

Muna Curriculum Policy

Policy First Issued on	August 2022
Next Policy Review Date	August 2023
Policy Amended	
Lead Professional	Graeme Kinkead
Signature	
Date	10th August 2022

Rationale

The intention of this policy is to provide a clear guide to provide and exemplary curriculum here at Muna British Academy.

The policy is underpinned by research and professional judgements of teachers and leaders within Muna British Academy.

Our responsibility as educators is to provide the best opportunities and high-quality teaching for each child including creating innovative and creative learning opportunities. The curriculum should support, stimulate and celebrate pupils learning achievements.

Principles

- Curriculum should be at least in line with objectives set out in the English National Curriculum
- Ministry of Education required subjects should be taught in line with the MOE curriculum
- The curriculum should be culturally relevant with our own local culture or the culture of The United Kingdom
- We are an enquiry based curriculum where cross curricular links should be made regularly.

Curriculum Outline.

National Curriculum

As a school we follow the 2014 National Curriculum for England (ENC). A copy of the programmes of study can be found here [National curriculum in England: English programmes of study - GOV.UK \(www.gov.uk\)](http://www.gov.uk). Due to National compliance and culturally differences some aspects of the UK curriculum cannot be taught including sex and relationship education and Religious Studies.

In addition to the National Curriculum we also follow a UAE statutory curriculum for Ministry of Education subjects. This includes the delivery of Social Studies, Moral Education, Native Arabic and Non-Native Arabic. A paper copy of all of the objectives covered in the MOE curriculum can be found with our Head of MOE subjects.

Curriculum Coverage

Throughout the course of the year all objectives listed within the ENC should be covered. We deliver a broad curriculum here at Muna and while of course a focus is required of core subjects; this should not be at the expense of foundation subjects. The below table shows the amount of minutes taught for each subject from Y1 to Y6. In the Early Years, subjects are not always taught as discrete subjects and therefore their coverage can change from week to week.

Subject	Weekly minutes.
Mathematics.	260 minutes.
English (Including reading)	385 minutes.
Science	120 Minutes
Native Arabic	200-240 Minutes
Non-Native Arabic	180 minutes.
Islamic (For Islamic students only)	120 Minutes
Swimming	60 Minutes
Physical Education	60 Minutes.
STEAM (History, Geography, Art and DT)*	240 minutes
Music	60 minutes.
Moral Education/PHSE	60 minutes.
UAE Social Studies	60 minutes

Subject Delivery

Mathematics

Daily maths lessons should occur each week. We base our long term plan on The White Rose scheme used across a majority of schools in England. We have access to the resources available for White Rose and where appropriate incorporate these in our lessons. These resources should be adapted and used on our Muna Math's Frame which differentiates work in at least 3 ways (Flying Stinging and Buzzing.) In each level there should be the opportunity for mastery and challenge with the highest attaining children stretched further with 'unbelievable' challenges. Within each level of differentiation, clear progress should be seen with questions getting progressively harder to allow for both progress and consolidation.





The maths curriculum is split into units of work by the Heads of Year. Before each unit of work, a cold task should take place. From this cold task, children and teachers should assess their classes work and agree targets. At the end of this unit of work, the cold task is re-visited and students will assess their own progress with a peer before discussing it with their teacher.

In addition to daily maths lessons a weekly mental maths test should take place. As a school we follow The Rising Stars Mental Maths programme and progress is accounted for by teachers.

An Muna Calculation policy is available and this should be used for the teaching of any calculation methods. This is shared with the parents annually.

Resource A

Muna Maths Frame.

LO:		
Learning title	Learning title	Learning title
 Flying	 Stinging	 Buzzing
Consolidation and Fluency	Consolidation and Fluency	Consolidation and Fluency
		Exit ticket- Reasoning and application
	Exit ticket- Reasoning and application	
Exit Ticket- Reasoning and application.		 unBEEllevable

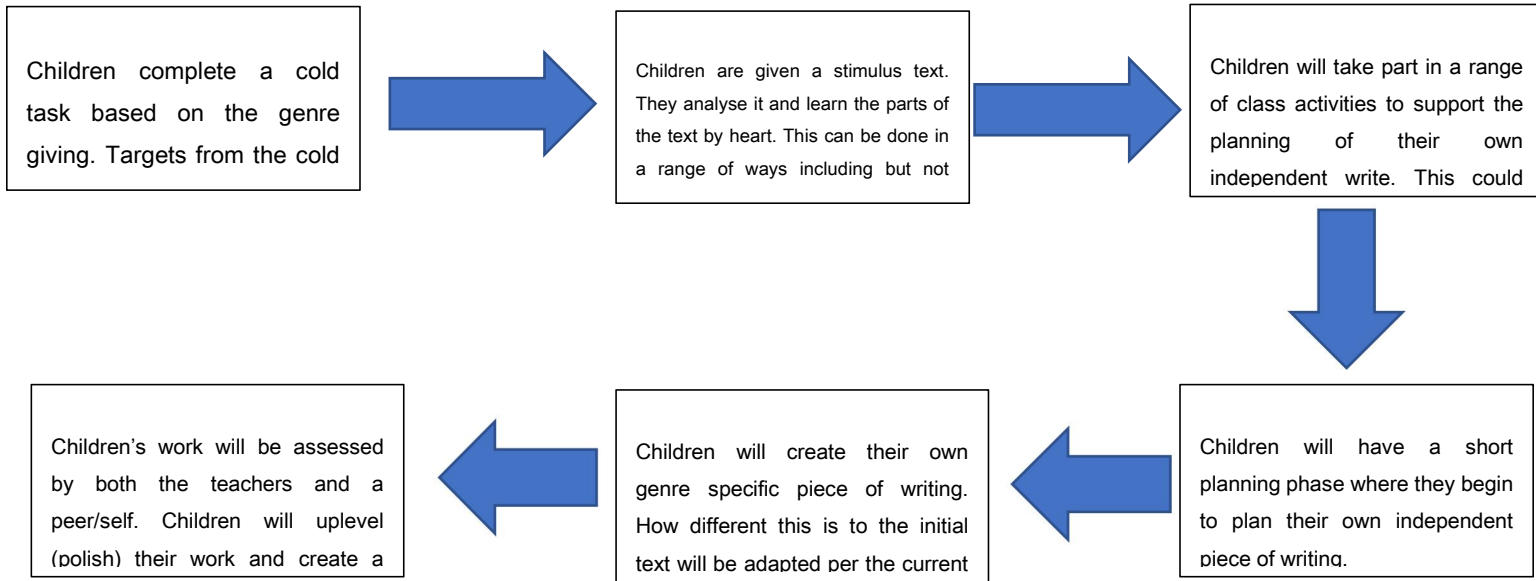
English

Writing

At Muna, we follow Pie Corbett's 'Talk for Writing' programme. Information about this scheme can be found here; <https://www.talk4writing.com/>. Over the course of a half term (Approximately 6-7 weeks) children should study two genres of writing. One narrative and one non-narrative piece should be studied. Each genre should be broken down into the 3 stages outlined by Corbett (imitation, innovation and independent application). All units begin with a cold task. From this cold task teachers assess alongside their pupils to identify gaps and needs for the unit ahead. All children should be provided with a high quality, relevant text that showcases the best of that genre. The first of learning should allow the students to analyse and learn this text at an age-appropriate level. This is the imitation stage. In Stage 2, children should begin to innovate the text through a range of shared writes, modelled writes and partner writes. These may be shorter bursts of writing before moving onto the final stage. Within the final stage children should independently create their own piece of writing. Assessing and up-leveling work is exceptionally important here at Muna and each unit should end with the creation of an 'Authors piece.'

Learning objectives and success criteria should be shared in each lesson. The success criteria should be adapted using the school terminology of 'flying, stinging and buzzing.'

Below is the flowchart followed for a writing genre.



Reading

As a school we follow a whole class reading approach from Year 2 to Year 6. Children have the opportunity to study a text or a range of texts and articles to develop key reading skills including inference, understanding and prediction. In Year 1, Guided Reading sessions take place and children are read with in smaller groups to allow their fluency to be developed. For children who are not yet reading fluently, 1-1 reading sessions occur weekly with an adult.

In Year 2 and Year 3, whole class reading may be conducted in sets as a significant number of children may not be

phonetically fluent phonic readers. For these children a high intensity short burst phonics class may take the place of whole class reading for a short period of time not exceeding a term. For children in Year 4-6 who are not phonetically fluent readers, small group interventions lead by our SEN team take place.

Reading homework is compulsory at Muna and children are expected to read for a minimum of 20 minutes per evening. Home readers are sent home weekly from the Oxford Press and a fully stocked library is readily available for children to bring books home.

Reading has been a focus at Muna since 2021 and an addendum can be found in the Appendix A focused on reading.

Science

Units of learning are taken from the English National Curriculum (2014) and adapted where needed to make them culturally appropriate. SC1 opportunities should be provided in each unit of work and children should have the opportunity to develop their skills and their knowledge. There should be two science lessons each week. Each science unit begins with a KWL grid in Y1-2 while children in Y3-6 should complete a concept map which is revisited at the end of a unit to assess progress.

Foundation Subjects

Discreet Topic Lessons

There are a number of key objectives which must be covered throughout the UK curriculum. Each year group has a topic which is written as an enquiry question and discreet topic lessons should take place throughout the year on Fridays to ensure these objectives are met. Discreet lessons may take place in the following subjects.

- History
- Geography
- Art
- D+T
- Computing

STEAM Fridays

Use Chris Quigley's skill based curriculum as a starting point, we have developed a STEAM based approach to teaching foundation subjects. From April 2022, STEAM Fridays have been introduced and each year group should have a STEAM title beginning 'We are...'

Each STEAM Friday unit should begin with a job description giving to the children and a concept map created by them. Throughout a STEAM unit of enquiry children should learn a range of skills and apply these by creating a final product. The unit ends with children completing a job application and receiving a degree for the successful completion of the unit. ***The degree template for STEAM Fridays can be found in Appendix B***

P.E

P.E should be a taught as unit blocks as per the English National Curriculum. Each year group should have at least one parent showcase event a year to celebrate students' work and achievement.

Music

Music should be taught as a block unit of work as per the English National Curriculum. It should be cross-curricular and fit in where possible with the unit of enquiry in each classroom. Assessment of music should be in the form of a pre-learning task followed by an exit task. This may be in paper form or a recording of a piece of music or performance. Parents from each year should be invited to at least one performance each academic year. This may be a virtual or pre-recorded performance.

The Ministry of Education Subjects

At Muna British Academy all students study Arabic, (Non-Native or Native) Social Studies (Non-Native or Native) and our Muslim students study Islamic Studies from Year 1 and up (Non-Native or Native.)

Arabic Native

Children in FS2 and Y1 receive Arabic teaching. This is taught to Non-Native and Native students simultaneously. The below table shows the amount of Arabic taught. Once a year, each class should have a celebration of learning where parents are invited to join.

Year group	ADEK minutes require	Minutes taught
Fs2	Nil	75
Y1	Nil	75
Y2	240	240
Y3	240	240
Y4	240	240
Y5	200	200
Y6	200	200

Arabic Non-Native

Children in FS2 and Y1 receive Arabic teaching. This is taught to Non-Native and Native students simultaneously. The below table shows the amount of Non-Native Arabic taught. Once a year, each class should have a celebration of learning where parents are invited to

Year group	ADEK minutes require	Minutes taught
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Fs2	Nil	75
Y1	Nil	75
Y2	160	180
Y3	160	180
Y4	160	180
Y5	160	180*Due to current staff shortages (01.11)
Y6	160	180

Islamic

Due to numbers of non-Muslim students, Islamic studies is taught by combining 2 classes together. Students are encouraged to participate in competitions including Qu'ran reading. Each year, every year group should have a parent event to celebrate the students learning. Children should also be given the opportunity to celebrate their faith in assemblies throughout the year. The below table highlights are current minutes for Islamic.

Native Islamic Year group	ADEK minutes require	Minutes taught
Y2	120	120
Y3	120	120
Y4	120	120
Y5	80	120
Y6	80	100

Non-Native Islamic Year group	ADEK minutes require	Minutes taught
Y2	80	120
Y3	80	120
Y4	80	120
Y5	80	120
Y6	80	100

Planning for the curriculum

Long Term Plans

Year plans are created for all subjects and a curriculum booklet is sent home for all parents. This includes the expected objectives that will be covered. To ensure coverage, long term plans are also created by subject leaders to show progression across year groups across a subject

Medium Term Plans

The year plan is broken down into half termly medium term plans. These medium term plans break down the long term objectives into weekly objectives. These plans are shared with parents.

Weekly Plans

Medium term plans are broken down in weekly plans for the core subjects of Maths, Science and English. These weekly plans should break down the weekly objectives into daily objectives.

Steam Plans

A termly unit plan is created for the STEAM project. These are not shared with parents.

NB: All planning templates can be seen in the appendix.

Quality assurance and monitoring of the school curriculum

Observations

Formal observations happen 3 times a year. A member of ELT alongside a member of MLT will observe staff members and formal feedback is provided alongside a grade. 2 observations are announced the final observation is an unannounced observation within a week period. Peer observations happen in addition to this and teachers are given the opportunity to observe one another once a term. As of September 2022, it is attempted that all formal observations take place during a phase or subject review. It is expected that formal lesson observation feedback is given within 48 working hours of the observation. **Observation forms can be found in the Appendix C**

Phase Reviews.

Phase reviews are a one week 'deep dive' into each section of the school. A phase review includes

- Lesson observations
- Planning scrutiny
- Pupil Voice
- Parent Voice
- Book Looks.

Phase reviews will be lead by the phase leader and overseen by a member of the school's executive leadership team.

Subject Reviews

Subject reviews will be a one day 'deep dive' into a subject. A subject review includes

- Lesson observations
- Planning scrutiny
- Pupil Voice
- Parent Voice
- Book Looks.

Subject reviews will be conducted by the Subject co-ordinator and a member of the executive leadership team.

Learning Walks

Muna British Academy has an open-door policy- The ELT corridor is open at all times for any concerns to be expressed. It is expected at Muna British Academy, that all members of ELT will be a presence around schools. On a weekly basis, members of ELT will spend time walking around the school getting to know the children and be a visible force within the school.

Book Looks

Book looks will happen termly. These dates are in the calendar. Prior to book looks it is expected that teams will have peer looked at their own books. A rubric is created for book looks which can be found in the Appendix.

Continuous Professional Development.

At Muna British Academy with strive to be on the forefront of what is going within education therefore CPD sessions are instrumental in what we try and achieve. Staff will have the opportunity to complete sessions run by Aldar Training Academy. In school CPD, will be every Sunday and a programme is included on the calendar.

Appendix A

Provision for reading

One of our main goals in Phase 1 is to develop a life-long love of reading in all our children. We foster this through a multi-faceted approach starting from Nursery leading to children achieving the ELG in reading at the end of FS2. Through planning, teachers create awe and wonder using books to immerse the children in various themes. The children are then able to learn within the theme of that book in all areas of the curriculum and experience the story in real life, be it fiction or non-fiction.

The children are read at least one story a day with the story time being a special part of the day where the children are encouraged to relax and really indulge in the story. In addition to this, children have the opportunity to read a book to an adult during guided reading once a week and can take this book home to enjoy with their family. Children are taught a new reading skill during the sessions such as inference or reading to the punctuation. Teachers and families communicate about the child's reading through an online reading journal. Here teachers can give tips on how to support their child's reading at home and parents can let teachers know any feedback. Workshops have also been delivered to parents to explain the curriculum for reading in FS, how reading is taught through our extensive phonics programme, and how they can support their child at home. Children also have the opportunity to visit the school library once a week with or without a parent to choose to book to take home to enjoy. This always evokes excitement in the children as they are allowed plenty of time to browse all the books on offer.

In our indoor shared area, we have a reading corner for children to enjoy looking at a book. When Covid-19 restrictions allow, this is a cosy area where children can lay down on a rug or bean bag under a canopy and read with a reading buddy. There are also CDs of some of the children's favourite books so they can enjoy the story through headphones.

An intensive phonics programme in both Phase 1 and the early stages of Phase 2 allows all children to have a good grasp of reading. School has recently invested in 'Song of Sounds' and this is used daily in classes. Staff have received training in this, and through lead learners this is now being delivered at a high level. Song of Sounds has recently received DfE (Department for Education) approval and have now launched their online subscription. We have accessed the trial to this and will purchase following a review of its success.

In phase 2, a love of reading is instilled in all of our children. In years 1 and 2 all children take home a reading book each week and all parents complete an online home reading record. All children are individually listened to once a week while children not yet meeting expectations are prioritised for more regular reading sessions. All children from Years 1-6 take part in daily (Monday-Thursday) whole class reading sessions. This academic year we have switched from small group reading to whole class reading sessions and this had a positive effect on children's progress in reading. Children in Years 5 + 6 are encouraged to use texts on their devices while younger children are given a text to study during lessons. Where possible these texts are cross-curricular to be current with the learning going on in the class or linked to UAE culture. We try creating global citizens through our texts and year 6 have studied texts such as 'The Boy at the Back of the Class', which has a particular focus on the refugee crisis around the world. Within our reading lessons, children are regularly exposed to GL style assessment questions to help them prepare for our formal reading assessments each year. A rigorous monitoring of reading this year has allowed us to pinpoint areas of strength and deliver relevant CPD to staff who require it.

The Covid-19 pandemic has led to certain children having gaps within their reading knowledge. Interventions (phonics in Y2-4) and inference skills in Y5+6 has allowed identified children to fill their gaps of knowledge alongside their new learning. Currently over 50 children are received a reading intervention from a qualified teacher while our class assistants are supported readers of all levels by listening to individual readers in Years 2-6.

All children have the opportunity to visit the library each week. Children can take up to two books a week. Opening the library this year has been a vital tool in instilling a love of reading and up to 50 children and families can be seen in the library after school each day. With the removal of bubbles, we have been able to timetable library sessions and each class will visit the library weekly. To develop student leadership, selected Year 6 children have become librarians and they support the younger children in choosing books as well as seeing how a library works. Alongside our library, children are encouraged to access the accelerated reader programme where they complete assessments to formatively assess their understanding and progress. Multiple children have become 'word millionaires' and weekly competitions fosters a competitive spirit for children in Years 3-6 to read as many books as they can.

High quality first teaching is the main cog to our reading strategy however alongside this is an exciting calendar of events. This year we celebrated our Muna reading week where all learning came directly from a text. Teachers made books come alive and children use a text as a stimulus for outstanding learning in a range of subjects. Bedtime stories was an online event attended by over 200 families where children and their families came to listen to a story delivered by one of our staff. This is proposed to run again in 2023. Our literacy co-ordinator has ran parent workshops to support parents in reading with their children at home. To celebrate UAE month of reading, we have arranged for a library on wheels to come to the school to further immerse our children in a reading culture. As with everything, children watch what we do as adults. All teachers are encouraged to model reading and many staff have a display showcasing what they are currently reading. Reading for pleasure is highlighted and each class has a class book which is linked to their topic and enjoyed by the children. Other reading initiatives in place include:

- Book of the week
- Reading corners
- Drop Everything and Read
- Author visits
- Reading assemblies.

Alongside developing passionate and confident English readers we work hard to ensure our students enjoy Arabic reading as well. Children from Nursery to Y1 enjoy a week Arabic story time. We are developing this to include our parent body who will share stories virtually with the children. This is a special time for both our Native and Non-Native children who get the opportunity to enjoy this story time. Native children from Y2-6 have a bespoke weekly guided reading session while this is built in to our week Non-Native lessons. All children take home an Arabic reading book each week and workshops are planned to support parents in assisting their children at home.

Over the next 12 months further initiatives are planned to further develop our reading curriculum. Further whole class texts will be bought to develop our reading curriculum in line with the changes we have made to our curriculum. A reading platform 'Reading Eggs' has been purchased to further support our children in Years 1-3 to help them prepare for our Accelerated Reader programme. This alongside our current subscription to Education City helps transform our students into fluent, passionate readers. As Covid restrictions allow, we hope to further our library provision by allowing students to visit during the school day have easier access to a range of texts. We hope to liaise with UAE organisations such as the Children's Library to support students and families further.

Through both are ongoing formative assessment on Target Tracker alongside summative assessments of both GL and end of unit assessments allow us to be confident that our reading provision is outstanding. The progress of our students is leading us on a path to having outstanding reading attainment. Despite developing well in all year groups, we have further progress to consolidate our provision. Further information can be found in both our Reading Action Plan and our Muna Reading policy.

We have purchased two online reading subscriptions. Children from Year 3 up have access to MyOn and Accelerated Reader; children in the younger years (Nursery- Year 2) will have access to Reading Eggs. Both costly programmes show our commitment to ensuring that progress is made at all stages of the children's reading journey. Research has shown the effect that both programmes have, and we are confident they will support our children in ensuring both our attainment and progress is outstanding.

Arabic reading is also a strong focus for both native and non-native language learners. Students are provided levelled Arabic reading books alongside the English collection of books. For Arabic reading, students had access to the platform Asafeer which utilised a gaming approach to motivate the children to practise reading and complete their tasks in an interactive and competitive environment; in the previous year we used the '3asafeer' platform to understand writers' styles and increase the Arabic vocabulary and reading accuracy and fluency that students are exposed to in order to improve the reading standards in Arabic. This year we have changed our subscription to Bravo Bravo, which is a fun application for learners that will have great benefits in educating children and developing their abilities, it facilitates Application to see students' progress and contribute to their academic and future success. With a focus on Arabic language skills, Bravo Bravo will help students practise multiple skills through play and entertainment and improve their academic ability. Internal and external competitions/events are held for students such as Quran reading/reciting, and Arabic week. Dual language labels/resources are also used to enhance reading and the translation between both English and Arabic. Children are challenged to improve their speaking, reading, and writing Skills by participating in reading, speaking, and writing competitions across Aldar Academies and Abu Dhabi Schools. Parent involvement has increased through encouraging reading with their children during Arabic week and Initiative Reading competition which is based in school with parent support.

Guided Reading Sessions take place during Arabic class weekly, where the teacher sits with groups of 5 children and provides the other groups with activities related to reading skill. Additionally, students will take Arabic stories home as per their level.

Home reading has been launched again after the elimination of the Covid-19 restrictions. We resumed sending each student a home story according to their level with a reading record attached with levelled questions for reading comprehension. Arabic classrooms have reading displays, in addition to a sight word wall in each class; the students use the word wall to read the sight words which are specified each week to enhance their reading and use them in their writing.

Arabic Reading comprehensions have a strong focus. Students are introduced to many Arabic comprehension strategies, and it is applied across grades and grade levels. This strategy focuses on developing critical thinking skills and analysing the text; this strategy helps students to read and analyse the text with critical thinking, which supports the students to engage with each other during Arabic Reading comprehension sessions.

We have also created a data sheet which tracks the students' progress in reading comprehension across all years.

In order to stimulate reading, the students participated in the "The Arab Reading", which is the largest Arab project launched by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai, to encourage reading among students in the Arab world. All students from Muna British Academy

participated and after that the Arabic team made a committee to evaluate the students' reading. In the end School Qualifiers two students were nominated to the penultimate qualifiers who had summarised 50 books and spoke confidently about them in classic Arabic.

For more focus in following up on reading progress throughout the year we use reading data analysis to track students' progress in reading.

In the field of Arabic for non-Arabs, we participated in an international competition for non-Arabic speaking students, through videos to enhance reading and speaking then followed by questions for understanding answered by the students. Two of our students obtained advanced positions and certificates of appreciation.

Appendix 2- STEAM degree.

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Al Muna University of STEAM



AL MUNA ACADEMY
ALDAR ACADEMIES

.....
HAS SUCCESSFULLY COMPLETED THEIR STUDIES IN

.....
.....



.....
DATE

.....
SIGNED

Appendix C- Lesson Observation Form

Aspect	Unsatisfactory	Satisfactory	Good	Very Good	Outstanding	
The Impact of Teaching on Learning	<p>Students have a limited understanding of the purpose and relevance of the lesson.</p> <p>Progress is too slow for a significant number of students.</p>	<p>Learning objectives are shared with the class and, for the most part, met.</p> <p>Most students are learning and making adequate progress.</p>	<p>Purpose of lesson is clear and students know what they are doing. Lesson planning is structured and takes into account prior learning.</p> <p>There is good pace and differentiation in the lesson. Appropriately targeted support and intervention, including learning support in the lesson, are planned and matched well to most student individual needs. Most students are making demonstrable progress.</p>	<p>Detailed lesson planning with clear provision for individual needs.</p> <p>High level of challenge and support throughout lesson. Differentiation is varied and advanced. As a result, most students including SEN, EAL and G&T, are making very good progress in the lesson and achieve well over time.</p>	<p>Learning objectives are contextualised and reference made to previous and future learning.</p> <p>Teaching is innovative with high quality learner-led/ independent learning. Subject knowledge and passion inspires all students. As a result, all students including SEN, EAL and G&T, are making rapid and a sustained high level of progress in the lesson and over time.</p>	Main Strengths:
The Use of Assessment Information for Learning and Progress	<p>Assessment processes are limited and/or not appropriate to the learning needs of students.</p>	<p>There is some evidence of assessment throughout lesson and in plenary.</p> <p>The lesson may rely too much on summative assessment.</p>	<p>Assessment is integral to the teaching and learning. Teacher assesses students' learning and progress regularly and accurately.</p> <p>They ensure that students know how well they have done and what they need to do to improve.</p>	<p>Assessment for learning is evident throughout the lesson.</p> <p>Effective and probing questioning is used to gauge student understanding and take learning further.</p> <p>Evidence of effective peer and self-assessment.</p> <p>Students are actively involved in target setting.</p>	<p>Consistently high quality assessment for learning evident throughout lesson.</p> <p>Constructive and diagnostic feedback both in lesson and marking is exemplary.</p>	Main Strengths:
Learning Environment	<p>The classroom environment lacks stimulus or is not sufficiently well prepared to reflect students' achievements or ongoing work.</p>	<p>The classroom environment models high expectations.</p> <p>Displays include stimulus materials (posters), key words, and exemplar materials.</p>	<p>Stimulating learning environment. Teacher uses/refers to learning environment/visual stimulus (e.g. key words, rubrics).</p>	<p>Vibrant, stimulating learning environment; range of visual and tactile material - including students' work - gives support to lesson.</p>	<p>Updated and targeted display material reflects learning, progress and aspiration.</p>	Main Strengths:

For next Lesson Observation we will be looking for:

- 1.
- 2.
- 3.

Appendix 4- Planning documents

Medium Term Plan

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Year 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Enquiry Question							
Steam Title							
Maths							
Reading							
Writing							
Science							
Humanities							
Art + DT							
Computing							
Music							
P.E							
Native SS							
Native Islamic							

STEAM Plan

Project overview and outcomes

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Science	Technology	Engineering	Arts	Maths
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