



برایت رایدرز سکول
BRIGHT RIDERS
SCHOOL

CURRICULUM POLICY

Drafting Date: 15/09/2018

Date of Next Review: 30/09/2018

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Introduction

The Bright Riders School of Dubai is proposed as an aggressively inspirational Academically Focused K-12 school attracting Emirati students, those of Indian nationality and other expatriates. This document seeks to provide a framework within which teachers and schools can choose and plan experiences that they think children should have.

School Vision

To nurture the youth to grow into full-fledged personalities and global citizens of future world, by drawing out the best in them through support in all forms of learning. Our quest is to create an innovative educational system of useful individualized learning that stimulates an educational experience that is world – class in every respect and which prepares children for global citizenship. A curriculum of excellence with a global dimension is central to the education of preparing minds of a changing world. The school vision is that every student can be a part of an amazing generational change that seeks excellence in all areas – academic, aspirational, social inventing, new technologies, and bringing new ideas to a larger place of recognition through the consistent use of inspiration and motivation. There are six value that are critical to students, families, educators, and leaders achieving excellence at Bright Riders School.

The six values are:

- Critical thinking.
- Communication that is Holistic and Positive.
- Cooperative learning.
- Creativity.
- Care for others.
- Courage to succeed in All of Life’s challenges.

The vision and values of Bright Riders School will propel students towards a global competency and prepare for life challenges appropriate and aligned in the 21st Century.

Our Mission

Our school acquires strength from modern Indian Curriculum blended with Ministry of Education of UAE to enhance expertise in the region. Bright Riders School is committed to:

- Provide highest quality of education fulfilling every child’s educational and developmental needs in a safe, secure and nurturing environment.
- Provide education of the highest quality for Indian and International students.
- Promote the qualities of respect and tolerance along with environment and social awareness so that students ultimately become responsible citizens of the world.

Core Values

- Knowledge- we value fostering a passion for lifelong learning by acquiring skills and content required for successful and critical thinkers.
- Respect -we value the treating others the way we ourselves like to be treated.

- Social Responsibility- we value the ideas that individuals have the ability to change the world and the group has the power to make this a reality.
- Creativity – we value igniting the spark of creativity and curiosity in our students.
- Celebration- we value celebrating an accomplishment, be it big or small.

International-Mindedness

Bright Riders School defines International Mindedness as a way of viewing the world where by people of all Nationalities, Cultures, Religions and lifestyles are values equally as individuals and where our connections with and responsibilities to this rich global community a celebrated, practiced and considered important.

Key Stage		
Kindergarten	KG1	EYFS
	KG2	EYFS
Primary School	Grade 1	CBSE
	Grade 2	CBSE
	Grade 3	CBSE
	Grade 4	CBSE
	Grade 5	CBSE
Secondary school	Grade 6	CBSE
	Grade 7	CBSE
	Grade 8	CBSE
	Grade 9	CBSE
	Grade 10	CBSE
Senior Secondary school	Grade 11	CBSE
	Grade 12	CBSE

KINDERGARTEN (KG 1& KG 2)

The [Early Years Foundation Stage \(EYFS\) framework](#) supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

In Kindergarten the curriculum is based on international best practices integrating the Early Years Foundation Stage curriculum framework which revolves around areas of learning. The emphasis throughout the Kindergarten is on engaging the children in first-hand learning experiences with a very strong emphasis on play and early communication skills.

Our aim is to ensure that children enjoy their Early Year experiences in the care of well qualified and caring staff, in a safe and secure environment. We lay the foundations for the children's future successes through a stimulating and 'hands on' curriculum. Through constructive play, children are taught a solid curriculum based on the EYFS, which includes the following areas-

- Language.
- Numeracy.
- Personal, Social, Moral and Emotional development.
- Art.
- Health and physical development.
- Knowledge of the world around us.
- Literacy.

One of the significant features in the early years' classrooms are the learning stations:

- These stations are specially designed keeping in mind, the learning and developmental needs of a child.
- It inculcates skills such as independence and decision-making, as they freely move around the classroom choosing from the wide range of resources.
- Children build a relationship with other children, explore a range of materials and are inspired by the provocations in these learning stations to enquire, explore and discover the world around them in a safe and stimulating environment.
- Apart from the designated indoor learning stations there are a range of outdoor learning spaces such as the activity room, dance room and the play pen.
- These learning stations ensure that every child is exposed to a variety of hands on, relevant learning experiences based on enquiry, exploration and experimentation.
- Children independently use I pads and through the power of touch and motion find out about the world around them and thus become active constructors of knowledge.
- These learning stations provide opportunities to the teacher for focused small group instruction, while the teacher assistant provides children with multiple opportunities to reinforce and apply the skills they are learning.
- Our students are engaged in life-worthy learning through a purposeful, enquiry driven learning approach based on hands on exploration.
- The activity and skill-based approach to learning supported by the latest I pad technology empowers our students with the 21st century skills required to lead change and innovation.
- Students at Bright Riders School experience an Inter- disciplinary learning approach where they examine concepts from multiple global perspectives of Science, Technology, Research, Engineering, Art and Math weaving them into a coherent whole.

Primary (G1- G5)

The primary school curriculum continues to develop natural curiosity and foster a desire to

learn among students. The well-structured curriculum builds on prior learning of concepts and skills which provides students with varied opportunities to strengthen and further their skills. Students develop their ability to apply knowledge through practical tasks, problem solving, investigation skills and using oral and written language. Personal and social skills are strengthened as they work with their peers and take responsibility for their own learning.

Our enriched CBSE curriculum is deep rooted in the Indian culture with the breadth and depth of the international curriculum. Benchmarked against international standards, our curriculum offers a plethora of opportunities to every child to share, innovate and succeed. Such a bespoke international curriculum helps our students, particularly in the UAE context, to apply local and global perspectives and meet the National Agenda Targets as they compete with their counterparts in Singapore, Korea, Japan and Finland, the so called high performing curricula in TIMSS, ASSET and PISA. KG1 to Grade 2 is following EYFS whereas Grade 3 onwards CBSE curriculum. The CBSE curriculum ensures a blend of the best practices of international and national curriculum.

Subjects offered (Primary) Scholastic

- English as first language
- Mathematics
- Science/EVS
- UAE Social Studies
- ICT
- French as second language
- Hindi as second language
- Arabic A
- Arabic B
- Islamic Studies A
- Islamic Studies B
- Ethics

Co scholastic

- Music
- Dance
- Physical Education
- Art
- Moral Education Program
- Yoga

English

Drawing from the CBSE guidelines and beyond, our dynamic and progressive curriculum echoes a strong focus on shoring up skills such as listening, reading, writing and speaking while broadening scope through best practices from other curricula. Here are some of the key features of our English Curriculum:

- Big Write (Strategy to enhance students' writing skills)
 - Use of assessment focuses to track reading
 - SPAG (spelling, punctuation & grammar)
 - Peer Assisted Learning (PALS)
 - Banded reading library resources
- Student engagement in activities such as the Literacy club, Heritage club, Reading time, Spelling Bee has helped enrich their English learning experience.

Attainment and progress will be evaluated in listening, speaking, reading and writing. Inspectors will pay close attention to students' acquisition of higher order reading skills, including inference, interpretation and integration of information. Inspectors will evaluate students' progress in English against the standards in the school's curriculum.

Science

Every unit engages students in Scientific Writing, with a view to enhance scientific literacy, and is directly linked to the TIMSS target, in line with the UAE National Agenda. Students express themselves confidently in debates, discussions and presentations.

Students' attainment and progress will be evaluated in their:

- knowledge and understanding of physical, life, earth and space sciences
- scientific thinking, enquiry and investigative skills
- practical and laboratory skills
- ability to draw conclusions and communicate ideas
- application of science to technology, the environment and society. Inspectors will pay close attention to students' acquisition of critical thinking, reasoning, problem solving, enquiry, interpretation and application of knowledge.

Mathematics

Students have every opportunity to develop probing and problem-solving skills aided by thematic and functional contexts. Our Mathematics Curriculum has been carefully put together to meet the targets outlined in the UAE National Agenda.

Students' attainment and progress will be evaluated in:

- number and quantity and their use
- space and shape, measurements, geometry and trigonometry
- change and relationship, algebra

- uncertainty, chance, data and data display
- mathematical thinking: formulating, employing and interpreting. Inspectors will pay close attention to students' acquisition of critical thinking, reasoning, problem solving, enquiry, interpretation and application of knowledge.

Second Languages

Students can choose from French /Hindi as their second language. For those who join as beginners to the English language in Grades 1 and above, there is ample learning support available through the ELP program.

Arabic

We recognize that some students need beginner's lessons in Arabic. That's why Arabic is introduced right from KG.

Students are evaluated to assess their entry levels with specific support literature (texts & practice worksheets) and their progress is regularly tracked. The regular MOE curriculum is also enriched to equip students as they pursue grade-specific attainment levels.

At Bright Riders School we ensure that our students are equipped for the 21st century by providing them ample scope for creativity and critical thinking. Students are challenged to give their best both academically and through extended activities.

Our approach:

- Integrated learning
- Thematic approach
- Child Initiated /Teacher led activity
- Differentiated work
- Reading and Writing Program
- Developing and enhancing Innovation and Enterprise skills
- Field trips

Children at Bright Riders School will experience a rich learning environment which is designed to inspire a love for lifelong learning.

- Learning experiences will be designed to develop critical thinking skills and stimulated imagination.
- Enquiry based teaching approach will be adopted by the teachers across the school which will result in development of critical thinking skills.
- Experiential learning, project based learning and blended learning approaches adopted by the school will bring in critical thinking and higher order skill in children.

- The teacher shall ensure a skillful weaving of factual, conceptual and provocative questions into lessons which in-turn encourages critical thinking, higher order thinking, collaboration and debate at the highest level.

In Primary, we take strength from the very best practices of International standards integrated with the Indian CBSE curriculum, which together, with the expertise of well-qualified teachers, deploying the very latest methods of teaching and learning, offer a curriculum that enables pupils to achieve their academic potential and ensures that each child becomes a life-long learner. One of the targets of the Dubai Strategic Plan 2021 is to increase these sense of belonging and the awareness of the Emirati and other cultures. Bright Riders School plans and teaches programs of lessons based on the UAE Ministry of Education curriculum for social studies.

At the Primary level, the use of STEM lab will build skills for the 21st century, stimulate critical and practical responses to real life problem solving.

To match the pace and academic demands alongside the holistic growth of our students, in the middle school we prepare them to accept challenges and set goals. BRS integrates STEM contents with other disciplines, answer complex questions, investigate global issues, solve real world problems and meet real world challenges while engaging in meaningful, purposeful, and relevant hands- on inquiry- based, problem – based and/ or project-based learning experiences.

Music, Yoga, Swimming Art, Dancing, Physical education and sports activities will be included in the time table to make sure skills are developed and are used regularly.

Learning

The School offers a unique international experience for students with a special focus on developing 21st Century Skills. They learn to appreciate the diversity the world has to offer and will be enriched by a kaleidoscope of ideas and perspectives. The Bright Riders School core values are part of the planned curriculum and form the foundation for our educational program.

With the view of the holistic development of every child deep rooted in the philosophy of educating the Head, Heart and the Hands, learning at BRS is purposefully planned to provide varied, hands on, sensorial experiences in the cognitive, affective and psychomotor domains.

HAPPINESS AND WELL BEING

Our philosophy of education of the heart, head and hands, connects the intellect, body and soul. We at Bright Riders School provide a secure, caring, inclusive and intellectually stimulating learning environment firmly founded on core values, trust and respect for each other. The wide range of sporting and extra-curricular activities that our children can choose from and the world class coaching offered at BRS nurtures a holistic and well-rounded development of all students, ensuring the happiness and well-being of every member of the school fraternity.

As well as promoting academic achievement, our dynamic, child-centric, skills-based curriculum has been designed to ensure the all-round development of each student – identifying their unique talents and unleashing their true potential, whilst allowing them to follow their own interests and maintain their connections with their own home country and culture.

Co-curricular activities (CCA)

The school gives ample opportunities to explore hands on activities through the following programs:

- Heritage club
- Nature club
- Robotics
- Literacy

Extended Learning Proficiency (ELP)

The course is designed to assist students to improve their knowledge and practical use of the English and Arabic language, with a focus on effective spoken and written proficiency in English and Arabic as a medium used in academic research. It also focuses on Mathematical skills. It emphasizes on reasoning, problem solving, enquiry, interpretation and application of knowledge.

Assessment and Evaluation

The school follows the continuous and comprehensive evaluation system (CCE) for classes up to Grade 5 as advocated by the board. The scheme of CCE is implemented to reduce burden on the student and simultaneously enhance the learning by introducing multiple assessment methods. The school follows the continuous and comprehensive evaluation system (CCE) for classes up to Grade 5 as advocated by the board. The scheme of CCE is implemented to reduce burden on the student and simultaneously enhance the learning by introducing multiple assessment methods.

Statutory requirement

Our school will meet and exceed the required protocols and guidelines laid by KHDA, in the area of Arabic language, Islamic Studies, Social and Cultural Studies. Our program ignites the interest from the local and foreign origin to learn customs and history of UAE and in-turn create respect for local customs and the nations.

Arabic, Islamic Studies and UAE Social Studies are compulsory for all years/grade levels. UAE history may be offered as a discreet subject or be incorporated into one or more of social studies, history, civics or citizenship.

Extra-Curricular Activities (ECA)

BRS lays great emphasis on Co-Curricular provision as we believe that it enhances the self-esteem and confidence in students. Co-Curricular Activities are offered according to the age group involved. The school will develop music club, debate club, art club, design studio, poetry club and reading club. A point-based program to motivate students to participate in the program would also be developed.

Extra-Curricular Activities are as follows-:

- Annual Day- which will be once a year and theme based
- House competition and Activity days
- Sports event (inter-school for elder students)
- Primary choir
- Art and Craft club
- Leisure and games
- Debating and environment clubs
- School wide special events and community celebrations.
- Games- Computer club, book club
- Charitable causes in the community

Self-Evaluation for school

All schools are required to submit self-evaluation information prior to the inspection team's visit. This should be aligned to the performance standards and elements in this framework.

Inspectors will use the self-evaluation information provided by each school as a starting point for their work so schools are encouraged to undertake carefully considered, reflective self-evaluation.

Differentiated Types of Activities/Skills at each Grade level using Bloom’s Taxonomy for learning

K-G3

- Open ended questioning
- Experiential Learning
- Peer learning, Mentoring, tutoring
- Collaborative Group work skills that enhance various responsibilities

G4-G8

- Compare, contrast discussion/writing prompts.
- Continuous question.
- Peer learning, mentoring, tutoring, training others in school
- Student-level research and short reports.

G9-G12

- Peer learning, mentoring, tutoring, training others in school.
- Student-level research, presentation, analysis reports.
- Strategic thinking activities
- Student planning their scope and process of learning.
- Projects infused with student’s creativity/ingenuity.