

نويٰ
مدرسة بريطانية



NOYA
BRITISH SCHOOL

Curriculum Policy

| Policy | Curriculum Policy |
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Noya British School Curriculum Statement

Noya British School delivers a high-quality, inclusive and ambitious curriculum from FS to Year 9. Our curriculum follows the National Curriculum for England and is enriched through UAE National Identity, British Values, High Performance Learning (HPL) and global competencies. We aim to develop knowledgeable, skilled, confident and compassionate learners who contribute positively to their community and the wider world.

Preparing Pupils for Life in Society

The curriculum prepares pupils for the opportunities, responsibilities and experiences of life in society by developing their understanding of rights, responsibilities, diversity, civic engagement and ethical behaviour. Through British/Sheikh Zayed Vision and Values, PSHE/Moral Ed provision, curriculum content and enrichment opportunities, pupils learn how to participate positively in society, respect the rule of law, value diversity and contribute meaningfully to local and global communities.

Curriculum Intent

Our curriculum is designed to:

- Provide a broad, balanced and coherent learning experience accessible to all pupils.
- Ensure clear progression of knowledge, concepts and disciplinary skills from FS to Year 9.
- Embed UAE National Identity values, global citizenship and an understanding of local and international contexts.
- Develop HPL advanced cognitive performance characteristics, such as meta-thinking, creativity, resilience, empathy and agile thinking.
- Support inclusive, adaptive and research-informed teaching so all pupils can achieve, exceed expectations and become independent learners.
- Prepare pupils for IGCSE/GCSE pathways and future academic, personal and vocational success.
- Cultivate a culture of belief in one's potential, aligned with Noya's Belief Policy, where staff and pupils commit to high expectations, positive mindsets and continual reflection.

Noya's Belief Policy Integration

At Noya, we believe that the way teachers think about learning shapes the way pupils learn. Our Belief Policy provides a shared framework for the principles, values and mindsets that guide our teaching community. Teachers commit to:

- Reflecting on their own beliefs about learning, achievement and inclusion, ensuring they align with Noya's core values of aspiration, respect, compassion and excellence.

High Performance Learning



- Demonstrating belief in every child's ability to achieve highly, regardless of background or starting point.
- Upholding a consistent culture of high expectations for work, behaviour and personal development.
- Modelling a growth mindset through continuous improvement, professional dialogue and reflective practice.

This shared belief system ensures that teaching is not only instructional but relational, built on trust, encouragement and a commitment to high performance for all.

Curriculum Implementation

Teaching & Learning

Teaching across the school reflects:

- Rosenshine's Principles of Instruction, ensuring clarity, modelling and guided practice.
- Explicit modelling through the *I do – We do – You do* gradual release approach.
- Immersive, inquiry-based learning, where pupils explore concepts deeply and make meaningful connections.
- Real-world, cross-curricular and culturally relevant links to strengthen understanding, contextualise learning and build global competencies.

Teachers plan collaboratively each week to secure consistency, correct sequencing, mastery of key knowledge and high expectations across all phases.

Phase Delivery

Early Years Foundation Stage

- EYFS-based, play-led and vocabulary-rich provision.
- Strong foundations in early communication, social development and self-regulation.
- Phonics delivered through Read Write Inc; early maths delivered through White Rose Maths.
- Science links integrated through Understand the World.

Primary

- National Curriculum taught through structured, research-informed programmes such as Ready Steady Write and White Rose Maths.
- Strong emphasis on reading fluency, comprehension, writing stamina and mathematical reasoning.

High Performance Learning



- Subject leaders ensure curriculum coherence, cultural breadth and cross-curricular enrichment.

Secondary

- Specialist teaching with sequenced schemes of work designed for conceptual depth and preparation for IGCSE pathways.
- National Curriculum taught through structured, research-informed programmes such as Spark Maths.
- Emphasis on disciplinary literacy, critical thinking, extended writing and subject-specific mastery.

Assessment

We use a range of formative and summative assessments including GL assessments, internal assessments, baseline data and FS Learning Ladders. Assessment informs:

- Targeted planning
- Adaptive teaching
- Interventions
- Stretch and challenge



Assessment is purposeful, actionable and informs both short-term adjustments and long-term curriculum refinement.

Reflective Coaching & Professional Growth Model

To support continual improvement and alignment with our curriculum and Belief Policy, Noya implements a reflective coaching model, where teachers are guided through structured reflection cycles that link directly to lesson design, delivery and curriculum intent.

The model includes:

- Lesson Reflections: After teaching a lesson, teachers reflect on impact, pupil outcomes, misconceptions and alignment with curriculum expectations.
- Coaching Conversations: Instructional coaches or leaders support teachers in evaluating strategies, identifying strengths and setting next steps.
- Curriculum-Linked Reflection: Teachers discuss how lessons supported key knowledge, progression, disciplinary skills and HPL attributes.
- Video Reflection: Teachers may record and review segments of practice to analyse modelling, questioning and scaffolding.
- Belief Alignment: Teachers examine whether their practices show belief in student capability, and how this belief shaped lesson outcomes.

High Performance Learning



This reflective coaching approach creates a culture of professional trust, shared responsibility and continual improvement across the school.

High Performance Learning

In line with HPL principles, we explicitly teach and nurture advanced cognitive characteristics such as:

- Meta-cognition
- Persistence and resilience
- Intellectual confidence
- Empathy and collaboration
- Creative and critical thinking

These skills are woven into the subject curriculum areas, classroom routines and feedback processes to ensure pupils become self-regulating, high-performing learners.

Inclusion

Adaptive teaching ensures access and challenge for all pupils, including EAL learners, pupils with ALN, Emirati pupils and those who are high attaining. Interventions support:

- Consolidation of key knowledge
- Fluency and mastery
- Language development
- Extension for pupils demonstrating readiness for deeper learning
- Able, Gifted and Talented provision to further challenge and personalise learning.

We maintain a strong partnership with parents, the Inclusion Team and specialist agencies to provide effective support.

Curriculum Enhancements

We embed a range of purposeful curriculum enhancements across all phases to enrich pupils' learning experiences and ensure our curriculum is ambitious, relevant and inspiring. These enhancements include carefully planned opportunities for cross-curricular links, UAE National Identity integration, high-quality texts, outdoor learning, experiential activities and educational visits that deepen knowledge and provide real-world context. We prioritise the development of key skills such as critical thinking, collaboration, creativity and problem-solving through our High Performance Learning (HPL) framework, ensuring pupils are challenged and supported to reach their full potential. Enrichment is not an add-on but embedded within units of work, enabling pupils to engage meaningfully with themes, concepts and community connections that broaden their understanding and enhance cultural awareness. These curriculum enhancements ensure our provision is dynamic, inclusive and designed to foster curiosity, confidence and lifelong learning.

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Curriculum enhancements are delivered through the following:

- Educational trips and visits
- Leadership opportunities
- Cultural celebrations
- Innovation and STEAM projects
- Curriculum weeks and cross-phase events

These experiences develop character, creativity and global awareness, supporting holistic growth.

Personal, Social, Health and Economic Education (PSHE)

Personal, Social, Health and Economic (PSHE) education at Noya British School is not taught as a discrete subject, but is interwoven across the wider curriculum, assemblies, pastoral provision and daily school life, in line with the school's PSHE Policy (*see PSHE Policy*).

Through age-appropriate, culturally sensitive content, pupils are supported to develop healthy attitudes, moral awareness and the skills needed to contribute positively to society.

Careers Education and Guidance (Secondary)

Secondary pupils at Noya British School access accurate, impartial and up-to-date careers education and guidance through a structured programme that supports informed decision-making about future pathways, in line with the school's PSHE and Careers Education provision (*see PSHE Policy*). Careers education is embedded within the wider curriculum and personal development programme to ensure pupils are well prepared for future education, training and employment.

Curriculum Impact

We measure curriculum success through:

- Strong pupil outcomes and sustained progress over time.
- Evidence of deep learning, independence and HPL attributes.
- Workbooks and portfolios showing clear progression and pride.
- Positive pupil behaviour, wellbeing and personal development.
- High-quality, consistent teaching across all phases.
- Alignment of practice with Noya's Belief Policy and reflective coaching expectations.

Monitoring & Review

The curriculum is monitored regularly through:

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- Planning quality assurance
- Lesson observations and learning walks
- Book looks and moderations
- Assessment data analysis
- Pupil, parent and teacher voice
- Reflection logs from the coaching model
- Half termly curriculum reviews

The curriculum is reviewed regularly to ensure alignment with national guidance, ADEK expectations, Noya's Belief Policy and evolving school priorities.



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