



MAMOURA

BRITISH ACADEMY

Curriculum Policy

Policy Issued	March 2023
Policy Updated	February 2025
Next Review	February 2027
Lead Professional	Assistant Principals – Curriculum
SGG Ratification	March 2025

Rationale

At Mamoura British Academy we aim to provide a broad, balanced and enriched curriculum, with access for all consistently across all Year Groups and Departments. This policy is supported by appropriate long, medium and short term plans which ensure appropriate coverage and assessment occur in all subjects' areas from Nursery – Year 13. Instructions is in English, except when in a language lesson which operate in the language being taught. The MOE curriculum is delivered alongside the ENC to ensure all students have the opportunity to access the Arabic dimension across the school.

Policy References

This policy is written in conjunction with:

- ADEK School Curriculum Policy 2024
- ADEK School Inclusion Policy 2024
- MBA Inclusion Policy 2024
- ADEK School Assessment policy 2024
- ADEK School Students Behaviour policy 2024
- ADEK School Cultural Consideration Policy 2024
- MBA Cultural Consideration Policy 2024
- ADEK School Wellbeing Policy 2024
- ADEK School Sustainability Policy 2024
- ADEK School Licensing Policy 2024
- ADEK School Extracurricular Activities and Events Policy 2024
- MBA ECA Policy 2025
- MBA Learning and Teaching Policy 2025

Introduction

At Mamoura British Academy we are an innovative learning community where we nurture our learners through collaboration, leadership and creativity. We believe that learning is an enjoyable, lifelong process through which everybody can achieve their potential and exceed their expectations. We will challenge and support our students to do their very best by providing an extensive range of exciting learning experiences beyond the statutory requirement, ensuring that each learner has access to a broad and balanced curriculum. In this way we aim to nurture and develop each individual socially, emotionally, academically and physically, thus preparing them to make a positive contribution to society.

Ultimately, it is our aim to provide a broad and balanced skills- based curriculum that has a clear rationale, encompasses our vision in relation to sustainability, compliments our commitment to developing Industry Partnerships and is centred around our Mamoura Values DNA. The overall quality of the curriculum is designed to meet the needs of all students, ensuring a wide variety of subjects provides creative, practical and physical experiences. In particular, we aim to ensure we deliver a rich, stimulating and progressive curriculum with flair and variety; offering far-reaching opportunities for students so that they will develop their intellectual, artistic, cultural, spiritual and physical abilities to the full.

Curriculum Principles of Mamoura British Academy

The general principle governing the curriculum of the Academy is that every child shall be entitled to a curriculum which is balanced, broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the Academy
- gives experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- prepares the students for the opportunities, responsibilities and experiences of their future education and adult life
- prepares the students to flourish culturally, intellectually, morally, physically emotionally and spiritually through a wide range of far-reaching opportunities.

At Mamoura British Academy we seek to develop supportive and trusting relationships between adults in the Academy and each individual child and between the students,

building their confidence, encouraging them to express individual ideas, examining established values leading to a greater understanding which are as important as teaching the academic curriculum. The academy is responsible not only for the physical safety and well-being of the students, but also for their psychological safety and well-being. Praise and reward are an integral part of the development of the child's self-confidence and self-esteem.

Curricular Aims

- To ensure statutory requirements of the English National Curriculum and The Ministry of Education are met providing our students with a varied curriculum with strong values
- To make sure the curriculum is regularly reviewed and kept up to date with changes in the English National Curriculum and from the Ministry of Education; identifying strengths and weaknesses within our teaching and data analysis should also help to review and sculpt the curriculum
- To integrate UAE National Priorities, offering a curriculum that provides students with world-class standards in education while fostering UAE culture and national identity
- To design a curriculum that is adapted to meet the needs and abilities of a wide range of students, including students with additional learning needs and multilingual learners as per the Mamoura British Academy Inclusion Policy
- To ensure innovative and dynamic learning takes place; including cross curricular opportunities and industry links that are deliberately planned to enrich student's experiences and give them a better understanding of the 'bigger picture'
- To identify, nurture and harness every child's unique talents and potential so that they develop as confident, resilient and enquiring learners
- To personalise learning at every opportunity to ensure pupils are always well supported, guided and challenged, enabling them to develop skills in specific areas of interest
- To create a curriculum where the transition of students between years and key stages is seamless; this includes preparing our students for the working world and university after they leave us. Lower school and Middle and Senior school will work closely together to ensure this happens
- To ensure that high expectations and standards are the norm and that students are always pushed to do better. Challenging work should always be available and should be built into all lessons.

Lower School Curriculum

At Mamoura British Academy we understand the importance of providing a great start to a child's education, igniting their passion for learning as they grow. The quality of life and learning within our school is important and we endeavour to provide a curriculum that extends beyond the one contained in the English National Curriculum. We offer an academic but fun, stimulating and caring environment, ensuring each child's safety as they develop the confidence needed to take on new challenges. We recognise that each child is uniquely talented and our goal is to encourage them to achieve their full potential across a wide range of activities, developing new talents as well as stretching the things that they are already good at.

In our Foundation Stage, dedicated teachers encourage and promote 'active' learning throughout all the areas of the Early Years Foundation Stage Curriculum (EYFS), celebrating each child's achievements and preparing them for a smooth and happy transition into the Lower Primary phase of the school. The curriculum sets out what most children are expected to achieve by the end of the Foundation Stage. It is organised into the Prime Areas of Communication and Language, Personal, Social and Emotional and

Physical Development, alongside the Specific Areas of Mathematics, Literacy, Understanding the World and Expressive Arts and Design. Teachers encourage and extend each child's natural curiosity and enthusiasm as they build their range of skills. Children will learn in groups, pairs and individually across an array of different activities as we discover their learning styles and preferences. Digital Technology and enterprise and industry knowledge is woven seamlessly into the lessons, ensuring that all children are confident interacting with technology as a learning tool.

In the Lower and Upper Primary Phases we teach: English, Mathematics, Science, Computing, History, Geography, Design & Technology, Art, Performing Arts and PE through the English National Curriculum. The curriculum is effectively planned to provide a systematic delivery of content and a progression of skills throughout all year groups. Curriculum mapping and topic-based learning fosters excellent links between subjects to ensure that the curriculum flows progressively across the phases. Planning and schemes of work are structured so that students learn systematically, building on knowledge and skills year on year. Personal, social and emotional education are also integrated through our school ethos via the Mamoura British Academy Values DNA, underpinning our everyday teaching as well as assemblies and stand-alone events.

Within the School, we wish to provide an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs. Each classroom establishes a climate of warmth and support in which self-confidence and self-esteem can grow. In which all students feel valued and are able to make mistakes as they learn, without fear of criticism.

Timetable Allocations

Nursery

SUBJECT	NO. OF LESSONS
Phonics	5
English	2
Mathematics	3
Science	1
Continuous Provision	3
Exploration Time	5
Arabic	3
Performing Arts	1
PE/Swimming (from Term 2)	2
Enrichment	1
Assembly- Year and Lower School	2

Foundation Stage 2

SUBJECT	NO. OF LESSONS
Phonics	5
English	5
Mathematics	4
Science	1

Exploration Time	3
Continuous Provision	2
Arabic	3
Performing Arts	1
PE/Swimming	2
Assembly- Year and Lower School	2

Year 1

SUBJECT	NO. OF LESSONS
English	5
Mathematics	5
Science	2
Arabic	3
Islamic Studies	1
Moral Education	1
Thrive Time	4
Performing Arts	1
PE	2
Library	1
Guided Reading and Phonics	5
Assembly- Lower School, Year & MoE	3

Year 2-4

SUBJECT	NO. OF LESSONS
English	5
Mathematics	5
Science	2
Arabic	5
Islamic Studies	3
Social Studies (N) / (NN)	1
Moral Education	1
Topic	1
Performing Arts	1
PE	2
Computing	1
Library	1
Guided Reading	3
Assembly - Lower School and Year	2

Middle and Senior Curriculum

Students are prepared for the opportunities, responsibilities and experiences of adult life through aspects of Citizenship and Moral Education, which is also taught within each year group. Delivery is monitored by the Head of Year and Form Tutors. All teachers have an important part to play in the spiritual, moral, social and culture development of students and should always have due regard for opportunities to:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the law
- encourage students to accept responsibility for their behaviour, show initiative and contribute to Academy life
- assist students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

Departmental schemes of work are designed so that all students have the opportunity to learn and make progress. Learning and progress are monitored regularly and are recorded regularly through the Academy's reporting and assessment procedures. In particular the schemes of work seek to:

- reflect the Academy's vision and key drivers
- provide continuity and progression in the acquisition of knowledge, development of skills and understanding and development of attitudes and values for each student
- build on each student's aptitudes, prior learning and achievements
- foster in students the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves
- provide a love of learning that will stay with the students through their lives
- provide the broad range of knowledge and skills that students need for university and beyond
- prepare students for the appropriate public examinations
- ensure that ICT and other appropriate resources are used wherever appropriate to enhance learning
- ensure that students are linked to an industry partner to allow them to learn valuable skills outside of the classroom
- support the personal, social and moral aspects of the curriculum
- ensure that students on the SEN Register and AoE/G&T are catered for appropriately
- ensure that all students have appropriate opportunities for support, stretch and challenge in their learning

The timetable is based on five days a week with seven lessons during Monday to Thursday with lesson length of 50 minutes and five lessons on Friday with each lesson being 40 minutes of length. Between 7:40am and 8.00am every day there is registration and announcements from form tutors or School and House assemblies. The Anthem will then play at 7:55am with lessons starting at 8am.

Our Year 10 and 11 students take up to 3 GCSE subjects with the exception of students for whom the Inclusion Team, in consultation with the parents and student, deem it more appropriate for the student to study a reduced number of subjects because of their learning needs. In a similar way it is sometimes deemed appropriate for a student to take an extra subject—for example in the case of a bilingual student.

Our Year 12 and Year 13 students continue to study Arabic, Islamic studies, Moral Education through assemblies, Physical Education. Alongside these subjects they have

Enrichment on their timetable to support their next steps in education. Students in Year 12 and 13 study at least 2 A Levels in order to achieve equivalency with the option to study 3 A Levels available.

Timetable Allocations

Middle School

Year 5

SUBJECT	NO. OF LESSONS
English	4
Mathematics	4
Science	3
Arabic	4
Islamic Studies	2
Social Studies(N) / (NN)	1
Moral Education	1
Art	1
Design Technology	1
Music	1
PE	2
Computing	1
Skills	1
Topic/Humanities	2
Library	1
Guided Reading	3
Assembly	1

In Year 5 students attend most of their lessons with their class teacher but have Design Technology, Music, PE and MOE lesson a week with a specialist teacher. This is part of our Middle School Programme and is aimed at upskilling the students while also easing their transition into the Secondary Phase.

Year 6

SUBJECT	NO. OF LESSONS
English	4
Mathematics	4
Science	4
Arabic	4
Islamic Studies	2
Social Studies(N) / (NN)	1

Moral Education	1
Art	1
Design Technology	2
Music	1
PE	2
MFL	1
Computing	1
Humanities	2
Guided Reading	2
Assembly	1

Year 7

SUBJECT	NO. OF LESSONS
English	4
Mathematics	4
Science	4
Arabic	4
Islamic Studies	2
Social Studies(N)/Pvt Studies(NN)	1
Moral Education	1
Humanities	2
MFL	2
Design Technology inc. Food	2
Art	1
Music	1
PE	2
Computing	1
Drama	1
Assembly	1

In Year 7 students attend all of their lessons in their form groups. This helps to develop the relationships which are vital for a happy learning environment.

Year 8

SUBJECT	NO. OF LESSONS
English	4
Mathematics	4
Science	3
Arabic	4

Islamic Studies	2
Social Studies(N)/ Pvt Studies(NN)	2
Moral Education	1
Humanities	2
MFL	2
Design Technology inc. Food	2
Art	1
Music	1
PE	2
Computing	1
Drama	1
Assembly	1

In Year 8 students continue to attend most of their lessons in their form groups. This helps to develop the relationships which are vital for a happy learning environment. Setting exists in Mathematics and Science subjects

Year 9

SUBJECT	NO. OF LESSONS
English	4
Mathematics	4
Science	3
Arabic	4
Islamic Studies	2
Social Studies(N)/ Pvt. Studies(NN)	2
Moral Education	1
Humanities	2
MFL	2
Design Technology inc. Food	2
Art	1
Music	1
PE	2
Computing	1
Drama	1
Assembly	1

During Year 9, students will have the options shared with them in order to prepare for their Year 10 journey. Option blocks are constructed after students have made their choices to optimise the number of students getting all of their choices. It is rare for more than one or two students not to get their first-choice subjects.

Senior School

Year 10 and 11

Year 10 and Year 11 are taught in sets for Core subjects with classes for MOE being separated into Native/Non-Native teaching. Students are taught in their option subjects in various groups based on the choices they have made.

Moral Education is taught through assemblies and specific learning days throughout the year.

All external examinations are governed by the exam board where any controversial topics are address prior to the teaching. This is completed through the options process, a letter at the start of the academic year and also notice prior to the teaching of such topics. For all examination classes we seek approval from ADEK.

SUBJECT	NO. OF LESSONS
English	4
Mathematics	4
Science	6
Arabic	4
Islamic Studies	2
Social Studies (Y10 only)	2
Physical Education	1
Option Subjects students choose from	
Geography	3
History	3
ICT	3
Art and Design	3
Spanish	3
Design and Technology	3
Food and Nutrition	3
Business	3
Economics	3
Music	3
Drama	3
Physical Education	3

Year 12 and 13

Moral Education is taught through assemblies and specific learning days throughout the year.

All external examinations are governed by the exam board where any controversial topics are address prior to the teaching. This is completed through the options process,

a letter at the start of the academic year and also notice prior to the teaching of such topics. For all examination classes we seek approval from ADEK.

SUBJECT	NO. OF LESSONS
Arabic	4
Islamic Studies	2
Physical Education	2
Enrichment	2
Option Subjects students choose from	
Geography	6
History	6
IT	6
Art	6
English Language and Literature	6
Spanish	6
Design and Technology	6
Mathematics	6
Business	6
Economics	6
Biology	6
Chemistry	6
Physics	6

Accreditation

Mamoura British academy has obtained the relevant accreditation and affiliation as per the requirements of the ADEK Curriculum Policy.

Learning and Teaching Styles and Ethos

Across the Academy, the emphasis in every lesson is on enabling excellent learning and fostering a love of learning. In line with the MBA Learner and Teacher DNA, teachers are expected to enable students to use as wide a range of learning styles as possible. Teachers are also expected to ensure that the learning objectives for every lesson are clear for their students, presented in writing and that these should be summarised at

the end. Appropriate differentiation is expected to be present in every lesson to ensure students are suitably supported and challenged. Teachers are strongly encouraged to regularly reinforce their expectations regarding participation in lessons, behaviour and ethos. In addition, the teaching should always:

- enable students to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- foster in students the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves
- involve well-planned lessons and effective teaching methods, activities and management of class time
- show a good understanding of the aptitudes, needs and prior attainments of the students, and ensures that these are taken into account in the planning of lessons
- demonstrates appropriate knowledge and understanding of the subject matter being taught
- utilise effectively classroom resources of an adequate quality, quantity and range
- demonstrates that a framework is in place to assess students' work regularly and thoroughly and use information from that assessment to plan teaching so that students can progress
- utilise effective strategies for managing behaviour and encouraging students to act responsibly.

All teaching should promote the spiritual, moral, social and cultural development of students in line with the MBA Values DNA, whenever appropriate. In particular this means that the teaching should:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the law
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- assist students to acquire an appreciation of and respect for their own and other culture in a way that promotes tolerance and harmony between different cultural traditions
- lead students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity
- enable students to gain insights into the origins and practices of their own cultures, and into those of the wider community
- compliment the Mamoura British Academy Student Wellbeing Policy, integrating aspects of the positive behaviour model, safe and healthy eating practices, mindfulness and social and emotional learning

A key focus in our curriculum is the provision of the Ministry of Education subjects. The delivery of Arabic Language is a core part of the Foundation Stage Curriculum, giving the students firm foundations for their formal introduction to the Arabic learning in Key Stage 1. Throughout the Academy, the curriculum is aligned to, and meets Ministry of Education requirements for: Arabic, Islamic Education, Moral Education and UAE Social Studies with all students embracing their language and culture.

Resources

Mamoura British Academy is committed to ensuring that:

- all textbooks and other learning resources in use have been vetted in line with the Mamoura British Academy Cultural Consideration and Compliance Policy

- high-quality materials are aligned to learning outcomes and standards within each Year Group
- additional learning and teaching resources are utilized to support and enrich the teaching of all subjects in all phases

Enrichment

Mamoura British Academy commits to further enhancing and enriching the learning experiences of all students through:

- offering a wide and varied range of extra-curricular activities that complement and enrich the formal curriculum to enhance the students' academic and personal development, as per the Mamoura British Academy ECA Policy
- promoting the use of a range of learning spaces and educational experiences throughout the Academy in line with the Mamoura British Academy Learning and Teaching Policy

Arrangements for Monitoring, Evaluation and Future Developments

Curricula review is performed on an annual basis, but also regularly by teachers, subject leaders and leadership at all levels, with a view to ensuring it meets the needs of the students and is kept aligned to the UK and National priorities. The evidence of the impact of the curriculum on achievement and enjoyment, termly reports, data analysis, staff and student voice and parental feedback are all taken into consideration. There is regular review of potential areas for innovation. Heads of Departments are encouraged to share their ideas through their meetings with their line manager, or through Heads of Department meetings, through the open forum meetings and through their department Review & Action Plans. Student voice and parental voice also offer opportunities for ideas to be offered.

Responsibilities

ELT will ensure that:

- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Senior Leadership Team annually through monitoring of planning and timetables
- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect National priorities and the aims of Aldar Education and also indicate how the needs of individual students will be met
- All students are able to access the curriculum through effective and appropriately resourced differentiated activities. Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum
- All subjects will be taught and assessed with an emphasis on a 'skills- based' approach, with 'challenge evident at all levels of planning'
- The Curriculum is designed to reflect our local community, industry partnerships and the opportunities within our local area. The curriculum will also ensure that all aspects of community cohesion are addressed
- The procedures for assessment meet all legal requirements and students and their parents receive information to show how much progress the students are making, how they compare with national expectations, and what is required to help them improve
- Leadership is distributed and subject leads appointed and empowered to drive curriculum areas forward through department meetings or Curriculum Action Groups (CAGs)

Other staff will ensure that:

- Termly reviews will be carried out to record curriculum compliance, coverage and ensure continuity and progression for students across the school
- The school curriculum is implemented in accordance with this policy
- The subjects for which they have responsibility are lead and managed effectively to enable successful delivery of the whole curriculum, using quality resources
- Subject/Phase Leaders are to keep up to date with National Curriculum changes and ensure this is reflected in any documentation produced. It is important that reviews take place as we constantly look to improve what we teach alongside the way we teach it
- Leaders of English, Mathematics, Science, Sustainability and the Educational Technology Coach should support other subject areas in ways in which they can embed key areas into their subject and lessons. This should also be monitored with sharing of good practice taking place across all phases

Review

This policy will be reviewed once every two years or sooner if deemed necessary. Once the policy is reviewed it will be ratified by the SGG and then updated in the "MBA Staff Policies" Teams area and available on the website for parents.