



Curriculum Policy

Approved by:

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Revision History

Revision Date	Version Number	Revised By	Signature
10/05/2025	01	Eva Sanchez Castillo Principal	

CURRICULUM POLICY

Introduction:

The Spanish School of Abu Dhabi strives to ensure that each student has access to a broad, balanced, creative and inclusive curriculum which promotes learning and personal growth and development for all children. The Spanish School of Abu Dhabi's curriculum provides a formal pathway aligned to the set out in the "Organic Law Amending the Organic Law of Education (LOMLOE)" while meeting the requirements set by the Abu Dhabi Department of Education and Knowledge and embracing local cultural and national identities.

ADEK School Curriculum Policy 2024.

Order EFP/279/2022 and derived regulations (LOMLOE/ Spanish Ministry of Education)

Purpose:

- 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.
- Ensure curricular choices and cross-curricular links are provided for meaningful and authentic learning experiences required to achieve world-class standards.
- Define the requirements for the compulsory "core" subjects and the rationale behind the curriculum development of schools.
- 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.

Rationale:

Instructional Goals:

- Provide students with academic skills and knowledge in line with the LOMLOE/ ADEK standards (competencies) and requirements for each subject.
- Nurture a spirit of enterprise, civil responsibility and focus on sustainability through opportunities to engage in inquiry and project based learning.
- Provide a learning program that highlights students' multi-lingual and multi-cultural abilities while ensuring strong communication skills in Spanish, Arabic and English.
- Ensure a broad curriculum informed by data to ensure personalized learning opportunities.
- Enhance learning through purposeful curricular planning.

- In grade 8 and above providing guidance and subject choices that support students' learning and progression and enabling them to achieving their goals.
- Have high ambitions for each student.
- Support students' spiritual, moral, social and cultural development.
- Support students' physical development and responsibility for their own health and enable them to be active.
- Wellbeing, resilience and purpose are embedded in all areas of the curriculum.
- Encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.
- Develop students' independent learning skills and resilience, to equip them for the challenges they will face in a globalized and competitive world

Curriculum Structure

The Spanish School of Abu Dhabi follows the National Curriculum of England with additional subjects as required by ADEK, including Arabic, Islamic Studies, and Social Studies.

The medium of learning for our curriculum is Spanish with Arabic and English instruction for Arabic, Islamic Studies, Social Studies and English. A Spanish as an Additional Language (ELE) program is provided for students who are need of language support to access the curriculum.

Stages

- The Early Childhood Stage (Infantil) The general objectives of the Infantil stage as outlined by LOMLOE and emphasize wholistic development with a focus on the following areas: Development in Harmony, Discovery and Exploration of the Surroundings, Communication and Representation of Reality
- In Primary (“Ciclo 1”, “Ciclo 2” and “Ciclo 3”/ grades 1-5) our curriculum is underpinned by the LOMLOE and core subjects include Spanish Language Arts, Mathematics, Science, Arabic, UAE Social Studies and English as well as a wide array of additional subjects including Music, Art, PE and STEAM.
- In Secondary our curriculum is underpinned by the LOMLOE and core subjects include Spanish Language Arts, Mathematics, Science, Arabic, UAE Social Studies and English as well as a wide array of additional subjects including Music, Art, PE and STEAM.

Curriculum Design and Implementation

The curriculum team creates vertically and horizontally aligned progressions of learning with learning outcomes clarifying what students are expected to know, understand be able to do at each cycle, aligned to standardized benchmark and international assessment. Evidence of this is the school’s scope and sequence, yearly overview, and curriculum mapping documents.

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.

Learning Resource	ADEK Grades Using This Resource	Rationale
Tekman Ludiletras/ Superletra	KG1-6	Curriculum aligned to LOMLOE competencies and International Assessment provides strong foundational and advanced skills and knowledge in Spanish Language Arts.
EMAT	KG1-6	Spanish Medium curricular materials aligned to LOMLOE competencies and International Assessment provides strong foundational and advanced skills and knowledge in Mathematics.
Cambridge English Qualifications Official Preparation	KG1-7	To provide students with structured English Language Development Opportunities.
Reading A-Z	KG2-7	Curriculum aligned to international standards in English Language Arts, supplements English Language Development Opportunities.
English Exam Lab	1-7	To provide students with structured English Language Development Opportunities.
Anaya Science	1-7	Spanish medium curricular resource aligned to LOMLOE competencies and International Assessment provides strong

		foundational and advanced skills and knowledge in Science.
Amplify	Intervention	Research Based Intervention in Spanish and English
MOE Resources	Arabic, Arabic as a Foreign Language, Social Studies, Islamic Studies, Moral Education	Eng

Curricular Design

1. A vertically (across grade level) and horizontally (within grade level) aligned progression of learning is being implemented starting August 2025, 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, LOMLOE, Adek requirements, international assessment frameworks. Additionally cross-curricular links and activities for fostering UAE culture and national identity shall be documented in high quality planning for all subjects. This is evidenced by the school's scope and sequence, yearly overviews, and/or curriculum map.

2. 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.

3. A range of subjects, specific educational units of instruction with rigorous, coherent, and relevant assessments aligned to grade level learning outcomes.

4. A listing of learning resources (digital or textbook) and the rationale for how the resources will be utilized to support learning.

5. Identification of how academic progress and attainment will be assessed, monitored, supported, and recorded as learning outcomes are mastered.

6. Minimum time requirements for the subjects/courses, and relevant activities.

7. Identification of compulsory subjects/courses and optional or elective subjects/courses.

8. Monitoring and evaluation of the school's planned, taught, and assessed curriculum.

9. Promotion of Academic and Social and Emotional Learning Skills: The curriculum materials and objectives 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 School Wellbeing Policy.

10. The curriculum shall be evaluated annually and reviewed to reflect the range, quality and impact of the curriculum as well as ensuring that it is broad, balanced and structured to ensure progression and learning across all subjects through a structured scope and sequence.

11. 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 ADEK School Cultural Consideration Policy.

12. Extracurricular Activities: Schools shall offer a wide and varied range of extracurricular activities that complement and enrich the formal curriculum to enhance the students' academic and personal development, as per the ADEK School Extracurricular Activities and Events Policy.

13. Schools 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 ADEK School Extracurricular Activities and Events Policy, across all cycles to ensure opportunity, access, and participation by all students.

14. Creativity, Innovation, and Enterprise: Schools 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.

15. Accommodations: The school shall accommodate and cater to the educational needs of all students.

16. ADEK Compulsory MoE Subjects: All schools shall teach compulsory subjects as per the MoE requirements.

17. Minimum Instruction Time for Compulsory MoE Subjects: All schools shall teach the minimum time for compulsory subjects consistent with the MoE requirements.

18. Non-exemption from ADEK Compulsory MoE Subjects: Exemptions from the requirements of teaching ADEK compulsory MoE subjects are not authorized. Schools shall adjust and provide support and resources to accommodate all students' needs to meet the equivalency requirements of the UAE General Education Certificate (Al Thanawiya).