



The Apple International School

CURRICULUM POLICY

Purpose and Scope of the policy:

The purpose of this policy is to provide a comprehensive document to share with staff and other stakeholders. The policy incorporates our philosophy, aims and values as well as describing the approach to our curriculum, the content and the specialized approaches required for teaching students at Apple International School. A curriculum is the basis for any school to provide a meaningful and effective education to the students to attend. At AIS we believe this should be a broad and balanced approach which identifies and meets the needs of our students. The curriculum, alongside specialist teaching approaches provides consistency throughout the school, while recognizing developmental and age-related aspects of learning.

Overview of the policy: The policy includes the guidelines and an overview of the Curriculum practices in Apple International School. This policy should be read in conjunction with the Assessment, Teaching and learning, Inclusion, EYFS framework, homework policies. Greater depth will be found in the curriculum progression maps, schemes of work and action plans of each department.

This policy reflects the requirements of the EYFS framework, English National curriculum programme of study, and Ministry of Education (MOE) for subjects like Arabic A/B, Islamic A/B and Moral, Social and Cultural Studies.

Curriculum Policy aim:

The curriculum policy of Apple International School aims to:

- Provide a broad, balanced, enriched and engaging curriculum that offers the students with opportunities to gain knowledge and skills for future learning and employment.
- Promote the learning and development of our youngest students (EYFS) and ensure that they are ready for Key stage 1.
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support students' spiritual, moral, social, and cultural development.
- Support students' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all students, with high expectations for every pupil and appropriate levels of challenge and support.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child, including those who have additional needs.
- Have a high academic/vocational/technical ambition for all students.
- Provide subject choices for IGCSE and AS and A2 students that support students' learning and progression and enable them to work towards achieving their goals.
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the IGCSE and AS and A2.

- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment.

Following the English National Curriculum, our inspiring teachers and subject leaders ensure that each area of our broad and balanced curriculum has challenge and innovation seamlessly interwoven. The progress of each individual child is at the heart of what we do at Apple International School. The progress of every pupil is tracked carefully and shared with parents so that each child has the chance to fulfil their potential.

The curriculum plans provide for experiences which cover linguistic, mathematical, scientific, technological, human, and social, physical, aesthetic and creative education from EYFS to year 13.

Linguistic: This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading, and writing. All students study English as a First or Second Language as appropriate to their situation. All students have access to Arabic A/B from year 1 and French/ Urdu from year 3 in their journey through the school. Literacy skills, both verbal and written, are an inherent competency developed in all subjects.

Mathematical: This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves. Their knowledge and understanding of mathematics are being developed in a variety of ways, including practical activity, using manipulatives, exploration and discussion in mathematics, science, the Humanities and through application of mathematical skills in other areas such as PE and the Arts.

Scientific: This area is concerned with increasing students' knowledge and understanding of knowledge and understanding of physical, life, earth, and space sciences scientific thinking, enquiry, and investigative skills for example, observing, forming hypotheses, conducting experiments, and recording their findings. To this end, all students study Science as a combined approach to science in the primary and secondary school and a minimum of one compulsory Science subject in IGCSE.

Technical: The ability to use Computing effectively is an essential skill in modern society. The ENC in computing aims to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms, and data representation evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. This enables students to be responsible, competent, confident, and creative users of information and communication technology. Computing is taught in lessons from year 1 to be also used as tools in other subjects to enhance the learning experience and produce learners who are confident and capable users of technology and who are aware of its advantages and limitations. Students develop computational thinking skills through creation of Algorithms and codes in their computing lessons.

Human and social: This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. These keys skills and experiences are provided for in MSC, History and Geography. PSHEE and assemblies add to the opportunities for students to experience this aspect of learning.

Physical: The aim is to develop their movement competence and confidence, linking movement skills together with increasing control, fluency, and variety. The students participate and perform as individuals and group members in respectful and responsible ways, engaging appropriately and safely in team/group work and fulfilling associated expectations and roles. Students acquire knowledge and understanding of the basic principles of fitness and health. All students have dedicated time in the week for formal PE

lessons. Aspects of health and fitness also form part of the science curriculum. Assemblies focussing on mindfulness and yoga add to this area of experience.

Aesthetic and creative: This area is concerned with the processes of making, composing, and inventing. There are aesthetic and creative aspects in all subjects, but some make a particularly strong contribution, including Art and design, Computing, Music, and the study of literature, because they call for personal, imaginative, and often practical, responses. Students have access to all these areas of endeavour within the main curriculum and through the enrichment activities during the club lessons.

Organisation and planning :

Our yearly curriculum map/period allotment indicates the subjects that are taught to the different year groups and their duration per week following the ENC and MOE guidelines. Over each academic year, each child can experience the full range of English National Curriculum subjects.

The curriculum plan for each subject is developed through the framework objectives taken from English National Curriculum, or from the Ministry of Education.

Long term plans, medium term plan and short-term plans/weekly split are written to ensure coverage of all the subjects. The school has developed the schemes of work for all subject through a unique manner, through the bubble planner, where tasks are planned for extension and for different groups of students and includes the assessments being used for each subject. The daily learning plans are developed for each subject with clear learning objectives and success criteria following Bloom's taxonomy and activities with differentiation identified through assessment information.

The short-term plan is a working document and is updated periodically. Each subject is supported with a unique scheme of work called as the bubble planner.

Foundation stage (FS1 -FS2)

At Apple International School, we strongly believe that students in the Foundation Stage learn best through first-hand experience and structured play-based activities. Our Curriculum-EYFS (Early Years Foundation Stage) recognises the importance of this period in a child's life and affirms to the principles and practices that best support and extend students's development and learning. Some activities that are based on a theme or topic, usually take place in the classroom and others in the shared and outside learning areas so that students have access to different resources during their day.

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 Primary School. Education during these years is flexible and the students' days are planned according to their own needs and circumstances. Individual needs of students are addressed, and students are guided with care through their stages of development and the expectations of the seven areas of learning and development.

The curriculum sets out what most students are expected to achieve by the end of the Foundation Stage. It is organized in seven areas of learning:

- Personal, Social and Emotional Development
- Physical Development

- Communication and Language
- Literacy
- Mathematics
- Knowledge and Understanding of the World
- Expressive Arts and Design

Teachers encourage and extend each child's natural curiosity and enthusiasm as they build their range of skills. Students will learn in groups, pairs and individually across an array of different activities as we discover their learning styles and preferences. Digital Technology is woven seamlessly into the lessons, ensuring that all students are confident in interacting with technology as a learning tool. Language development is a core skill at this stage. Students are encouraged to communicate their ideas using an increasing range of words and structures across a diverse range of themes.

Primary (Key stage 1 and 2)

As the students' progress from Foundation stage to primary, we introduce greater structure and formality to their school day.

Subject Specialists and Class Teacher, stretches each student's thinking, developing their abilities to observe, question and engage in investigative work across all curriculum areas. As they learn to make decisions and seek greater independence in their learning, we continue to stretch the range of challenges that they are exposed to. They are encouraged to explore key topics across the subject areas, building their depth of understanding. Our contextual teaching style enables students to connect their learning to the real world, making learning come alive and ensuring that the skills that they have gained are not forgotten in the months and years ahead.

In Key Stage 1 the students are taught through home room teachers who teach them subjects like English, Mathematics, Science, MSC (year 2-6), History, Geography.

Language proficiency is a priority at Apple International School. As part of an international community, we see the learning of languages as a core deliverable. Whether that be in our commitment to the learning of Arabic or our offer of Urdu/French from Year 3, we ensure that every child leave AIS with an improved fluency and an access unparalleled in any primary school setting across the world.

Arabic is introduced for students from year 1 onwards to give the students a good support on the basic skills before following the statutory requirements set by the Ministry of Education (MOE).

The ministry of Education subjects like MSC and Islamic Education (A/B), is introduced from year 2. Further enrichment is included through specialist lessons in Music, Art and Design, computing, physical education. Reading skills are developed among the students through focused reading lessons by the English teachers and the pleasure for reading through Library lessons and various organized activities that spread throughout the year.

Subjects offered at KS1 and KS2:

KS1(Year 1): English, Mathematics, Science, Arabic A/B, History, Geography, Computing, Physical Education, Art and Design, PSHEE, Music, Club, Library, Phonics, Guided Reading

KS1 (year 2): English, Mathematics, Science, Arabic A/B/Well-being, Language skills, Islamic A/B/PSHEE ,History, Geography, Computing, Physical Education, Art and Design, PSHEE, Music, Club, Library , Phonics, Guided Reading.

KS2: English, Mathematics, Science, Arabic A/B/3D-modelling, Islamic A/B/PSHEE/wellbeing, History, Geography, Computing, French/Urdu, Physical Education, Art and Design, PSHEE, Music, Library .

Secondary (KS3)

The Secondary curriculum is a skills-focused programme that provides students with a broad and balanced knowledge of key subjects, as well as develop effective learning skills such as critical thinking skills, communication skills, research skills, collaborative skills, problem solving skills, innovation, and creativity.

Our secondary curriculum provides an all-round education, combining academic excellence with a wealth of enrichment opportunities. It has been designed to develop independent learning, resilience and confidence and our belief is that it will provide our students with immediate advantages in gaining places in top universities and, later, in the workplace.

The broad and balanced curriculum approach continues to Year 9 in line with the English National Curriculum and MOE, after which the students are supported as they make their IGCSE course choices and become more specialized. Alongside the academic programme, we offer a full Enrichment programme and students are encouraged to engage in sporting, creative and community-based activities. Designed to explore future careers as well as stretching natural talents, the secondary enrichment courses inspire, challenge, and engage our students.

Subjects offered at KS3: English, Mathematics, Science, Arabic A/B, Language skills, Islamic A/B/PSHE, History, Geography, Computing, French/Urdu, Physical Education, Art and Design, Music, Library

IGCSE (Year 10 and 11)

In the IGCSE course we offer is a two-year programme which begins in year 10 and students sit for their Board Examinations in year 11. At Apple International School, we provide a broad and balanced curriculum which is a combination of Cambridge Board (CAIE), Pearson Edexcel Board and Ministry of Education (MOE). The subject offered are from the domains of languages, Science, humanities, Commerce, and other expressive domains of human knowledge.

Pathways:

At AIS this year we have introduced two distinct pathways for students to follow to support their progression towards A level studies and subsequent applications to universities.

1. EBacc Pathway
2. General Pathway

1.Ebacc Pathway

The Ebacc is a made up of subjects that keeps young people's options open for further study at top universities in the UK and beyond. The EBacc qualification is highly regarded and the combination of these subjects is something that appeals to both post-16 colleges and universities. This pathway is designed for students who aspire to the world's top universities and requires students study the following IGCSEs (minimum):

1. English language
2. English Literature
3. Mathematics
4. 3 Sciences from: Chemistry, Physics, Biology and Computer Science
5. Geography
6. A Modern Foreign Language. (French/Urdu/Arabic)

2. General Pathway

This pathway gives students the opportunity to focus on a range of subject areas across the curriculum. Students can opt for the EBacc if they focus on language and humanities, but it is not essential if they do not aspire to the world's top universities. In accordance with Ministerial Decree, for all students writing IGCSE, a minimum of one science subject is compulsory (Physics / Chemistry / Biology / Combined Science)

The following subjects are compulsory for these students:

- ❖ U.A.E. Arabic-A Ministry Syllabus for all Arabs in Year 10 and 11.
- ❖ U.A.E. Arabic-B Ministry Syllabus for all Non-Arabs in year 10 only.
- ❖ U.A.E Islamic Studies Ministry Syllabus for all Muslim Students in Year 10 and 11.
- ❖ Moral, Social and Cultural studies is compulsory in Year 10 and 11.

The following IGCSE subjects are compulsory for the Board Examinations:

- 1) English as second language (CAIE) /First Language English (CAIE) (Based on an English Proficiency test)*
- 2) Mathematics (CAIE)

OPTIONAL SUBJECTS

OPTION 1	OPTION 2	OPTION 3	OPTION 4	OPTION 5
Accounting (CAIE) ☐	Business Studies (CAIE) ☐	Economics (CAIE) ☐	Physical Education (Edexcel) ☐	Geography (CAIE) ☐
Chemistry (CAIE) ☐	Physics (CAIE) ☐	Biology (CAIE) ☐	ICT (CAIE) ☐	Environmental Management (CAIE) ☐
Travel & Tourism (CAIE) ☐	Psychology (Edexcel) ☐	Art & Design (CAIE) ☐	History (CAIE) ☐	Combined Science (CAIE) ☐
Enterprise (CAIE) ☐	Urdu (CAIE) ☐	Sociology (CAIE) ☐	English Literature (CAIE) ☐	Computer Science (CAIE) ☐
			Arabic A (CAIE) ☐	French (CAIE) ☐

Additional Subjects:

Keeping in mind the growing trend in university requirements, we recommend students to do one or two additional subjects as self-study, however these are not mandatory. Please note that students can select either of the following subjects as additional subjects which will be supported but not timetabled.

- Foreign Language Arabic
- Islamiyat
- Geography
- History
- Business Studies
- Sociology
- Travel and Tourism
- Environment Management

Students are expected to take eight subjects in the IGCSE course. Students can develop certain key skills that allow them to be successful across all subject areas and which assist them with future challenges at university and in the workplace.

IAL: AS and A2

Sixth Form education is the gateway to university and life beyond. The transition from IGCSE to the sixth form is an important, challenging, yet exciting time as the courses chosen will help in the transition to university. We at **AIS**, strive for academic excellence whilst providing a supportive, holistic, motivational learning environment where every young person's experience is unique & fulfilling. We know how important it is to excel at this stage of a student's education. A student should focus on qualifications that maximize their chances of success and that will facilitate access to higher education and employment. AIS offers a wide range of subjects from Cambridge (CAIE) and Pearson (Edexcel) Boards. Students must choose 3 subjects.

AS

Option 1	Option 2	Option 3
Mathematics (Edexcel) ☐	Physics (Edexcel) ☐	Chemistry (Edexcel) ☐
Biology (Edexcel) ☐	Business Studies (CAIE) ☐	Accounting (CAIE) ☐
Economics (CAIE) ☐	Geography (CAIE) ☐	Information Technology (CAIE) ☐
Sociology (CAIE) ☐	Psychology (CAIE) ☐	Computer Science (CAIE) ☐
Travel & Tourism(CAIE) ☐	Environmental Management (CAIE) ☐	English Language (CAIE) ☐

As per Ministry of Education regulations, it is mandatory for Arab students to choose Arabic language and Muslim students to take Islamic studies at AS and A level. Minimum passing grade is required in these two subjects.

- Moral, Social and Cultural studies is compulsory for all students in AS and A levels.
- AS level is not considered to be the completion of an A level programme. Students ought to continue with a minimum of three subjects in A level (year13) to complete the A level course.
- Students who select 3 courses only in Year 12 will be expected to engage in other learning activities, e.g., community service initiatives, work-related learning etc., in addition to their independent study time.

A2: The following is the subject option for A2

Option 1	Option 2	Option 3	Option 4
Mathematics (Edexcel) ☐	Biology (Edexcel) ☐	Physics (Edexcel) ☐	Chemistry (Edexcel) ☐
English General Paper (CAIE) ☐	Economics (CAIE) ☐	Business Studies (CAIE) ☐	Accounting (CAIE) ☐
French (CAIE) ☐	Information Technology (CAIE) ☐	Travel & Tourism (CAIE) ☐	Sociology (CAIE) ☐
Environmental Management (CAIE) ☐	Computer Science (CAIE) ☐	Psychology (CAIE) ☐	Geography (CAIE) ☐

As per Ministry of Education regulations, it is mandatory for Arab students to choose Arabic language and Muslim students to take Islamic studies at A2 level. Minimum passing grade is required in these two subjects.

- Moral, Social and Cultural studies is compulsory for all students at A2 level.
- Students who select 3 courses only in Year 13 will be expected to engage in other learning activities, e.g., community service initiatives, work-related learning etc., in addition to their independent study time.

Additional Subjects:

Keeping in mind the growing trend in university requirements, we recommend students to do one or two additional subjects as self-study, however these are not mandatory. Please note that students can select either of the following subjects as additional subjects which will be supported but not timetabled.

- English Language
- History
- Business Studies
- Sociology
- Geography
- Psychology
- Travel and Tourism
- Environment Management

Curriculum enrichment:

Educational field trips (virtual and physical), guest speakers (meet a pro), club activities like robotics, Model United Nations, bake sales/ market day, yearlong projects, photography etc. and a range of other activities are used extensively to support and enrich the learning experiences of students in all phases of the school. These are seen as invaluable in the students' development. Theme based assemblies and celebration of important events and days add to the holistic development of the child. Super learning weeks for all the subjects allow the students to explore the subjects beyond the prescribed curriculum and add richness to their learning.

Special Education needs:

Apple International School is a truly inclusive school and has a comprehensive inclusion policy that lays out the framework of provisions for all learners including those identified as students of determination and/or gifted and talented.

The students who are identified as SOD through either the CAT4 data, referrals or formal diagnosis are categorized into wave 1, 2 or 3 and necessary provisions for curriculum support is made for different subjects as listed in the inclusion policy.

Besides the above-mentioned levels of support, the following support programmes are offered at AIS.

- NEST program. The school runs a support group for the students with additional learning needs or emotional needs. These programs are in line with research-based intervention programs.
- SEEDs program – The school runs a periodic programme in early years for students with EAL as a barrier to learning. This programme supports their learning of the language and hence their achievement in academics and social domains.
- On-Site Therapies – The school offers on-site therapies (behavior, language and occupational) on the school premises, in partnership with specialist organization. Certified therapists conduct these therapies for the students of determination. This is offered at discounted prices compared to the original rates and transparency is maintained by the school.
- ASDAN – The school offers ASDAN courses for students of determination in phase 3 and phase 4 of the school. These are courses with alternative qualification routes, which provide future pathways for students to work on. (See also Inclusion Policy).

Gifted and talented:

The Apple International School aims to provide a holistic programme for the gifted, talented and abled learners. The students identified through the gifted and talented policy are provided with The A'GATE – Apples' Gifted and Talented Program- which consists of the enrichment activities like the enrichment clubs, curriculum compactors, EPQ, MOOCs etc.

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Executive Principal

The Apple International School, Dubai

Enacted and enforced: The 1st of January 2014

Reviewed Annually

Last date of Review: The 30th of May 2026