



مدرسة الوحدة الخاصة
AL WAHDA PRIVATE SCHOOL
An American Curriculum School

Curriculum Design and Implementation Policy

2025-2026

Al Wahda Private School

Curriculum Design and Implementation Policy

Effective Date: August 25

Next Review Date: June,26

Approved by: SLT

Curriculum Framework: U.S. Common Core State Standards (CCSS), Next Generation Science Standards (NGSS),UAE National Standards

1. Policy Purpose

The purpose of this policy is to outline the philosophy, design, implementation, and evaluation of the curriculum at Al Wahda Private School (AWPS). Our aim is to ensure a rigorous, inclusive, and future-focused educational experience for all learners, grounded in the U.S. Curriculum and tailored to the diverse needs of our student body.

2. Curriculum Philosophy and Objectives

At AWPS, we believe in providing a well-balanced, standards-based curriculum that fosters intellectual, social, emotional, and physical development. Our curriculum is designed to:

- Ensure mastery of core academic knowledge and 21st-century skills.
 - Foster inquiry, creativity, critical thinking, and global citizenship.
 - Promote equity, access, and excellence for all students, including those with Special Educational Needs and Disabilities (SEND) and Gifted & Talented (G&T) students.
 - Support continuous academic and personal growth.
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3. Curriculum Design Principles

AWPS’s curriculum is designed in alignment with the following frameworks:

- **English Language Arts & Mathematics:** Common Core State Standards (CCSS)
- **Science:** Next Generation Science Standards (NGSS)

- **Social Studies:** UAE National Standards
- **Physical Education, Arts, and Technology:** CCSS

Key Design Principles:

- **Vertical and horizontal alignment** across grade levels.
 - **Interdisciplinary learning** and project-based experiences.
 - **Cultural relevance** and responsiveness to the UAE's cultural and moral framework.
 - **Social-emotional learning (SEL)** integration.
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4. What and How Students Should Learn

4.1 Core Subject Areas

Students will receive instruction in:

- English Language Arts (ELA)
- Mathematics
- Science
- Social Studies
- Humanities
- Physical Education and Health
- Fine Arts (Visual Arts)
- World Languages (Arabic as per UAE regulations)
- Technology and Computer Science
- Electives

4.2 Instructional Strategies

AWPS employs evidence-based instructional practices including:

- **Differentiated instruction** to meet diverse learner needs.
- **Inquiry-based and student-centered learning** models.
- **Collaborative learning**, promoting communication and teamwork.

- **Technology integration** using platforms such as Google Classroom, Nearpod, and Khan Academy. TEAMS, Class Dojo, Achieve 3000, Level Up, Science For Us, Gizmos, ALEF
 - **Universal Design for Learning (UDL)** to ensure accessible teaching for all learners.
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5. Assessment of Student Learning

5.1 Assessment Types

- **Formative Assessment:** Ongoing checks for understanding through quizzes, journal reflections, peer assessments, exit tickets, and teacher observation.
- **Summative Assessment:** Unit tests, final exams, standardized testing (MAP, SAT, PISA, TIMSS, TALA, MOUBAKER), culminating projects.
- **Diagnostic Assessment:** Beginning-of-year and mid-and end of year assessments to inform instruction.

5.2 Assessment Principles

- Aligned with learning objectives and standards.
- Culturally sensitive and developmentally appropriate.
- Varied and flexible to reflect different learning styles.
- Data-informed to drive instructional planning.

5.3 Reporting

- Academic progress is reported quarterly.
 - Parent-teacher conferences are held regularly
 - Student portfolios and performance-based assessments are used to showcase learning.
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6. Differentiation and Curriculum Modification

6.1 Differentiation Strategies

Teachers at AWPS differentiate by:

- **Content:** Offering materials at varied levels of difficulty.

- Process: Using varied instructional strategies (visual, auditory, kinesthetic).
- Product: Allowing choice in how students demonstrate learning.
- Learning Environment: Flexible grouping, quiet areas, or collaborative zones.

6.2 Modification and Accommodation

- **Modifications** are made when students require changes in curriculum expectations.
- **Accommodations** include extended time, scribing, simplified instructions, and visual supports.

These supports are planned in collaboration with the **Student Support Team (SST)(Inclusion Department)** and documented in **Individualized Learning Plans (ILPs)**.

7. Special Educational Needs and Disabilities (SEND)

AWPS is committed to inclusive education for all learners. We follow a **tiered intervention model** and comply with **UAE Federal Law** and relevant SPEA guidelines.

7.1 Identification and Support

- Early identification through observation, screening, and collaboration with parents.
- Development of Individual Education Plans (IEPs) with clear targets.
- Use of specialized staff: SEN Coordinator, Inclusion Assistant, School Counselor.
- Targeted support in-class and via pull-out programs when needed

7.2 Inclusive Practices

- Co-teaching models.
 - Use of assistive technologies.
 - Regular review meetings to monitor progress and adjust support
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8. Gifted and Talented (G&T) Learners

AWPS identifies and nurtures gifted learners through:

- **Multiple criteria for identification:** standardized test scores, teacher nominations, performance tasks.
 - **Personalized Learning Plans (PLPs)** for enrichment and acceleration.
 - **Curriculum compacting** to allow faster progression.
 - **Extension projects**, mentorship opportunities, and participation in competitions (e.g., STEM fairs, Model UN, Math Olympiads).
 - **Social emotional support** to address the unique needs of G&T students.
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9. Monitoring and Evaluation of Curriculum

The Academic Leadership Team is responsible for the regular evaluation of the curriculum through:

- Curriculum mapping and audits.
- Data analysis (internal and external assessments).
- Stakeholder feedback (students, teachers, parents).
- Professional development alignment.

Revisions are made based on:

- Emerging educational trends.
 - International benchmarking.
 - Inspection outcomes and accreditation feedback.
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10. Professional Development

Continuous professional development is mandatory for all staff to:

- Stay current with U.S. curriculum developments.
- Learn effective differentiation and inclusion strategies.
- Deepen understanding of student assessment and data analysis.

PD is provided internally and through external partnerships (e.g., NWEA, College Board, SEA).

11. Compliance and Alignment

This policy aligns with:

- UAE Ministry of Education and SPEA requirements.
- U.S. national curriculum standards.
- School accreditation bodies (e.g., Cognia, NEASC).

12. Review and Policy Evaluation

This policy will be reviewed annually by the **Curriculum Review Committee** (HODs and SLT) in consultation with the School Principal and Governing Body.

Prepared by:

Vice Principal/SLT

Approved by:

School Principal

Date: June, 2025