BELVEDERE
INTERNATIONAL SCHOOL

CURRICULUM POLICY

2026-2027

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Approvals:			
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Signature		*Date:*	10/9/26
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Signature		*Date:*	15/9/26

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 values that guide all aspects of our teaching and learning are Respect, Responsibility, Integrity, Collaboration, and Excellence. These values underpin every decision we make to ensure that students develop academically, socially, and emotionally in a safe and inclusive environment.

The curriculum ensures appropriate coverage and assessment across all subjects from Early Years (age 4) to Year 12 (age 16).

Scope

This policy applies to the design, implementation, monitoring, and evaluation of the curriculum at Belvedere International School, covering all phases from Early Years Foundation Stage (EYFS) to Year 12.

It outlines the breadth and depth of learning (scope) across subjects and phases, ensuring that every learner experiences a well-sequenced progression of knowledge, skills, and concepts (sequence).

The policy applies to:

- All teaching and learning departments across EYFS, Primary, and Secondary.
- All staff involved in curriculum delivery and assessment, including teachers, Heads of Department, Inclusion, Assessment, and Curriculum Leaders.
- All learners, ensuring equitable access and inclusion in accordance with ADEK's Curriculum and Inclusion Policies.

The scope includes:

- The core and foundation subjects of the English National Curriculum and UAE Ministry of Education subjects.
- Cross-curricular initiatives such as UAE National Identity, Moral Education, Sustainability, and Wellbeing.
- Enrichment and extracurricular programs that extend and deepen learning experiences.
- Curriculum planning, assessment, and review processes aligned with ADEK and BSO requirements.

Definitions

Academic Plan	A plan which sets out the academic focus of the school including: the mission, vision, core values, goals, quality teaching and classroom instructional methods, materials, curriculum (content, concepts, and skills), timetables, policies, procedures, and accreditation, authorization and/or affiliation plans.
Accreditation	A quality assurance process, based on a time-bound cycle of continuous improvement against rigorous standards. Schools are evaluated and verified by an external body to determine whether defined standards are met.
Affiliation	A school's association with an external body whereby they are approved to offer specific external exams (e.g., Cambridge Education, CBSE, Kerala, etc.).
Career and University (CU) Guidance Counselor	An individual who implements the school's CU guidance program by providing advisory and administrative CU guidance counseling services to students.
Compulsory Subjects/Courses	Mandatory subjects/courses required for successful completion of a grade/year level.
Core-related Elective Courses	Elective course requirements for Cycle 3 students focused on core academic subjects including English (e.g., Creative Writing, Journalism, Speech/Debate), Science (e.g., Marine Biology, Astronomy), and Mathematics (e.g., Accounting, Financial Literacy, Programming).
Course	Organized units of study for a subject that is recognized by a school for meeting an educational requirement.

Course Catalog	An official publication that outlines all academic courses available to students for a given school year. It includes detailed descriptions of each course, including prerequisites, credit value, grade level eligibility, course duration (semester, term, or year-long), and how the course fulfills graduation requirements. The course catalog serves as a critical planning tool for students, parents, and academic advisors to make informed decisions about course selection and to ensure alignment with graduation pathways, college readiness, and career goals.
Course Syllabus	A detailed instructional guide provided by the teacher at the beginning of a course that outlines the expectations, content, structure, and policies for that specific course. It typically includes the course description, learning objectives, grading criteria, required materials, major assignments and assessments, classroom rules, and a timeline or pacing guide. The syllabus serves as a contract between the teacher and students, clearly communicating what students will learn, how they will be assessed, and what is required for academic success throughout the semester or year.
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Credit Recovery	Educational strategies that allow Cycle 3 students to earn missed academic credit for a course they failed or did not take. Credit recovery can be offered during the regular school day, summer school, or after school. The goal is to provide students with a second chance to meet course requirements. Credit recovery is often tailored to individual student needs and may focus on specific skills or standards that were not previously met.
Curricular	Relates to all subjects comprising a course of study in a school.
Curriculum	The intended, enacted, assessed, and learned academic content based on national standards of the relevant Department/Ministry of Education facilitated in a school. Curriculum typically refers to the academic content, concepts, and skills students are expected to master. This includes the learning standards or learning objectives and the instructional materials used to deliver the academic content within a defined period of time.
Curriculum Map	A description of the horizontal and vertical plan for a subject's education standards/outcomes, skills, and concepts, and the resources that a teacher uses to address those standards in the classroom during the academic year for all grade/year levels. Curriculum mapping — the process of making a curriculum map — is a procedure for collecting and maintaining an operational database of the curriculum in the school.

Cycle	A cycle is a stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Y1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7-G8/Y9) and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8) and Cycle 3 (G9-G12).
Educational Program	Teaching and learning framework organized to achieve pre-determined learning objectives/criteria or accomplish a specific set of educational tasks over a sustained period. A program may have major components not normally characterized as courses, units, or modules.
Equivalency	The process by which the UAE Ministry of Education officially endorses a secondary school certificate and declares it to be equivalent to the UAE General Education Certificate (Al Thanawiya), as per relevant ministerial decrees and their amendments.
Learning Pathways	Specific courses/subjects and learning experiences tailored to meet individual student interests, abilities, and/or aspirations as they progress in their education toward graduation.
Pacing Guide	A calendar-based subject or course planning tool that outlines the timeline for when specific content or standards should be taught to students during the academic year. It helps ensure that teachers stay on track to cover all required material in the allotted time and ensures instructional consistency, academic rigor, and student success across classrooms and grade levels.
Progress	The student's longitudinal achievement over a designated period of time which can be represented year-on-year, or within a term, curricular unit, or lesson in school. Progress marks the difference between a student's previous attainment and current attainment. When measuring a student's progress, the results take into account the progress made in comparison to a norm group with similar starting points over the designated time period.
Progression of Learning	An increase in the level of difficulty and acquisition of knowledge, skills, and competencies over time. The complexity in the learning increases with the level of skill and knowledge transfer.
Scope and Sequence	Scope is the breadth and depth of the curriculum of any course or grade level identified as topics, learning experiences, activities, organizing integrative threads, content, and skills which constitutes the scope of the curriculum for that course or grade level. Sequence is accomplished in a variety of ways, including arranging the order of the content and skills to ensure that prerequisite learning is mastered prior to the next level.

Transcript	An official academic record issued by a school that documents a student's coursework, grades, credits earned, and cumulative Grade Point Average (GPA) over their Cycle 3 career. It typically includes the student's identifying information, dates of enrollment, graduation date, and, when applicable, standardized test scores or honors/distinctions. The transcript serves as a formal certification of a student's academic performance and progress toward graduation requirements and is often required for college admissions, scholarship applications, or employment verification.
Academic Plan	A plan which sets out the academic focus of the school including: the mission, vision, core values, goals, quality teaching and instructional methods, materials, curriculum (content, concepts, and skills), timetables, policies, procedures, and accreditation, authorization and/or affiliation plans.
Units of Instruction	A well-defined portion of an instructional course, centering on a single topic or cluster of learning outcomes and skills for the planned, taught, and assessed curriculum.
Yearly Overview	Represents a curriculum map for one subject, in one grade level, over one academic year.

Some terminology and definitions in this policy reflect ADEK's official Curriculum Policy (2025–2026) to ensure consistency in language and interpretation.

Curriculum Principles

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

- **Ensures Breadth and Balance:** Provides an inclusive learning environment with a wide range of subjects that promote academic, social, creative, and physical development, censuring challenge and engagement for all learners.

- **Demonstrates Progression and Continuity:** Follows a clear vertical and horizontal progression of learning, allowing students to build knowledge and skills progressively across all year levels (spiral curriculum).

- **Integrates UAE National Identity and Culture:** Embeds UAE values, heritage, and national identity across all subjects, ensuring students understand and appreciate Emirati culture while developing as global citizens.

- **Promotes Cross-Curricular and Interdisciplinary Learning:** Encourages meaningful links between subjects to enhance real-world understanding, creativity, and problem-solving.

- **Future-Ready Skills:** The curriculum develops future-ready learners equipped with critical thinking, problem-solving, communication, collaboration, creativity, and adaptability. BIS integrates AI literacy, digital fluency, and financial literacy across subjects to prepare students for success in a global, technology-driven society. These competencies align with ADEK's Future-Ready Skills Framework and UAE Vision 2031.

- **Supports Inclusion and Equity:** Ensures all students — including those of determination, multilingual learners, and gifted students — have access to personalized learning pathways and appropriate support.

- **Promotes Wellbeing and Character Development:** Integrates wellbeing, resilience, and moral education into daily learning experiences to nurture responsible, reflective, and ethical individuals.

- **Incorporates Sustainability Principles:** Embeds environmental awareness and sustainability concepts in alignment with the UN Sustainable Development Goals and ADEK's Sustainability Policy.

- **Ensures Rigorous Assessment and Evaluation:** Uses varied formative and summative assessments to track attainment and progress, ensuring high expectations and continuous improvement.

- **Encourages Creativity, Innovation, and Enterprise:** Provides opportunities for students to engage in projects that inspire innovation, social contribution, and entrepreneurship.

Curricular Aims

The curriculum at Belvedere International School aims to:

- Deliver a world-class education that meets ADEK standards of excellence and prepares students for success in further education and future careers.

- Meet statutory requirements of both the English National Curriculum and UAE Ministry of Education subjects (Arabic, Islamic Studies, Moral Education, and Social Studies).

- Promote academic excellence and personal growth, ensuring every learner makes strong progress from their starting point.

- Develop independent, confident, and reflective learners who can think critically, communicate effectively, and solve problems creatively.

- Embed UAE National Identity and respect for Emirati values, enabling students to contribute positively to the nation's vision and society.

- Foster inclusion, equity, and diversity, ensuring that all students — including those of determination, multilingual learners, and gifted students — are supported and challenged to achieve their full potential.

- Cultivate wellbeing and positive character traits, such as resilience, empathy, integrity, and social responsibility.

- Promote environmental stewardship and sustainability, equipping students to act as responsible global citizens.

- Encourage innovation, entrepreneurship, leadership, nurturing curiosity and initiative.

- Provide structured progression and smooth transition across all phases, from Early Years to Year 12, ensuring continuity of learning.

- Maintain high expectations for attainment and progress, using assessment data to drive improvement and ensure quality assurance.

Curriculum Requirements

- **Approved Curriculum and Compliance:**

Belvedere International School follows the English National Curriculum, approved by ADEK and recognised by the UAE Ministry of Education for equivalency purposes. The curriculum fully meets the requirements outlined in ADEK Section 2.1 and complies with all national statutory requirements, including the delivery of compulsory subjects — Arabic, Islamic Studies, Moral Education, and UAE Social Studies.

- **BSO Accreditation:**

The school is a BSO-accredited international school, ensuring that teaching, assessment, and curriculum standards meet the requirements of the British Schools Overseas (BSO) framework. This accreditation confirms that BIS maintains the same standards expected of independent schools in England, in line with ADEK Section 5.1 on accreditation, authorisation, and affiliation.

- **Curricular Choices:**

BIS offers a broad range of curricular options designed to meet the diverse interests, abilities, and aspirations of students. The curriculum provides multidisciplinary pathways, giving students opportunities to explore academic, creative, and vocational disciplines through subjects such as Humanities, Science, Robotics, ICT, Business Studies, and Modern Languages.

- **Curricular Pathways and Career Guidance:**

BIS ensures that its curriculum provides progressive pathways leading toward nationally and internationally recognised qualifications, such as the IGCSE and A-Level. The curriculum includes creative, physical, and practical experiences to strengthen skills relevant to students' future careers. Career guidance is embedded in the secondary curriculum and pastoral program, helping students make informed subject choices aligned with their talents, interests, and long-term career goals. The school provides opportunities for work-related learning and university visits ensuring students are prepared for higher education and employment within the UAE and beyond.

Curriculum Design and Implementation

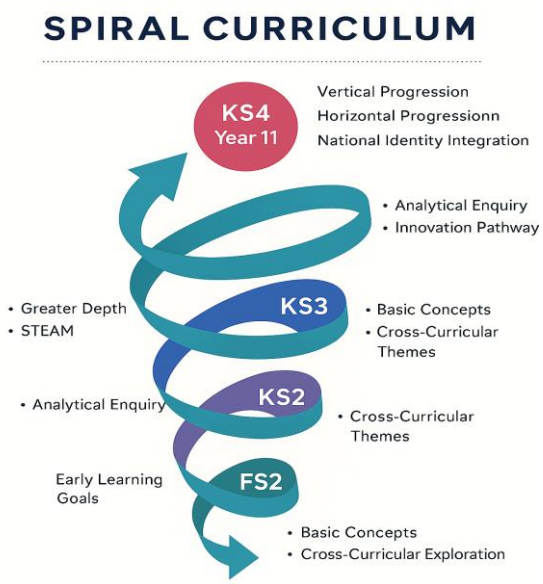
Belvedere International School designs and implements its curriculum to ensure coherence, progression, and alignment with both ADEK's Curriculum Policy (Sections 3.1–3.9) and BSO accreditation standards.

Curriculum Design

The curriculum is designed to ensure:

- Vertical and horizontal alignment across all year levels, ensuring a logical sequence of learning and smooth transition between phases.

- A spiral curriculum model, where key knowledge and skills are revisited at increasing levels of depth to promote mastery.



- Clearly defined learning outcomes and success criteria, ensuring that every student knows what they are expected to know, understand, and be able to do at each stage.

- Inclusion of compulsory and elective subjects, aligned to the English National Curriculum and the UAE Ministry of Education requirements.

- Identification of learning resources (digital and print) that are culturally appropriate and aligned with ADEK's Cultural Consideration Policy.

- Compliance with minimum instructional time requirements per subject as defined by ADEK.

Belvedere International School maintains detailed curriculum pacing guides for each subject and year group. These guides outline the sequence, depth, and timing of key learning objectives across the academic year. They ensure curriculum coverage, consistency, and alignment with the English National Curriculum and UAE Ministry of Education subjects. Pacing guides are reviewed annually by the Head of Curriculum and Heads of Department to maintain alignment with ADEK requirements and the School Development Plan (SDP).

Course Catalog and Syllabi

Belvedere International School maintains and publishes a Course Catalog for all subjects in Years 7–12, outlining course objectives, prerequisites, key content, and assessment methods. Each department also maintains a Course Syllabus, which details learning outcomes, instructional approaches, and grading criteria. These documents ensure transparency, consistency, and alignment with ADEK curriculum standards.

Curriculum Implementation

The implementation of the BIS curriculum is guided by the following principles:

- Teaching and learning are student-centered, engaging, and inclusive, with differentiated pathways to meet diverse needs.
- Teachers employ a wide range of pedagogical strategies, incorporating inquiry, project-based, and experiential learning approaches.
- Technology and innovation are integrated across subjects, encouraging creativity, digital literacy, and AI literacy aligned with UAE Vision 2031.
- Assessment for learning (AfL) is embedded throughout lessons to monitor progress and inform teaching (ADEK Assessment Policy).
- Collaborative planning ensures consistency in scope, sequence, and expectations across all phases and subjects.
- Cross-curricular links are purposefully planned to connect disciplines and enhance real-world understanding.
- Breadth and balance are maintained to provide academic challenge, creative expression, physical development, and wellbeing.

Integration of UAE National Priorities

- The curriculum embeds UAE National Identity, culture, and heritage across all subjects and key stages.

- Arabic language and Islamic Studies are delivered to all eligible students as per the UAE Ministry of Education framework.

- Sustainability principles and environmental stewardship are integrated across disciplines.

- Students engage in projects linked to UAE Vision 2031, promoting leadership, innovation, and community contribution.

- I**nnovation and AI Integration:** Innovation is embedded across all curriculum areas through STEAM, AI, and technology-enhanced learning projects. Students engage in coding, robotics, digital design, and inquiry-based projects that encourage creative problem-solving and research. These opportunities support ADEK's Innovation in Education framework and promote alignment with the UAE National Innovation Strategy and Vision 2031.

Curriculum Evaluation and Review

- The curriculum is reviewed annually by the Senior Leadership Team and subject leaders to assess coverage, progression, and impact on student learning.

- Review outcomes inform School Development Plans (SDP) and Self-Evaluation Framework (SEF) updates.

- Feedback from students, parents, teachers, and external stakeholders is considered in shaping improvements.

- Data from internal and external assessments (e.g., GL, CAT4, IGCSE) are analyzed to inform curriculum adjustments.

Graduation Eligibility and Equivalency

Belvedere International School ensures all learners meet the graduation eligibility criteria defined by ADEK and the UAE Ministry of Education equivalency framework. The secondary curriculum (Years 7–12) prepares students for international qualifications, including IGCSE and A-Level, ensuring academic progression and recognition in line with national equivalency requirements.

Career Guidance and Future Pathways

- BIS integrates career guidance from early secondary years to help students understand their strengths, interests, and potential future pathways.
- Students participate in career days, university fairs, work-shadowing, and visits to higher education institutions.
- Guidance counselors support subject selection, IGCSE/A-Level choices, and university applications to ensure a clear progression toward local and international qualifications.

Credit Recovery and Transfer Credit Process

BIS offers a structured Credit Recovery Programme for students requiring additional academic support or subject completion. These sessions are delivered by qualified teachers within the school premises to ensure alignment with ADEK standards.

Students transferring into BIS undergo a Credit Transfer Review to verify transcripts, course alignment, and credit equivalency. This process is overseen by the Head of Curriculum and the Career Guidance Counsellor, ensuring all students are accurately placed and on track for graduation and equivalency certification.

Early Years and Primary Curriculum

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

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

Learning through Play:

At Belvedere International School, play is central to learning in the Early Years. Through purposeful play, children explore, experiment, and develop curiosity, imagination, and social interaction. Play-based experiences are carefully structured to promote problem-solving, communication, and collaboration, ensuring that every child learns through discovery and active engagement. Teachers act as facilitators, extending learning through questioning and modelling, in line with the EYFS and ADEK Early Years Guidelines.

Early Learning Goals (ELGs):

The EYFS curriculum is designed around clear Early Learning Goals that define what children should know, understand, and be able to do by the end of FS2. Continuous observations, assessments, and interactions inform next steps, ensuring each child progresses towards achieving these goals. The learning environment fosters independence, self-confidence, and readiness for the next stage of learning.

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

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

Secondary School Curriculum (Years 7—12)

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
- Arabic, Islamic Studies, and Moral Education (as per MOE requirements)

Assessment and Progression

Continuous formative and summative assessments ensure that every student's progress is carefully monitored across all subjects and key stages. Assessments are designed to measure both attainment and growth against curriculum learning objectives, providing a clear picture of each learner's strengths and areas for development.

Formative assessment is ongoing and embedded within daily teaching to inform planning, adjust instruction, and provide feedback that supports continuous improvement. Summative assessment takes place at the end of each term or unit to evaluate mastery of key outcomes.

To maintain consistency and reliability, the school uses standardised assessments such as GL Progress Tests, CAT4, and other external benchmarking tools. These results are triangulated with internal assessment data to validate teacher judgments and track student achievement over time.

Belvedere International School uses Learning Ladders as its formative assessment and tracking platform across all key stages. Teachers record student progress for each learning objective, ensuring clear evidence of attainment and progress. The platform supports differentiation, intervention planning, and parent engagement by generating visual reports that highlight learning gaps and achievements.

Assessment data is reviewed regularly through data analysis meetings, student progress reviews, and target-setting discussions. Findings from these reviews inform curriculum adaptation, personalised support, and group intervention strategies.

Reporting and feedback are integral to the school's assessment culture. Termly reports provide parents with detailed narratives on student performance, attainment percentages, and individual learning targets. Parent–teacher conferences offer opportunities to discuss progress, celebrate success, and agree on next steps for improvement.

The assessment cycle ensures:

- Alignment with ADEK's Assessment and Curriculum Policies.
- Consistency of expectations across all year groups and departments.
- Transparency through clear communication of results and progress to students and families.
- Accountability through regular monitoring and moderation of assessment data.

Transparency and Communication

Key curriculum documents, including pacing guides, course outlines, and assessment frameworks, are shared with parents through the school website, newsletters, and information sessions. This ensures transparency, engagement, and shared understanding of the school's educational priorities. This systematic approach to assessment ensures that decisions are data-driven and that all students make sustained and measurable progress toward achieving their academic and personal goals.

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 works 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, and opportunities for Gifted and Talented students.

In alignment with *ADEK's Inclusion Policy (Sections 7.1–7.4)*, BIS ensures that all students of determination, multilingual learners, and those with additional learning needs are provided with differentiated instruction, accommodations, and modified pathways. The Inclusion Department collaborates with teachers to adapt lessons, provide additional resources, and ensure every learner achieves personal excellence through equity and access.

Teaching and Learning Ethos

At Belvedere International School, teaching and learning are student-centred, inclusive, and innovative, reflecting the school's mission to inspire excellence and curiosity in every learner. Our ethos is built upon high expectations, purposeful learning, and wellbeing. Teachers design engaging lessons that balance direct instruction with inquiry and collaboration, ensuring that all students are challenged, supported, and motivated to reach their potential. Differentiation is integral to our practice — learning is tailored to meet the needs of students of determination, multilingual learners, and gifted students, using ongoing assessment data, including Learning Ladders, to guide planning and intervention. Lessons intentionally promote UAE national identity and values, embedding local culture and sustainability links across the curriculum. Technology and innovation are used to enhance creativity, digital literacy, and critical thinking, preparing students for a rapidly changing world. Teaching at BIS nurtures both academic excellence and personal growth, encouraging reflection, resilience, and responsibility. Through continuous professional development and collaboration, teachers ensure that classroom practice remains dynamic, reflective, and aligned with ADEK and BSO standards.

Roles and responsibilities

Teachers

- Deliver high-quality, inclusive lessons aligned with the English National Curriculum and ADEK requirements.
- Use Learning Ladders and assessment data to track progress and inform planning.

- Differentiate instruction to meet the needs of students of determination, multilingual learners, and gifted students.

- Integrate UAE national identity, wellbeing, and sustainability themes into daily lessons.

- Provide timely and constructive feedback to support continuous improvement.

- Participate in CPD, moderation, and reflection to enhance classroom practice.

Heads of Department / Phase Leaders

- Lead curriculum planning, ensuring breadth, balance, and progression across subjects and year groups.

- Monitor the quality of teaching, assessment, and student outcomes through lesson observations, planning reviews, and work scrutiny.

- Use data analysis to identify trends, implement interventions, and evaluate impact.

- Ensure resources and teaching materials align with ADEK's Cultural Consideration Policy.

- Support teachers through coaching, mentoring, and professional dialogue.

- Collaborate with the Inclusion and Assessment teams to ensure curriculum equity and effective data use.

Inclusion Department

- Oversee the provision for students of determination and those requiring additional support.

- Oversee the creation, implementation, and monitoring of Individual Support Plans (ISPs) and Accelerated Learning Plans (ALPs). These plans identify personalised strategies, learning targets, and progress measures for students requiring additional challenge or support. ISPs are used for students of determination and those needing targeted interventions, while ALPs provide enhanced challenge and enrichment opportunities for high-achieving and gifted learners. Both plans are reviewed termly in collaboration with teachers, parents, and the Senior Leadership Team to ensure measurable impact and continuous progress.

- Support the identification, tracking, and evaluation of progress for inclusion students.

- Ensure full alignment with the ADEK Inclusion Policy and compliance with inspection evidence requirements.

Head of Curriculum

- Lead whole-school curriculum intent, design, sequencing, and mapping, ensuring vertical and horizontal alignment (progression maps, scope and sequence) across all phases.

- Ensure full compliance with ADEK Sections 2.1–2.3 and 3.1–3.9, BSO standards, MoE compulsory subjects, and minimum instructional time requirements; maintain the whole-school curriculum map and instructional minutes' audit.

- Oversee integration of UAE National Identity, Arabic/Islamic, sustainability, and wellbeing across subjects; quality-assure meaningful cross-curricular links.

- Chair the Curriculum Committee and coordinate the annual curriculum review cycle, policy updates, SEF/SDP alignment, and the inspection evidence bank.

- Coordinate subject choice architecture and curricular pathways (Years 7–12) in line with ADEK 2.2/2.3, working with Guidance/Counselling to embed career guidance, IGCSE/A-Level pathways, and equivalency guidance for UAE National students.

- Quality-assure schemes of work: unit plans, success criteria, assessments and moderation (with HoDs and Head of Assessment) to ensure alignment to learning outcomes and standards.

- Oversee data handover and transition planning (EYFS→KS1, KS1→KS2, KS2→KS3, KS3→KS4); ensure Learning Ladders objectives mapping and data integrity.

- Monitor the implementation quality of ALPs and ISPs from a curriculum perspective, ensuring differentiation is embedded in planning and classroom practice.

- Lead CPD on curriculum design, inclusive planning, cross-curricular projects, and play-based pedagogy in EYFS (including ELGs) to secure a strong transition.

Head of Assessment

- Lead the design and implementation of the school's assessment framework in line with ADEK's Assessment Policy.

- Ensure the consistent use of data tools such as GL, CAT4, and Learning Ladders.

- Train staff in effective use of data for lesson planning, target-setting, and gap analysis.

- Monitor assessment consistency across phases and ensure moderation processes are embedded.

Senior Leadership Team (SLT)

- Oversee the strategic planning and implementation of the whole-school curriculum.

- Ensure that curriculum delivery aligns with the School Development Plan (SDP) and Self-Evaluation Framework (SEF).

- Review progress against ADEK inspection standards and BSO benchmarks.
- Coordinate whole-school data reviews, curriculum mapping, and professional development cycles.
- Promote a culture of accountability, inclusion, and continuous improvement.

Principal

- Provide overall leadership and direction for curriculum quality, implementation, and review.
- Approve all curriculum planning, policy updates, and development initiatives.
- Oversee curriculum compliance with ADEK, BSO, and MoE standards.
- Ensure that financial and staffing resources support curriculum priorities.
- Lead performance management and ensure alignment between individual goals and school-wide objectives.

Board of Governors

- Monitor strategic development of the curriculum and ensure it reflects the school's mission, vision, and values.
- Support the Principal and SLT in achieving ADEK and BSO compliance.
- Review school performance data, inspection reports, and curriculum evaluations to guide improvement planning.

Monitoring and Review

Belvedere International School follows a structured process for monitoring, evaluating, and improving the curriculum in line with ADEK Section 3.9.5 and BSO Standard 1 (Quality of Education).

Targeted Interventions and Booster Support

Belvedere International School identifies and addresses learning gaps through a structured tiered intervention model supported by data analysis and continuous review. Insights from Learning Ladders, GL, CAT4, and internal assessments guide intervention planning at whole-class, group, and individual levels.

- Tier 1: High-quality classroom teaching with embedded differentiation to meet the needs of all learners.
- Tier 2: Small-group booster sessions delivered during the school day for students who require additional reinforcement or consolidation of key skills.
- Tier 3: Individualised interventions through ISPs (Individual Support Plans) and ALPs (Accelerated Learning Plans) for students requiring intensive support or additional challenge.

In addition to in-class interventions, afternoon booster classes are offered as part of the school's Extended Curriculum Activities (ECA) programme for core subjects (English, Mathematics, and Science). These sessions provide focused opportunities to revisit key concepts, close learning gaps, and prepare students for internal and external assessments.

All interventions are monitored and reviewed each term to evaluate impact. Teachers, Heads of Department, and the Inclusion Team collaborate to ensure strategies remain data-driven, consistent, and aligned with ADEK and BSO inclusion and assessment standards.

Resource Vetting and Cultural Alignment

As part of the curriculum review process, all teaching and learning resources are vetted and approved to ensure compliance with the ADEK Cultural Consideration Policy. The vetting process verifies that materials are culturally sensitive, age-appropriate, and aligned with UAE values and Islamic principles. A dedicated Resource Vetting Register is maintained and reviewed by the Senior Leadership Team (SLT) each term. Staff submit new or revised materials through a shared vetting document, allowing SLT to check content for suitability and record approval status. A link to the BIS Resource Vetting Document is available on the internal staff drive, providing transparent access for all staff to submit and track resource approval.

Process and Frequency

- The curriculum is reviewed annually by the Head of Curriculum, SLT, and Heads of Department to ensure compliance, progression, and impact.
- Termly reviews analyse teaching quality, assessment data, and student progress to inform updates to the Self-Evaluation Framework (SEF) and School Development Plan (SDP).
- Evidence sources include Learning Ladders, GL, CAT4, lesson observations, student work scrutiny, and feedback from students, parents, and staff.

Roles and Accountability

- The Head of Curriculum leads review cycles and ensures scope and sequence alignment.
- HoDs and Assessment Leads evaluate subject-level performance and report outcomes to SLT.
- The Principal and Board of Governors oversee strategic priorities and ensure implementation of improvement actions.

Continuous Improvement

- Review outcomes directly inform curriculum adjustments, intervention planning, and professional development.
- Findings are communicated to staff through meetings and CPD sessions, and to parents via newsletters or reports.
- Documentation of reviews is maintained as inspection evidence and supports ongoing quality assurance.

Policy Review and Approval

This Curriculum Policy is reviewed annually by the Head of Curriculum and Senior Leadership Team (SLT) to ensure continued alignment with ADEK updates and BSO standards. The revised policy is formally approved by the BIS Board of Governors and published as part of the annual policy review cycle.