



CURRICULUM POLICY

Reviewed in September, 2023

JSSPS Vision Statement on Well-Being

At JSSPS we will promote, develop, equip and prepare healthy learners for life. We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all our pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and well-being is “**everyone’s business**” across the whole school community. We will strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We will put Wellbeing at the heart of our school to ensure successful learning, and commit to our policies reflecting this practice.

JSSPS Vision Statement on Inclusion

At JSS Private School, we adopted a legislative frame work for inclusive education based on UAE Federal Law No.(29), 2006 & Law No.(2) 2014. The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA).

We understand that a diversity and inclusion plan will be effective only when founded on a ***true belief in and understanding of the value of diversity and inclusion***. Therefore, we aspire to create a school culture that reflects appreciation for diversity and inclusion at all levels. We know that our mission of driving personal and economic growth through learning and our vision of becoming the best community will only be achieved by hiring and retaining the best people possible while creating a school community that is reflective of the diverse audiences we serve.

JSS PS recognizes that the vibrancy of our community is enhanced by **diversity**, which we define as the range of human differences. We believe a culture of **inclusion** puts diversity into action by creating an environment of involvement, respect and engagement – where a multiplicity of beliefs, interests, experiences, and viewpoints are harnessed to accomplish our goals.

We work to achieve diversity and inclusion by:

- Delivering services in a culturally sensitive manner.
- Fostering an environment in which students and staff embrace and promote inclusion and understanding of the value of diversity as demonstrated through interactions with one another.
- Integrating diversity into strategies, decisions, and teaching-learning processes.
- Aligning diversity and inclusion efforts with strategic imperatives.

Increasing effectiveness and accountability of efforts by developing measurable goals.

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1. INTRODUCTION

1.1 The curriculum is all the planned activities that we organize in order to promote learning and personal growth and development. It includes not only the formal requirements of the CBSE, but also the range of extra-curricular activities that the school organizes in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

1.2 VALUES

Education needs to reflect the values, structure and beliefs that contribute to equipping young people with a holistic personality and Life Skills. These include values relating to the self, to the community and to the nation. The Value Framework may include Values such as Universal Peace, Tolerance, Service, Pro-active and Responsible citizenship, Respect towards opposite gender, Harmony and Spirit of unity, Transcending bias based on Religious, Linguistic and Regional or Sectional diversities. Preserving the rich heritage of the local culture, Protecting and contributing towards preservation of the national environment, Developing scientific temper and the spirit of enquiry, Safeguarding public property and abjuring violence, Striving towards excellence in all spheres of individual and collective activities are other values which will lead to higher levels of performance.

The core values of JSSPS Curriculum draw its strength, by keeping pace with the 21st century and the global trends of educational transformations and commitment to democratic values and general well-being. One of the basic aims of education is to nurture in the learner a sound mind and strong values driven character. Learners should be educated to uphold the democratic values, respect the Rules of Law, and support humanitarian ideals; they should engage in healthy practices to be able to develop robust and healthy physiques, learn how to think for themselves and be creative. We aim at nurturing responsible citizens with a sense of patriotism and a global perspective. In principle, education is a learning progression to help learners explore their innate capacity and talents as well as develop their potential to improve and enhance sustainability of their living environment. Keeping this in mind we need to have a rationale with core components as follows:

- ❖ "Nurturing Life-skills" includes developing an improved self-esteem, building empathy towards others and different cultures, etc. Improving on their critical and creative thinking and making them better at problem solving with a balanced approach towards decision-making. The core life-skills must be integral to the whole process of education.
- ❖ "Integration" includes creating harmony of sense with sensibility, a connection between knowledge and application, and integrating human sciences with technological innovations.
- ❖ "A global perspective" keeping pace with the 21st century and the global trends, enhance learner's ability to understand her status and position in the community and the world. Develop understanding how we all are interconnected and how we can bring about transformations as well as the individual's responsibility in this change process.
- ❖ "Lifelong learning" to see education as a liberating process, leading to active exploration, problem solving, and the utilization of information and languages leading to socially transformative practices.
"Appreciating Individual Differences" to promote and nourish wide range of capacities and skills in learners. As intelligence is diverse in its dimension, pedagogy and evaluation should aim at making it possible for this diversity to bloom. Excellence in diverse areas should be accepted and rewarded.

2. AIMS AND OBJECTIVES

JSSPS strives to develop the following in each student:

- To be independent thinkers, skillful communicators, and lifelong learners and global citizens.
- Foster a sense of individual responsibility, self-discipline, self-reliance, and respect for self and others.
- The ability to think rationally, solve problems, follow principals of logic, employ various modes of inquiry, use and evaluate knowledge, and develop positive attitudes towards intellectual activity.
- Decision making skills in selecting personal life-long learning goals and the means to attain them.
- Moral integrity, a commitment to truth and values, and the sound judgment to evaluate events and phenomena.
- Knowledge of value systems, a concern for humanity and an appreciation and respect of different cultures.
- Self-control and the willingness to accept the responsibility for one's own decisions and their consequences.
- The ability to engage in constructive self-criticism, yet promote and maintain a positive self-image.
- A concern and respect for the environment and use of natural resources.
- Productive and satisfying relationships with others based on respect, trust, cooperation and caring.
- An understanding of one's cultural heritage and a familiarity with the achievements of the past that have inspired and influenced humanity.
- Orient students to the world of technology and media, developing familiarity, competence, and awareness of the tools they will need as they continue their learning process.
- An understanding and appreciation of global interrelationships in order to be prepared for opportunities and challenges of a constantly changing world.
- An appreciation of the unique opportunities offered by living and learning in the U.A.E

3. PEOPLE INVOLVED

Curriculum development requires the input of different stakeholders such as teachers, school heads, parents, community members, students, Educational Entity of the country and school boards.

The curriculum is developed based on the CBSE framework and is enhanced and enriched as per the DSIB guidelines. The curriculum is also mapped with the curriculum of various international exams – TIMSS, PISA, ASSET, PIRLS etc.

The Academic Team constituting of the following members are actively involved in the curriculum development and review process.

- Principal
- Vice Principal
- Head of Learning
- Head of Curriculum
- Head of the Inclusion and Pastoral Care Dpt
- Supervisors
- Heads of Departments
- Phase in charges and
- Subject coordinators
- Students
- Parents

4. Roles and Responsibilities

- The curriculum team along with the assessment team reviews the performance of students and the outcomes are revised accordingly.
- HoDs in collaboration with their teachers, evaluates the students' performance after every exam

- The subject teachers use the results of the data analysis to engage in curriculum review, both horizontal and vertical. Special care is taken in providing opportunities for all kinds of learners and there arises no learning gaps.
- The Inclusion Department ensures that the curriculum is modified as per the requirements of the SDs.
- Our SMT is responsible for monitoring the implementation of the curriculum. This committee reviews each subject area in its bi-annual cycle of review and development.
- We have named HODs for all subjects. The HODs liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects. HODs monitor the way their subject is taught throughout the school. They have the responsibility for the purchase, storage and management of resources for their department.
- The subject coordinators engage in short and long term planning through the scheme of work and dynamic lesson plans for the respective grade. The Class teacher is responsible for the day to day organization and implementation of the curriculum post the personalization as per needs of the learners. The Principal monitors the overall design and implementation of the curriculum across the school.

5. ORGANIZATION AND PLANNING

We agree a Year plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. The parent curriculum leads to term wise syllabus break up, then to weekly Scheme of Work, weekly trackers and daily plans.

1. **Phase I (KG)** - In the Foundation Stage and at Key Stages 1 and 2 we adopt a thematic and home room approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects of the seven learning areas of the Early Years Foundation Stage and the CBSE Curriculum.
2. **Phase II (Grades 1 to 5):** In Grade 1, a thematic approach is adopted to foster learning across the curriculum, placing an emphasis on multiple skill development. Our diverse curriculum opens the door to a more structured phase of their schooling, as young students build the correct foundations for a successful future from Grades 2 to 5. Both internal and external assessments are introduced from Grade 3. The CBSE guidelines and expectations are followed along with an enriched curriculum.
3. **Phase III (Grades 6 to 8) and IV (Grades 9 to 12)** - The CBSE envisions a robust, vibrant and holistic school education that will engender excellence in every sphere of human endeavor. The Board is committed to provide quality education to promote intellectual, social and cultural vivacity among its learners. The Board is working towards evolving a learning which incorporates Perspectives (informed positions), Critical Thinking, Research Project, Life Skills and Independent & inquiry based learning. The curriculum promotes experiential and digital education, art and sports integration in the daily lessons.

FIVE LEARNING AREAS:

Five learning areas are represented as the 5 petals which intersect in a trans disciplinary approach. The first learning area is languages, and students will study three languages up to Class X, English, Arabic and one other which could be Hindi, the student's mother tongue or French.

Language: The language curriculum aims to develop the skills of listening, speaking, reading and writing in a variety of contexts and train students to be able to adapt language to suit different tasks, audiences and

purposes. It aims to develop confidence in the students' so that they can use their skills and abilities effectively. It helps to develop students' critical abilities - to analyze and critically evaluate diverse texts; and to equip learners with the language to question ideas and articulate their point of view. Reading is a focus area in the curriculum and several strategies and programs are designed to enhance reading across subjects.

Social Studies: The second area of learning is Social Studies. This is called Environmental Studies and UAE Social Studies, for classes I and II where it is a combination of four dimensions of environment. These are Physical Environment, Geographical Environment, Cultural Environment and Social Environment. In Classes III to V students study a combination of History, Geography, Social, Economic and Political Structures of India, UAE and the world. In classes VI to X it crystallizes into various disciplines of learning such as the study of Indian and World History which focus largely on world history as with provisions of learning local / native history, Social and Political Structures, Geography and Economics. The CBSE Social Studies curriculum aims to develop in students an understanding and evaluation of the social, political, economic and environmental dimensions with regards to India and the world, and helps them formulate and justify arguments in response to a diverse range of issues.

UAE social studies curriculum:

- Covers geography, culture, history and civics of UAE through storytelling and project-based learning.
- Aligns with UAE Ministry of Education National Social Studies Standards and encourages students to be responsible citizens and residents of the UAE and the world.

Moral Science and Cultural Studies

- The Moral Education Program prepares learners for the ever-rapid changes in social fabric, as well as the need to assess and track trends and changes in moral, community, civic and cultural aspects. It safeguards accomplishments in the formation of a unique local character, preserves national heritage and deters adverse behaviour. The Moral Education and Social Studies curricula is an enhanced and comprehensive curriculum, which:
 - Preserves the rationale, purpose and intended learning outcomes of both curricula
 - Consists of a clearly structured framework
 - Contains a well-planned and progressive scope and sequence of units
 - Ensures comprehensive and efficient coverage of all learning outcomes.

The Social Studies curriculum aims to develop in students an understanding and evaluation of the social, political, economic and environmental dimensions of the world, and helps them formulate and justify arguments in response to a diverse range of issues.

Mathematics and Technology: The third area of learning is Mathematics and Technology. All students study Mathematics till class X and as elective subjects in Class XI & XII. For classes I to class VIII the focus is on developing core mathematical skills in all learners. There will be a choice between standard and basic mathematics in class X. The Mathematics Curriculum helps students develop strategies that

- improve their logical thinking and analytical ability and ability to approximate and estimate,
- To use trial and improvement techniques, look for patterns and make hypotheses.
- Acquire Computational Skills of approximation, estimation and measurement and ability to identify patterns which facilitate logical and spatial intelligences.

Mathematics Lab activities will be an integral and a compulsory part of the Mathematics curriculum and will be examinable from classes VI to X.

Information and Communications Technology is a compulsory component of the curriculum which will help students assess the impact of new technologies on society and train them to use these productively. The focus of the program is to help students understand and use common software applications and use technology to enhance their ability to access, evaluate and research information;

Science: The fourth area of learning is Science which in classes I and II is covered as Environmental Education. From classes III to VII it is treated as General Science. In classes VIII to X Science is studied as individual disciplines of Physics, Chemistry and Biology. For Classes XI and XII, science stream provides further specialization in Physics, Chemistry and Biology.

The Science curriculum encourages students to follow the scientific process and offers students the opportunity to be curious, to question, to investigate, to formulate hypotheses, design and carry out experiments, make critical observations and record results in the science labs and Maker's Hub.

An addition to each of the Sciences is an extension program called 'Science Life' which will familiarize students to stay familiar with current trends of scientific thinking and developmental processes.

Physical Education, Performing Arts and Visual Arts: The fifth area of learning combines the areas of Physical Education, Performing Arts and Visual Arts. These offer opportunities for the development of imagination, sense of aesthetics, sensitivity and inventiveness all of which are requirements of a balanced curriculum.

The Physical Education (PE) curriculum contributes to the physical fitness aspect and all round development of students. The subject is unique in that it seeks to promote basic body management, developing into a mastery of coordinated and skillful movement. Physical education will be a compulsory element of the curriculum for every class, from KG to X and an elective for class XI&XII. For class from KG to X, this element of the curriculum will not be formally examined at the end of the year but will be graded across the year based on student participation and teacher observations.

The Performing Arts Curriculum provides a means for personal expression, and the articulation of ideas. This will lead to inspiring and confident participation thus developing social skills through creative teamwork as well as enhancing communication skills.

The Visual Arts program is aimed at promoting intellectual, aesthetic and emotional growth. Students realize the joy of expression through various mediums. They learn to appreciate art from different cultures as well as the native arts of the country against the backdrop of the cultural context in which they exist. From classes I to V, all students experience the arts of music, dance and theatre. In Middle school from class VI to X each student opts for one learning area from the Performing Arts and one from the Visual Arts. Element of the curriculum will not be formally examined at the end of the year but will be graded across the year based on student participation and teacher observations. Grade 10 students are offered painting as an elective.

The Skills for Life and Physical Health Education Program will be able to help students lead balanced, happy and successful lives. The program covers Creative and Critical Thinking Skills, Interpersonal Skills, Effective Communication Skills, Problem-Solving and Decision Making Skills, Conflict Resolution Skills, Cooperation, Leadership Skills and Adolescent Education. Vocational education courses like Marketing, Mass Media, Financial Literacy and Artificial Intelligence is offered to students of Middle school to enable them to have a learning experience of the vocational subjects as per CBSE. Students also learn about Islam and Islamic values from KG to Grade 12.

All the elements of the Core will be commented upon and are not examinable. The exhaustive syllabus document is accompanied by teacher support materials and extensive teacher training particularly in the areas of pedagogy and assessment.

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Subjects offered		
Phase	Grades	Subjects
Phase 1	KG	Based on EYFS program
Phase 2	Grades 1 to 5	<ol style="list-style-type: none"> 1. English 2. Hindi/French as second language. 3. Arabic as second language 4. EVS (Environmental Studies) 5. Maths 6. Computer Studies 7. Islamic Studies (Compulsory for all Muslim students) 8. UAE National Studies 9. Physical Health Education 10. Visual and Performing Arts (Music, Art, Dance) 11. Skills for Life
Phase 3	Grades 6 to 8	<ol style="list-style-type: none"> 1. English 2. Hindi/French as second language. 3. Arabic as second language 4. General Science (Gr 6&7) 5. Physics, Chemistry, Biology – Grade 8 6. Maths 7. Computer Studies 8. Vocational Courses <ul style="list-style-type: none"> ➤ Financial Literacy – Gr 6to8 ➤ Marketing – Gr7 ➤ Mass Media – Gr8 ➤ Artificial Intelligence – Gr8 9. CBSE Social Studies. 10. Moral Science and Cultural Studies 11. Physical and Health Education 12. Visual and Performing Arts (Music, Art, Dance). 13. Skills for Life/PHE
Phase 4	Grades 9 & 10	<ol style="list-style-type: none"> 1. English 2. Hindi/French as second language. 3. Arabic as second language 4. Physics, Chemistry, Biology 5. Maths 6. Computer Studies/Artificial Intelligence 7. Painting 8. Elements of Business Studies 9. Islamic Studies (Compulsory for all Muslim students) 10. CBSE Social Studies. 11. Moral Science and Cultural Studies 12. Physical Health Education 13. Visual and Performing Arts (Music, Art, Dance)

		14. Skills for Life/PHE
	Grades 11 & 12	Science Stream – English, Physics, Chemistry, Biology, Maths Commerce Stream – English, Economics, Accountancy, Business Studies Electives – <ul style="list-style-type: none"> ➤ Applied Maths ➤ Computer Science ➤ Marketing ➤ Entrepreneurship ➤ Mass Media ➤ Psychology

5.1 Children with special needs (including able, gifted and talented)

1. The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our Inclusion policy. We always provide additional resources and support for children with special needs.
2. If a child has a special need, our educators personalize the curriculum to meet the individual needs. If staff or parents or counsellors raise a concern about a child, his/her teacher will make an assessment under advice from the Inclusion and Pastoral Care Department. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organization. Specialist teachers or Learning Support Assistants (LSA) may be used to assist the child.
3. If a child is working at the extension level they will be given open-ended questions and tasks and encouraged to follow lines of thought independently, as stated in our Ables, Gifted and Talented policy.
4. The curriculum for SDs of all categories and tiers is modified and accommodated as per their needs by the academic team in consultation with the IPC team.

5.2Phase I - IV – Foundation, Primary, Middle, Secondary Years

1. The curriculum that we teach in the foundation years class meets the requirements set out by the National Curriculum Framework for Foundation Stage (NCF for CBSE) and is strongly underpinned by EYFS and the best practices of other international curricula.
2. Our school fully supports the principle that young children learn through play (play based learning), and by engaging in well-planned structured activities. Teaching in the Early Years class builds on the experiences of the children in their pre-school learning and is enhanced through thematic, dance and art integration in lessons.
3. During the Foundation Stage, the teacher makes continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and careers and the Governing Body.
4. Primary, Middle and secondary follow the enriched CBSE curriculum. NEP guidelines are followed and implemented as per the communication shared.
5. The Senior school follows the CBSE board and Middle school has aligned its curriculum and assessment policies to the CBSE standards and expectations.
6. Best practices from various international curriculum like TIMSS, ASSET, EYFS, Colorado standards etc is incorporated in the curriculum.

5.3 Characteristics and attributes

5.3.1 Curriculum is personalized and learner centric

The curriculum has been designed in such a way that effective learning happens in an interactive personalized classroom. This would really mean that the learning inputs as well as the pedagogy should yield themselves with opportunities for effective learning, as every learner is unique and the process of learning is individual specific. The curriculum is intended to meet this objective and enable the spectrum of learners — visual, audio and kinesthetic — with specific inputs that would trigger their attention and fire their curiosity. The curriculum also provides opportunities for learning through experiences both hands-on and otherwise.

5.3.2 Curriculum ensures challenge and enjoyment

The learners find their learning process as challenging, attractive and motivating. The curriculum stretch and challenge its learners as per their learning ability and styles. In addition, learners are made to experience a suitable level of challenge that enables them to achieve their potential. The learners enjoy the learning as the challenges are designed as per their ability and learning styles.

5.3.3. Curriculum is relevant and focus on experiential learning

Applicability and appropriateness of JSSPS curriculum makes it highly relevant. The curriculum is personalized to meet the needs, interests, aspirations and expectations of learners. It encourages our students to question, think critically and explore. The real life connect is embedded and focus is on experiential learning through the choices provided. JSSPS curriculum provides a conducive learning environment where students learn and grow academically and emotionally. At every stage the curriculum design and pedagogy makes provisions for opportunities and experiences within and beyond the classroom to ensure that learning occurs. Curriculum decisions need to be made about the best ways to organize sustained learning opportunities for all learners. Curriculum would promote trans-disciplinary links across various disciplines. CBSE-helps learners develop the fundamental concepts and ideas that underline topics, subjects or disciplines and the relationships among them. The knowledge that focuses on key concepts and the learning outcomes related to them would need to be built by integrating it through themes across disciplines.

5.3.4. Curriculum is coherent and organized

The CBSE is represented by the five petals of the flower with a core at the centre. This is a visual representation of the co-curricular strengths to reinforce that they mutually empower each other through trans-disciplinary learning. The connections between essential learning in the scholastic domain and the core which includes Perspectives, Life Skills and Research would help in coherent organization of knowledge. Content selection across all areas of pedagogy and assessment practices would be interconnected and aligned. Learning in this way will add value and meaning to students much beyond the classroom and the boundaries of the school.

5.3.5. Curriculum is dynamic and exhibits breadth and depth

1. The wide range of subjects, programs and activities provided add onto the breadth of the JSSPS curriculum. Through the Dynamic Lesson Plan, all learners are provided with the opportunities for a broad range of experiences in the learning process. Their learning is planned and organized in a manner that they learn and develop through a variety of contexts within both the classroom and beyond. JSSPS

curriculum focus on mastery of concepts, skills and work at greater depth. We ensure learners obtain greater level of understanding and are able to transfer their learning and apply the same in various context. The curriculum focus on independence, fluency, consistency in application and synthesis.. The content development and pedagogical inputs provide for triggering and empowering the thinking skills of the learners. The development of the content is designed to provide teachers with adequate situations wherein problems can be placed in the learning situations and the students may be asked to reflect on them and arrive at possible solutions through objective assessments. The subject of Perspectives would help schools to enable learners to constructively and critically evaluate events, materials, situations, ideas and other real life experiences and take their own positions.

5.3.6 Holistic Curriculum

The curriculum advocates paradigm shift from certain select disciplines of learning to a wide variety of subjects with a greater focus on arts and humanities at the primary and middle level. The subjects of visual arts and performing arts get a significant place in the curricular design. The learners have the option of pursuing their own choice of discipline under the arts subjects. The curriculum has components which will help in incorporating basic life skills to the learners — self-awareness, self-esteem, inter personal relationships, communications skills and emotional intelligence. This brings into focus the effort of nurturing the affective domain of learners.

5.3.7. Synergy of formal and informal learning

In the emerging knowledge society, the impact of the informal learning tools and processes on the formal learning curve is quite significant. These impacts vary from place to place, school to school and community to community. Further the emergence of e-tools as information carriers has facilitated the diffusion of information to a wider audience. There is evidence of decreasing information gap between the rural and the urban, semi-urban and the metros. The scope and availability of informal knowledge has made the learners to ask more pertinent questions and to see, relate and reflect on the parameters of knowledge obtained both through the formal and informal modes. The curriculum provides ample opportunities for synergizing the knowledge inputs from both the sources to help the learner construct one's own learning experience.

5.3.8. Curriculum is Skill Centric

All disciplines of learning under the international curriculum are designed to impart the relevant skills related to the subjects and topics; further it would help in building those skills through personal experiences, team work and other interventions. The range of skills would include - thinking skills, communication skills, sense of enterprise, inter-personnel skills, skills, leadership and managerial skills. The curriculum would also focus on developing basic vocational skills related to the disciplines of learning so that the learner is able to apply those skills in their own context.

5.3.9. Focus on discovery approach

The teachers need to understand that discovery of knowledge is exciting and enhances the self-esteem and the confidence profile of the learner. To add, during the process of discovery the learner is able to create meaningful neural networks which empowers not only the memory of the learning content but helps in improving their thinking skills. Therefore it is recommended that teachers adopt such strategies which would help the learners to discover knowledge in their own way and more so in a self-paced manner. Any external force is likely to discourage the spirit of discovery. The teacher would act more as a resource manager for providing resources and helping in meaningful way.

The teachers would also be encouraged to ensure that there is adequate scope and time for meaningful questions in the classroom. Questioning promotes curiosity and enables the learner to find a rationale for the

concept with which one is getting familiarized. It will also help in contextualizing the external experiences in classroom situations. It would also help in developing a mind equipped to research.

5.3.10. Thrust on developing Multiple Intelligences

There are convincing arguments world over about the existence of multiple intelligences in human beings. Researches by Howard Gardner and others have given powerful arguments on what the different types of intelligences are and how they manifest in human development. The role of education in identifying, nurturing and nursing these intelligences through supportive pedagogy has been illustrated far and wide. It is essential that the curriculum encourages teachers to create adequate opportunities in the classroom for the learners to develop these intelligences. The pedagogical instruments are varied for the development of diverse intelligences. Further the methods of assessment take cognizance of these instruments and the typology of questions is structured to facilitate the identification and nurturing of multiple intelligences.

7. SUMMARY

Curriculum incorporates the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. When the school transitioned to distance mode of learning in AY 2020-21, the curriculum was reviewed to adapt to the new normalcy through modification in teaching, learning and assessment strategies. Focus was given on remote collaboration, assignments, projects and sharing of learning. In AY 2021-22, the curriculum was further modified to adapt to the blended mode of learning. Curriculum for blended learning was designed to show clear distinction between the tools, techniques, strategies and methods adopted for onsite and online learning. The scope and sequence of the curriculum is always reviewed and revised as per the needs.

8. Link with other policies

The curriculum policy to be read in conjunction with the following policy for better understanding

- The Teaching Learning Policy
- Reading Policy
- The Assessment Policy
- The Inclusion Policy
- Remote Learning Policy

Reviewed and Approved by: (Sd/-)

Mr. Govindarao Naik
Chief Executive Officer

Mrs Chitra Sharma
Principal

Date: 20/09/2023

9. REVIEW OF POLICY

The curriculum policy will be reviewed by SLT on an annual basis.

Policy Details	
Version date	May 2021
Last review	September 2023
Next Review	September 2024
Responsible SLT	Vice Principal

Curriculum Policy

Annexure 1

Curriculum Review Process

The Curriculum Review Process is the procedure by which curriculum proposals are reviewed. It is a systematic approach to evaluating, reviewing and revisiting curricular areas and programs within a specific timeframe which aims to identify gaps and weaknesses with a view to increasing curriculum effectiveness and continually improving student learning experiences.

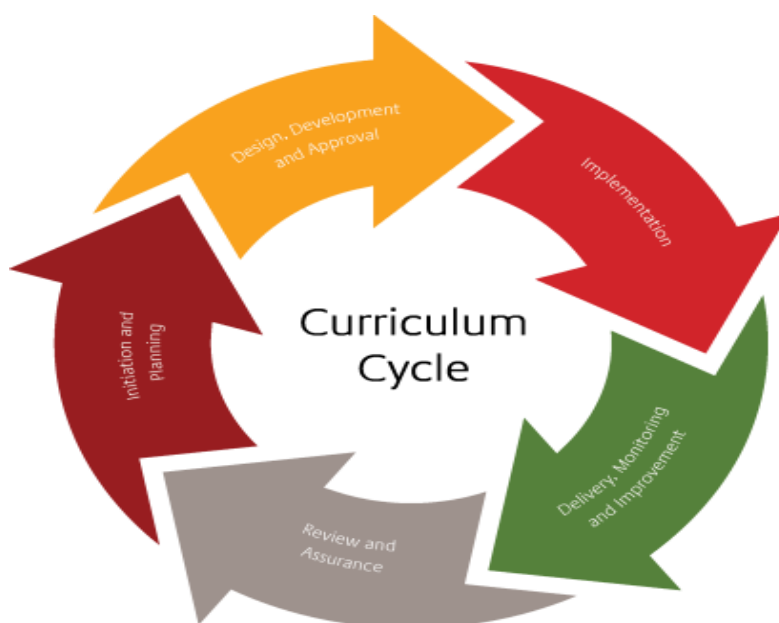
The Curriculum Review Process plays a key role in upholding and disseminating the core values and components fundamental to the success of the institution: life skills, integration, global perspective, lifelong learning and accepting individual differences. Through the Curriculum Review Process we design the excellent academic programs which will complement our academic excellence.

The broader aim of curriculum review cycle is to

- Enhance student learning, engagement, experience and outcomes
- Enables our graduates to equip themselves with skills and knowledge needed to compete in a globalized 21st century and thus attain the graduate profile designed by the school.

The process of the Curriculum Review Cycle takes place predominantly in 3 phases

- Evaluation which includes formal and informal review, assessment and observations
- Development which includes initiation, planning, design and development
- Implementation which includes delivery, monitoring and improvement



The JSSPS curriculum committee comprising of the SMT, HoDs and Subject coordinators engage in the Curriculum Review Process formally twice in an Academic Year – in October and in February apart from the review and refinement done periodically based on assessment data.

1. Evaluation Phase:

The key focus of the year end curriculum meeting in February held by the JSSPS Curriculum committee was to review the Vertical Progression of the curriculum across KG to Grade 12 and map the same to the international curriculum of TIMS, PISA and ASSET.

1. *Analysis of data:* Following the assessment of a specific subject, the assessment data both quantitative and qualitative are carefully analyzed.
2. *Skills:* The weak and strong skills for each subject are identified and analyzed.
3. *Curriculum continuity:* The concepts/topics of each grades were analyzed and gaps in curriculum continuity were identified.
4. *Learning Progression:* All of this research and relevant data is then synthesized into a curriculum review report which is the Learning Progression document by the JSSPS CC for the core and non-core subjects including Visual and Performing Arts.
5. This report, which is initially presented, form the basis of recommendations for the development stage of the curriculum review for a subject.

2. Development Phase:

Our school curriculum is learner centered, hence the design and development takes each individual's needs, interests, and goals into consideration. Learner-centered curriculum design is meant to empower learners and allow them to shape their education through choices of assignments, learning experiences and activities. This stage included the following steps.

1. *Identify the needs of stakeholders (students):* This is done through needs analysis, which involves the collection and analysis of data related to the learner. The Inclusion and Pastoral Care Dpt plays a key role in the collection of this data.
2. *Create a list of learning goals and outcomes:* The curriculum review process aims at enhancing the learning by raising the outcomes. Based on the learning progression document, teachers create a list of learning outcomes. This will help to focus on the intended purpose of the curriculum and allow teachers to plan instruction that can achieve the desired results.
3. *Identify the instructional methods:* The teachers adopt a variety of instructional methods as per the student learning style that will be used throughout the course.
4. *Establish evaluation methods:* Appropriate evaluation methods that will be used at the end and during the school year to assess learners, instructors, and the curriculum.

In the development stage of the curriculum review process, through the above mentioned steps the Scheme of Work, Year Plan and Fortnightly plans are designed for each grade. The school curriculum includes a strong focus on the development of cross curricular skills and attributes such as critical and creative thinking, Habits of Mind, Sustainable Development Goals and Intercultural understanding.;

3. Implementation Phase:

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring and evaluation across the grade levels.

3.1 Curriculum delivery: The instructional plan, has evidence-based teaching practices and assessment embedded to it. Evidence-based teaching involves the use of evidence to: (1) establish where students are in

their learning; (2) decide on appropriate teaching strategies and interventions; and (3) monitor student progress and evaluate teaching effectiveness.

The plan for curriculum delivery (Year plan) is shared with School leaders, students and parents.

Metacognition is a key aspect in the content delivery. Metacognition includes a critical awareness of the learner's thinking and learning. Through metacognition, embedded in curriculum delivery we are catering to a key element i.e. recognizing the limit of one's knowledge or ability and then figuring out how to expand that knowledge or extend the ability.

The Inclusion and Patoral Care Dpt supports teachers in the delivery of the curriculum to SoDs. The curriculum is modified as per the guidelines from the I & PC dpt. Curriculum. Modification is done in terms of content and process.

3.2 Monitoring and Evaluation: The delivery of the reviewed and redesigned curriculum is constantly monitored by the SMT during learning walks, formal and informal observations. In order to bring in uniformity in compiling and collating the feedback, the following steps were taken

- A detailed Monitoring and Evaluation Cycle was prepared for the whole school.
- Learning walk formats were designed.
- Schedule for focused learning walks was prepared.
- Rubrics for learning walks was designed.
- Formats of other curriculum docs like YP, SoW, DLP were reviewed giving more emphasis on student modification and teacher reflection.
- Target sheet with ASSET score, SA2 score and the targets were designed to encourage students to take responsibility for their learning.
- Monitoring through participation by all stakeholders was reinforced.

3.3. Improvement in implementation: Regular feedback by SMT is given to teachers so as to improve on the curriculum delivery. The Teacher Learning Community (TLC) is strengthened through the initiation of the Triads and Quads programs. These programs enabled teachers to share best practices (inter/intra phase and subjects) and also foster positive and supportive relationships among teachers, thus focusing on results with a commitment to continuous improvement.

Annexure 2

Curriculum Review Process – AY 2020 – 21 – Distance Learning

1. Definition

Distance learning in schools enables students to enjoy uninterrupted learning during the unprecedented times like COVID 19 outbreak when schools remain closed and classroom teaching and learning is not possible. This system provides greater flexibility for students to work at their own pace and review work as needed. This also ties in with the fact that students can access the course material at the times that work best for them, which is important for students who may have irregular work schedules.

With education making a sudden shift to distance learning this academic year through Microsoft Teams, the school has reviewed its curriculum policy and modified the curriculum in order to adapt to this situation without any compromise on the quality of education.

Curriculum and Graduate Profile

The curriculum modification enhances student learning, engagement, experience and outcomes

The modification in curriculum for distance learning enables students to equip and empower themselves to attain the Graduate profile which focuses on the following

- Content knowledge
- Career and Life Skills
- Leadership Empathy and Collaboration
- Creativity, Sense of Purpose and Sense of Self
- Global, Local and Digital Identity
- Curriculum is reviewed and modified in terms

2. Curriculum Modification

Modifying existing general curriculum has been an effective way to create more accessible learning environments to support all students and their teachers in various educational contexts. For effective curriculum delivery during distance learning, the curriculum is reviewed and modified in terms of

- Content
- Teaching strategies
- Assessment Strategies

2.1. Content Modification: The JSSPS Curriculum Committee reviewed the content and chose topics/concepts for term 1 which are more suitable for the distance learning scenario. This modification has been made keeping the learning progression in mind and does not disrupt the vertical progression of concepts. The modifications are evident in the curriculum document (SoW, YP, FP)

2.2. Modification in Teaching strategies: Teaching strategies have been reviewed and modified in order to adapt to distance learning. This will have a significant impact on student learning, engagement and satisfaction. The following strategies are adopted in distance learning:

- Instructional content/online modules visibly created by the teacher and shared with students on Microsoft Teams.
- Regular teacher – student participation in class discussion - Virtual discussions through synchronous and asynchronous methods (Learning Space Time)
- Regular opportunities for students to engage in innovative methods to learn –Quizziz, Padlet, channels etcon TEAMS for collaborative work
- Class Dojo and other incentive schemes

2.3. Modification of Assessment Strategies: Assessment is a critical step in the learning process. It determines whether or not the course's learning objectives have been met. A learning objective is what students should know or be able to do by the time a lesson is completed. Effective assessment helps students to take responsibility of their learning and also to keep them motivated.

With distance learning in place, the assessment strategies have been reviewed and modified yet are rubrics based. The assessment strategies include

- Microsoft Teams tools and features like MS forms, flipgrid
- Work sampling through class notebook/One note app.
- E portfolios
- Differentiated tasks through Channels

- Video presentation and Podcast creation
- Virtual discussions
- Peer and self-assessment

Annexure 3

Curriculum Review – AY 2021-22 – Blended Mode of Education

In the Academic Year 2021-22, the school adopted the blended mode of education. The transition from 100% onsite to remote learning to blended learning demanded extensive planning and improvisation. First and foremost the curriculum was reviewed and revamped to meet the demands of the blended mode of education.

1.DEFINITION

‘Blended learning’ describes learning activities that involve a systematic combination of co-present (face-to-face) interactions and technologically-mediated interactions between students, teachers and learning resources. Online learning instead refers to student activity in a subject that is required or expected to occur entirely online.

In short, blended learning is a mix of face-to-face and online learning

RELEVANCE OF BLENDED LEARNING

To improve information retention, engagement, and teaching, blended learning is more important than ever. The main reasons highlighting the relevance of blended learning are as follows:

- *Boosts learner’s efficiency*
- *Builds engagement*
- *Better communication*
- *Improved collaboration*
- *Keeping track of learners’ progress*
- *Enhancing teaching efforts to cater to various learning styles*

Blended Learning Design Planning Questions

While reviewing the curriculum, the JSSPS educators ensured that the scheme of work answered the following Blended Learning Design Planning Questions

- How does the proposed topic/concept/activity fit into the SoW?
- How can we align each subject to the intended learning outcomes?
- What are learners expected to achieve and to what standard?
- What do you want your students to learn, and be able to do?
- What will students be required to do?
- Determine the assessments that will best drive learning outcomes in this subject.
- What are students required to demonstrate in assessment?
- Where are my students?
- Where does learning take place? Onsite venues and online platform
- How will learning take place? What are the tools and techniques used?

- Which approaches suit your assessment tasks?
- How is the SoW designed to cater SoDs needs?
- How will the knowledge be constructed and transmitted?

Annexure 4

Curriculum Review and Development Process

The curriculum review and development is conducted through the below given steps

- **Assess the findings** – the whole-school audit, both internal and external, internal and external assessment analysis, learning walk observations, conversation with the students, teachers, curriculum leaders and other stakeholders etcto form an overview of the strengths and weaknesses in your curriculum
- **Review and Align:** Record the findings. Then Review and align the Aims, Objectives, outcomes and Competencies of the curriculum based on the findings.
- **Map the curriculum:** Select the appropriate content for the revised competencies and map the curriculum.
- **Action Plan:** Develop the SoW, Termwise syllabus, FP and other curriculum related docs.
- Implement the newly developed curriculum and monitor the delivery of the same.
- **Assess the impact** of the changes and the efficacy of the document through observations, discussions, audits and analysis.



Designing Blended learning curriculum

While designing blended learning curriculum, we concentrated on enhancing the opportunities for experiential education and considered different modes of student engagement as given below:

- Learner - teacher interaction
- Learner - learner interaction
- Learner - content interaction

The curriculum was reviewed and improvised to incorporate various teaching – learning strategies to cater to the above mentioned modes of student engagement. The revamp of the curriculum brought a clear distinction in the onsite and online mode of curriculum delivery.

The below given tabular column gives the list of activities which is adopted while designing the blended learning curriculum thus focusing on experiential education.

Learner - teacher interaction (how learners engage with teachers)	Learner - learner interaction (how learners engage with each other)	Learner - content interaction (how learners engage with content)
<ul style="list-style-type: none"> • Learning activities & assignments • Lectures, tutorials & workshops • Discussion in class & forums, blogs • Debates & role plays • Investigations, field work, surveys • Formative assessment & quizzes 	<ul style="list-style-type: none"> • Collaboration, group work & learning communities • Debates & role plays • Discussion forums, community journals • Video recordings by students • Problem-based learning activities • Peer review, shared files • Project work in wikis, wix, wakelet • Reflective writing, blogs 	<ul style="list-style-type: none"> • Individual student activity • Self-study exercises • Review of recorded lectures • Applying readings from textbooks, digital resources & E-library • Case studies • Self-assessment & quizzes • Reflective writing, journals, portfolios

Annexure 5

New subjects and initiatives for AY 2021-22

Variety in the curriculum enhances the possibilities for learning. Differentiating the learning process with variety means varying the types of differentiated learning experiences offered throughout the school year. The goal is to expand the range of ways students can think, feel, learn, find and solve problems in order to stimulate their interest, enhance motivation and accommodate their preferred ways of learning.

The following are the new subjects offered, initiatives and strategies adopted to bring in variety in the curriculum thus expanding and augmenting learning.

1. Phase 1

Changes of the reviewed EYFS Framework were incorporated in the parent curriculum.

- Introduction of Portfolio-based assessment along with continuous classroom assessment is been planned through class Dojo.
- Shared Reading - To develop an interest in reading and familiarize the students with various texts Shared Reading is made part of the timetable.
- Design Thinking is introduced in connection with the shared reading activity.
- Coding
- Fusion Flow with Middle school students focusing on Digital Citizenship

2. Phase 2

Lower Primary

- Curious squad for science
- Rocket Math
- Train your brain
- Word wonders
- CPA strategy
- Blooms taxonomy superheroes
- Expert reading
- Read and reap

Upper Primary

- Think bot session (math challenge time)
- Fun flick
- Ted talk
- Experiential learning
- Train your brain
- STREAM Lessons (Science, Technology, Research, English, Art, Mathematics)

3. Phase 3

- **Based on the National Education Policy, 2020 by CBSE** which states that in Middle School, students should be introduced to the more abstract concepts in subjects of mathematics, sciences, social sciences, arts and humanities, Phase 3 has introduced the following Vocational Education Courses
 - Marketing for Grade 7
 - Mass media for Grade 8
 - Artificial Intelligence for Grade 8
 - Financial Literacy for Grade 6 to 8
- We are booked
 - Mystery Reader
 - Independent Reader
 - Expert Reader
 - JSSPSite book talks
- Experiential Education
 - Social explorers
 - Science seekers
 - Math O Mania
 - Fusion Flow with KG students focusing on Digital Citizenship
 - STEAM lessons in Maker's Hub

4. Phase 4

Phase4 curriculum and assessment policy is constantly reviewed based on the directives and updates from CBSE

- Experiential Education
- Subject choices for SD (Phase 4)
- Piloting of Career Counseling Curriculum (Phase 4)
- Performance task based assessments linked to E – portfolio
- Introduction of Credit System for E- portfolio
- Introduction of Draft Back
- Creating Knowledge Based Learning Environment (KBLE) with focus on building skills for the VUCA world (Phase 4)
- Seven Norms of Collaboration (Phase 4)
- Words of Work (Phase 4)
- SPARK and PIVOTAL Projects

Annexure 6

Curriculum Review – AY 2023-24

Target	Action
<p>Redesign the curriculum documents to bring about consistently high learning and personal development</p> <p>Ensure the effectiveness through constant check of the impact</p> <p>Redesign the curriculum to make it more enterprising and innovative.</p> <p>Enrich the curriculum with innovatively and consistently planned cross curricular links across all phases to enhance learning.</p> <p>To modify and personalize the curriculum to meet the needs of all groups of students.</p> <p>To enrich the curriculum to make it more challenging, innovative and creative and to enhance critical thinking among students</p>	<p>The academic team reviewed the vertical progression and mapping of their subjects. A comparison was drawn between AY 2022-23 and AY 2023-24.</p> <p>Scheme of Work (SoW) was revised and redesigned to a weekly document. The new Sow is an amalgamation of the former SoW, Fortnightly plan and curriculum pacing.</p> <p>The weekly tracker enable the educators to scrutinise the impact of the teaching learning more effectively and plan further action.</p> <p>The Dynamic Lesson Plan following the ‘Gradual Release Model’ of teaching with challenges from 1 to 5, is introduced. This DyLP will ensure personalised approach to teaching and assessments.</p> <p>The Daily Lesson Plan format is simplified which enables effective monitoring by leaders.</p> <p>Curriculum booklet for parents is introduced this AY which includes the Term wise syllabus and the Assessment Plan for AY 2023-24 for all subjects.</p> <p>Create a monthly inter-department meeting schedule to design the curriculum which is challenging, innovative and includes relevant and age appropriate cross curricular linkages. This Monthly Collaborative Academic Meetings will ensure pollination of ideas and cross curricular planning. (will be initiated from May)</p> <ul style="list-style-type: none"> • Close monitoring of curriculum delivery and analysis of both the internal and external assessment data to further identify the curricular gaps at a level as minute as learner level. • The Dynamic Lesson Plan following the ‘Gradual Release Model’ of teaching with challenges from 1 to 5, is introduced. This DyLP will ensure personalised approach to teaching and assessments to all learners. • NAP sheet is revised and includes NGRT and lexile scores from Achieve 3000. • Vertical progression and mapping - Review the curriculum map in order to identify both content and key learning objectives for each subject and year group. <p>Focus on ‘Critical Thinking in lessons’ through the incorporation of Concept based and metacognitive questions and Thinker Keys.</p> <p>An innovative Math program – ‘Math O Mania’ is initiated across the school to enhance experiential learning in math, arouse the interest in the subject and raise the learning outcomes.</p> <p>SoW is designed for Financial Literacy</p>
