and inclusive of

technology and innovation. Staff make amendments to planning to optimise learning opportunities when they arise

- Implementing the curriculum and monitoring students' progress through assessment

Head of Department/Phase:

- provide direction for the subject. Set clear expectations of teaching and learning
- support and offer advice to teacher for issues related to the subject
- monitor the quality of teaching, learning and student progress in that subject area as per the BIS monitoring calendar including the review of planning, students book work, lesson observations, homework, classroom displays
- provide efficient resource management strategies for the subject

It is the role of each subject leader to keep up to date with developments in their subject. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives, ensures that there is full coverage of the National Curriculum, CIE IGCSE/A Level Curriculum and that progression is planned for.

Senior Leaders:

- Working with the Heads of Department to ensure that the curriculum is planned and implemented to ensure high levels of progress and attainment
- Continuous Professional Development plan and implementation for all staff
- Monitoring planning to ensure curriculum coverage
- Carrying out monitoring procedures alongside planning
- Observing teaching and learning to ensure progress is being made within all subjects
- Regular reviews of the curriculum
- Formulating an action plan to move the school forward through the SDP
- Arranging CPD to ensure high quality teaching is shown and taking place

Principal:

- Provide overall direction and management of the quality of curriculum provision offered to all learners
- Ensure that finances are budgeted to purchase resources
- Monitor review and improve the curriculum through SEF and School Improvement Plan
- Observe teaching, learning and attainment/progress
- Focus on continuous improvement through self-review, performance management and professional development of all teachers
- Provide CPD and support for the Senior Leadership and Middle Leadership teams.

Monitoring and Review

- The curriculum is reviewed annually to ensure alignment with international standards and UAE regulations
- School leadership and subject heads analyse student outcomes, teacher feedback, and parental input to enhance curriculum delivery