



INDIAN SCHOOL AL AIN

Curriculum Policy 2025-26

Purpose	
- To outline the curriculum requirements and their standards to provide students with a high-quality education, making them independent and collaborative learners to reach their full potential. - To Ensure curricular choices and cross-curricular links are provided for meaningful and authentic learning experiences required to achieve world-class standards. - To define the requirements for the compulsory “core” subjects and the rationale behind the curriculum development of schools. - To enable all students, throughout the curriculum, to develop broad understanding of and respect for the UAE culture and national identity to acquire necessary skills and values that will contribute to nation building and meeting national priorities. - Specify structured progression within the curriculum to ensure a stimulating and challenging program of learning and development for all students.	
Policy	
1.	Academic Plan
1.1	Requirements: We shall develop and implement their academic plan which should include the following at a minimum: - A clear rationale underpinning the school’s licensed curriculum that is aligned with the mission, vision, and values of the school, the Emirate, and the UAE. - Details of the language(s) of instruction in which subjects/ courses will be delivered. - A commitment to the delivery of teaching and learning through high academic content standards/ learning outcomes, with a focus on pedagogical excellence and innovation. - Alignment of the educational program to CBSE the licensed standards/ learning outcomes. - Implementation of internal and external assessments relevant to the curriculum, as per the <i>ADEK Assessment Policy</i>. - Plans to academically prepare Cycle 3 students to meet equivalency requirements including: a. Course Offerings: (e.g., program of study, catalog/description guide) with required core subjects and elective courses with associated credit hours (if applicable). b. Course Syllabi: Each syllabus shall include course requirements, course description, course units (including learning outcomes/objectives, principles, concepts, skills, activities, assessments, and digital/textbook resources), other resources, learning outcomes/objectives, instructional time, grading criteria, and pre-requisites. - A curriculum design and adaptations to meet the needs of students with a wide range of abilities, including students with additional learning needs and multilingual learners as per the <i>ADEK Inclusion Policy</i>. - The provision of academic support, interventions, and guidance as appropriate for each student. - Adherence to the UAE Ministry of Education (MoE) compulsory subjects with details pertaining to the promotion of the Arabic language and UAE culture and national identity.

2.	Curriculum Requirements
2.1	Approved Curriculum: We shall seek and obtain approval for their curriculum from ADEK, in line with the relevant UAE Ministry of Education requirements for curriculum adoption and equivalency (as issued in the relevant ministerial resolutions and amendments for the applicable year). The approved curriculum shall fulfil all the requirements of the school's licensed curricula, their national statutory requirements, and applicable standards.
2.2	Provision of Curricular Choices: We shall adopt a curriculum, where appropriate and in line with the requirements of their approved curriculum that offers a wide range of curricular options that interest multidisciplinary groups of students of differing ages, cultures, and ability levels with extensive multidisciplinary choices and opportunities for students to benefit from learning experiences that nurture their talents, interests, and aspirations.
2.3	Provision of Curricular Pathways Leading Towards Nationally and Internationally Recognized Qualifications: We shall ensure that their curriculum programs, courses, syllabi, and activities promote challenge, relevance, opportunity, and choice for all students. The curriculum shall include creative, physical, and practical experiences to strengthen knowledge and skills relevant to the career choices of students, both nationally and internationally.
3.	Curriculum Design and Implementation
3.1	Curriculum Design: We shall include the following when designing their curriculum:
	• A vertically (across grade level) and horizontally (within grade level) aligned progression of learning with a set of learning outcomes clarifying what students are expected to know, understand, and be able to do in every cycle, aligned to standardized benchmark and international assessment frameworks. This is evidenced by the school's scope and sequence, yearly overviews, and/or curriculum map. • Continuity, referring to a "spiral" curriculum with repetition of selected content at subsequent levels, each time at an increased level of complexity. This is evidenced by recurring and continuing opportunities for essential skills to be practiced, developed, and understood. • A range of subjects, specific educational units of instruction with rigorous, coherent, and relevant assessments aligned to grade level learning outcomes. • A listing of learning resources (digital or textbook) and the rationale for how the resources will be utilized to support learning. • Identification of how academic progress and attainment will be assessed, monitored, supported, and recorded as learning outcomes are mastered. • Minimum time requirements for the subjects/ courses, and relevant activities. • Identification of compulsory subjects/ courses and optional or elective subjects/ courses. • Monitoring and evaluation of the school's planned, taught, and assessed curriculum.
3.2	Integration of UAE National Priorities: We shall offer a curriculum that provides students with world-class standards in education while fostering UAE culture and national identity. This shall be achieved through focusing on high-quality teaching that is mindful of cultural values and national identity and promotion of the Arabic curriculum, in line with MoE compulsory subjects.
3.3	Breadth and Balance: We shall provide an inclusive learning environment encompassing a breadth and depth of study, with the flexibility of learning pathways, choice, and maximum opportunities for learners.
3.4	Cross-Curricular Links: We shall ensure that the integration across subjects and cross-curricular links are meaningful, innovative, aligned, and planned purposefully.

3.5	Enhancements: The curriculum shall enhance the development of 21st-century skills, including character, collaboration, communication, analysis, synthesis, critical thinking, problem-solving, digital literacy, innovation, transferable life skills, and growth mindset, to explore the curriculum across planned programs, including the adoption of a positive school environment as per the ADEK Student Behavior Policy and values such as teamwork, integrity, transparency, innovation, etc. as per the ADEK Values and Ethics Policy and the ADEK Cultural Consideration Policy.
3.6	Promotion of Academic and Social and Emotional Learning Skills: The curriculum shall promote higher-level thinking skills, (e.g., critical thinking, mental flexibility) along with creativity, positive attitudes, strong ethics, self-management, and adaptability, as per the ADEK Wellbeing Policy.
3.7	Promotion of Holistic Student Wellbeing: We shall promote awareness of their wellbeing strategy and associated wellbeing policies and integrate aspects of an overarching positive behavior model, safe and healthy eating practices, mindfulness, social and emotional learning, including emotional regulation and resilience etc., as per the ADEK Wellbeing Policy.
3.8	Sustainability Principles: We shall integrate sustainability principles into the curriculum across all grades that address the school's goals and vision to contribute to the UN Sustainable Development Goals, and those of the Abu Dhabi Environmental Agency and other relevant entities (e.g., Abu Dhabi Agricultural and Food Safety Authority, Department of Energy), as per the ADEK Sustainability Policy.
3.9	Continuity, Transition, Review, and Equivalency: We shall ensure that
	• The curriculum prepares students through the provision of opportunities for success in their next level of education and future careers. • Where students are seeking to transfer between curricula, parents are aware of the impact of changing curricula and the potential challenges that may arise from a break in the continuity and progression of learning. • Seeking Equivalency (Al Thanawiya)/ Qualifying for Graduation: In instances where UAE National students are enrolled in a curriculum or framework that relies heavily on high-stakes exams and should fail such exams, these students shall successfully complete a series of compulsory subjects and courses as measured by a continuous assessment system, to be able to qualify for graduation through seeking equivalency for the UAE's General Education Certificate (Al Thanawiya), subject to meeting the standards. We shall communicate this, as appropriate, to both students and parents. • The curriculum shall be broad and balanced for structured progression of learning within and across all subjects so that students' progress through a structured scope and sequence of learning outcomes. • The curriculum shall be evaluated annually and reviewed to reflect the range, quality, and impact of the curriculum on students' academic outcomes and personal wellbeing. Adjustments shall be made as needed.
3.10	Resources: We shall ensure that:
	• The Principal is responsible for making sure that a Resource Selection Committee has been established and that all textbooks and other learning resources in use have been vetted in line with the <i>ADEK Cultural Consideration Policy</i>. • High-quality materials are aligned to learning outcomes/ standards at the targeted grade levels. • Additional teaching and learning resources are utilized to support and enrich the teaching of all subjects.
3.11	Topics in the Approved Curriculum: We shall ensure that potentially controversial topics are addressed in the manner outlined in the <i>ADEK Cultural Consideration Policy</i> .

4.	Licensing and Declaration of Programs (e.g., BTEC, IBCP, MYP, PYP)																																
4.1	Initial Licensing and Adding/ Amending/ Canceling Curricula																																
4.3	Volunteers shall receive proper induction and training on student protection policy and safeguarding measures. All invited visitors shall also be required to attest to having read and understood the school's student protection policy.																																
4.4	Any staff providing counseling, support, advocacy, or being in close personal contact with students shall receive continuous training in student protection and safeguarding and be properly supervised by the principal.																																
4.5	Any CPS working in the ADEK CPU shall receive the Ministry of Community Development certification.																																
5.	Accreditation																																
5.1	Accreditation, Authorization, and Affiliation (AAA): We shall obtain the relevant accreditation, authorization, or affiliation as per the requirements of each curriculum, as indicated in Figure 1. AAA Requirements by Curriculum.																																
	<table><tr><th>Curriculum</th><th>Accreditation Cycles 1, 2, 3</th><th>Authorization Cycles 1/ 2/ 3</th><th>Affiliation* Cycle 3</th></tr><tr><td>American (PK-12)</td><td>!</td><td></td><td>!</td></tr><tr><td>British</td><td>!</td><td></td><td>!</td></tr><tr><td>Canadian – Alberta and Nova Scotia</td><td>!</td><td></td><td>!</td></tr><tr><td>International Baccalaureate Program</td><td>!</td><td>!</td><td></td></tr><tr><td>MOE</td><td>!</td><td></td><td></td></tr><tr><td>SABIS</td><td>!</td><td></td><td>!</td></tr><tr><td>Other (i.e., Indian, French etc.)</td><td></td><td></td><td>!</td></tr></table>	Curriculum	Accreditation Cycles 1, 2, 3	Authorization Cycles 1/ 2/ 3	Affiliation* Cycle 3	American (PK-12)	!		!	British	!		!	Canadian – Alberta and Nova Scotia	!		!	International Baccalaureate Program	!	!		MOE	!			SABIS	!		!	Other (i.e., Indian, French etc.)			!
Curriculum	Accreditation Cycles 1, 2, 3	Authorization Cycles 1/ 2/ 3	Affiliation* Cycle 3																														
American (PK-12)	!		!																														
British	!		!																														
Canadian – Alberta and Nova Scotia	!		!																														
International Baccalaureate Program	!	!																															
MOE	!																																
SABIS	!		!																														
Other (i.e., Indian, French etc.)			!																														
	• Exemption Criteria: The following types of schools are exempt from seeking accreditation, authorization, and affiliation: • Schools that report losses (<0% EBITDA) in the previous year (to be assessed on a case-by-case basis). • New schools/or schools that switch to a new curriculum will be given a grace period of 2 years.																																
5.2	Enhanced Quality Assurance: Schools that have authorization and/or affiliation for a curriculum that does not require accreditation shall additionally seek accreditation from the relevant approved and/or recommended accreditation bodies as per Figure 1. AAA Requirements by Curriculum.																																
6.	Enrichment																																
6.1	Extracurricular Activities: We shall offer 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 <i>ADEK Extracurricular Activities and Events Policy</i> .																																

	We shall also ensure that the extracurricular activities include a wide range of social, cultural, scientific, athletic, intellectual, artistic, and/or philanthropic enrichment programs, in line with the <i>ADEK Extracurricular Activities and Events Policy</i>, across all cycles to ensure opportunity, access, and participation by all students.
6.2	Creativity, Innovation, and Enterprise: We shall ensure that the curriculum embeds opportunities and activities for enterprise, innovation (e.g., using Artificial Intelligence driven tools), social contribution, and creativity to motivate and inspire students to gain a well-rounded education and to aspire to contribute to the development of their society.
7.	Adaptation for All Student Groups
7.1	Accommodations: We shall accommodate and cater to the educational needs of all students
7.2	ADEK Compulsory MoE Subjects: We shall teach compulsory subjects as per the MoE requirements.
7.3	Minimum Instruction Time for Compulsory MoE Subjects: We shall teach the minimum time for compulsory subjects consistent with the MoE requirements.
7.4	Exemptions from ADEK Compulsory MoE Subjects: Exemptions from the requirements of teaching ADEK compulsory MoE subjects are not authorized. Schools shall make adjustments and provide support and resources to accommodate all students' needs to meet the equivalency requirements of the UAE General Education Certificate (Al Thanawiya).

Signatures:



CHAIRMAN



DIRECTOR



PRINCIPAL

Reviewed on: April 2025

Next Review on: April 2026

School Stamp:



