



LITTLE FLOWER ENGLISH SCHOOL DUBAI

CURRICULUM POLICY

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	MS. ANNIE MATHEW
Role	PRINCIPAL
Date of review	18-03-2026
Date of next review	18-03-2027
Signature	



Curriculum Policy

LFES curriculum is in alignment with the school's vision and mission, the nation's statutory requirements and the CBSE guidelines,

Our school will offer the curriculum designed and developed by the National Council of Educational Research and Training, New Delhi. The curriculum will, be flexible to incorporate the best practices and features from International curricula. It aims at the holistic all round development of every student. Apart from being comprehensive, it is also practical and stresses the importance of experimenting in order to develop one's personality and achieve academic success. Learning challenges will be posed to the students to enhance problem-solving skills and to encourage real life application.

An interdisciplinary thematic approach will be adopted to enhance and reinforce learning. Connections between different learning areas will be established to ensure better cognition and retention.

The medium of instruction is English and special emphasis is placed on reading across the curriculum at all levels.

The statutory requirements of Ministry of education UAE will be incorporated- with compulsory Arabic Studies (as first language for native Arabs and Arabic as second language for non-Arabs), Islamic Studies (Compulsory for all Muslim Students) and UAE Social Studies. The proposed curriculum will meet or exceed the minimum CBSE and KHDA standards to ensure an expansive and balanced scholastic experience to our students.

We will make sure the content of study complies with regulation of Ministry of Education- UAE. It will be made sure that curriculum, materials, and lesson content is in harmony with and carefully adheres to UAE laws requiring full respect of Islamic teachings and the tradition, values, culture and national identity of the United Arab Emirates.

Given below are the subjects to be taught at each grade level:

Phase	Grade	Subjects offered
Phase 1	KG 1 and KG2	Focusing the 7 developmental domains-
		1. PSE
		2. Personal Development
		3. Language & Communication
		4. Literacy
		5. Numeracy
		6. Understanding of the world .Expressive
		7. Art & Design
Phase 2 Phase 3	Grades 1 to 5	English
		Arabic B
		Second Language (Hindi/Urdu/Malayalam)
		Science
	Grade 6	Computer Science Islamic Education (Compulsory for Muslim Students)
		Life Skills
		MSCS (from MoE)
		Art
	PE	

The curriculum is designed to provide experiences that will enable students to achieve the desired standards across all areas of learning as described in Scope and Sequence.

Students in grades KG through middle school (up to Grade 6) will follow a comprehensive curriculum that incorporates the best ideas from the different field of education together with co-scholastic aspects along with Arabic and Islamic Studies..

The curriculum will be enhanced by ideas from best practice around the world, particularly at the kindergarten stage, whilst incorporating the KHDA requirements. The curriculum will give a high degree of emphasis to the language and culture of the UAE and all students will be expected to study Arabic, Islamic Studies and the history and geography of the UAE (the latter as part of social studies).

The techniques for teaching in our school will promote habits of self-learning and reduce dependence on the teacher. A multi-skill, learner-centered, activity based approach will be adopted. Learners will be trained to read independently and intelligently, interacting actively with texts and other reference materials (dictionary, thesaurus, encyclopedia, etc.) Students will be encouraged to interpret texts in different ways, present their views of critics on literary works and express their own reactions to them. Some projects will also be assigned to students from time to time. Due importance will be given to Co-Curricular Activities. The aim behind it is to make the students fit for the future and to develop a sense of competitive spirit, co-operation, leadership, diligence, punctuality and team-spirit as well as to provide a backdrop for the development of their creative talents.

Evaluation procedure is internal and coupled with international benchmarks.

The syllabus will be designed to nurture the unique gifts of children and share their ideas and experiences so as to enable them to seek a better career option and prepare for various competitive examinations. There is a wide range of clubs for children to choose from. The teachers will practice differentiated teaching and learning practice as the grades will be of mixed-abilities. The school will support mild to moderate SEN students.

We have formulated an organizational structure for operation to make sure effective delivery of the curriculum with regular checking points and horizontal accountabilities. The focus will be on effective provision for Arabic, English, Mathematics, Islamic studies, social studies, science and ICT. In addition to these subjects, there will be good range of other subjects, compulsory Islamic Education to all Muslim students to ensure that students have broad, balanced and relevant education.

We will comply with the curricula, books, and teaching hours approved by the Authority in relation to the Arabic language and Islamic studies syllabuses prescribed for Arab and non-Arabs students and in respect of Islamic studies for Muslim as part of our time-table.

Arabic Language as first language will be taught to Native Arabs and Arabic as second language will be taught to non-Arabs.

We will adhere to all regulation associated with teaching of Arabic Language and Islamic students:

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We will adhere to all regulation associated with teaching of Arabic Language and Islamic students:

- Teaching Arabic language and Islamic studies will be as prescribed by the Ministry; 4 Arabic language classes per week for all grades from 1-6.
- For all Muslim students, 2 Education classes and 1 Quran recitation class per week will be taught for all grades from 1-6.
- At our school, we will provide the opportunity for comprehensive education where both scholastic and Co-scholastic aspects of education are covered like-
 - Academic
 - Well being
 - Physical and Health Education
 - Art Education Along with Life Skills
 - Attitudes and Values Outdoor Activities
 - Robotics
 - STREAM
 - Activities
 - Clubs of their choice.

This broad based education will suit the needs of all students. We have devised a policy for curriculum monitoring and support in the school. We firmly believe that educational quality of our school will be directly related to our teaching approaches. We have devised a teaching and learning policy, the purpose of which is to promote rich range of teaching approaches with aims of students making very good progress in their academic studies, learning skills and personal development.

The instructional methods will be based on following principles:

- Clear planning – Though regular meeting of Senior teams as part of our curriculum planning
- Regular Assessment for learning- in-class informal continuous comprehensive assessments
- Different teaching styles- Wide range of pedagogic tools and techniques based on the mixed abilities of the class;
- Pace and challenge- making sure students are challenged and supported- knowledge building upon their prior attainment levels;
- Organized classroom management- improved quality of classroom relationships;
- Learning Support Assistants - high quality of assistance staff and their effective use
- Good classroom relationships – Utilizing teaching methods and resources which interest, motivate students and support the development of their skills
- Monitored progress - reassessment of the attainment levels and then regular progress checks;
- Integration- Making cross-curricular links while lesson planning;
- A stimulating environment - use of assessment, including self-assessment by students, so that students know how well they are progressing and understand their targets for improvement

Regular evaluation and review - Feedback mechanism

Please describe the methods in practical terms, from the students' perspective: what will students of different ages actually experience in lessons? How will they be encouraged to interact with teachers and one another in the instructional setting? Will teachers primarily direct the classes? What part will students play in lessons? When will students work independently and when in groups?

The teaching and learning in our school will be a dynamic process with both the attitude students and teachers as strong partners. The students in our classrooms would know-

- How to make progress;
- What they are achieving through self-assessments;
- How to learn, including thinking and questioning skills, using methods and resources The challenges and support available to them;

The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge

- how to work collaboratively and without close supervision
- how to work collaboratively
- The skills they need to develop, including enquiry, research, analysis, reflection

To increase student engagement in learning and to increase their interactions, step by step approach will be followed- which is identifying the learning style of the students, pre- assessment of the prior attainment levels etc. Each academic subject educational program will be planned on many approaches each suitable to the outcome desired. Students will be provided a basic frame -work of expectations and guidelines. This will also involve giving students choices of assignments, projects, getting their inputs while designing rubrics etc. We will also encourage instructional groupings. Teaching through not just directions but activities based methodology and utilization of educational resources will also be an important tool to engage student's class-rooms.

The range of teaching and learning styles used at our School will be extensive. These will include Explanation

- Instruction
- Questioning
- Observation
- Modeling
- Reporting back
- Investigation
- Consolidation and practice
- Problem solving
- Individual work
- Paired work
- Collaborative work

- Using ICT
- Extended writing
- Peer assessment
- Songs rhymes
- Directing and telling
- Discussion
- Demonstration
- Listening
- Making judgments
- Oral Feedback
- Role play
- Research
- Brainstorming
- Sharing
- Games and puzzles
- Simulations
- Robotics
- Revision
- Self-assessment
- Feedback through marking
- Puzzles and games
- Expeditionary Learning

Students with special educational needs (SD): Our curriculum will encourage inclusion while catering to the specific needs of students with special needs. Modification in curriculum is provided to accommodate children with special needs. Accommodation and intervention plans as well as individual education plans are in place to ensure steady progress in children with special needs.

Advanced learning programme have been planned for the gifted and talented students. Every lesson is planned to provide challenge.to these students.