Pakistan International School, Jubail

Teaching and Learning Policy

Curriculum Policy

Ministry of Federal Education and Professional Training
Government of Pakistan

THE AGA KHAN UNIVERSITY
INSTITUTE FOR EDUCATIONAL
DEVELOPMENT, PAKISTAN

LUMS
A Not-for-Profit University
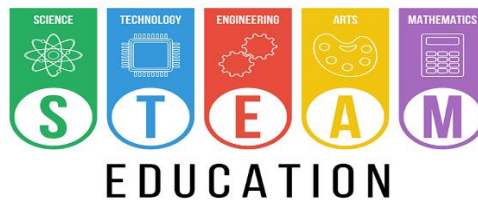
Learning *Without* Borders

Cambridge Assessment
International Education

TIMSS: Trends In International Mathematics And Science Study

PARTNERSHIP FOR
21ST CENTURY SKILLS

SCIENCE TECHNOLOGY ENGINEERING ARTS MATHEMATICS
STEAM
EDUCATION

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Foreword and rationale

To achieve our goal of best teaching and learning, we need to have a comprehensive and dynamic Teaching and Learning Policy (Curriculum Policy), which guides with a step-by-step approach to implement basic principles of design for curriculum and class content and linked educational methods which are necessary for implementing these educational objectives and graduating requirements at the end of each key stage.

Our Curriculum Policy is guided by Single National Curriculum Policy of Ministry of Federal Education and Professional Training, Government of Pakistan. We are engaged in implementation and understanding of our curriculum policy on three levels.

A. **formal,**
B. **implicit, and**
C. **prudential.**

Our formal curriculum policy is aligned with the said above SNC. We understand very well that a curriculum policy takes on broader implicit and prudential meaning during implementation stage, with **key considerations** of:

1. Alignment with the goals & targets of SDG-4
2. Emerging international trends in teaching, learning & assessment
3. Outcomes based approach.
4. Focus on Values, Life Skills Based and Inclusive Education
5. Respect & appreciation for different cultures & Religions in local and global context
6. Promotion of intellectual, spiritual, aesthetic, emotional, social, and physical development of learners
7. Move away from rote memorization & Focus on Project, Inquiry and Activity Based Learning
8. Development of 21st century skills including Analytical, Critical and Creative Thinking.
9. Use of Information & Communication Technology (ICT)
10. Alignment with Trends in International Mathematics and Science Study (TIMSS)

Meanwhile our school's implicit curriculum policy will engage our teaching and support staff in creating a holistic learning environment guided by the policies at various administrative and government levels, including MOE that may influence our curriculum practices. The vision of **Single National Curriculum (SNC)**, clearly states, one system of Education for all, in terms of curriculum, medium of instruction and a common platform of assessment so that all children have a fair and equal opportunity to receive high quality education. Single National Curriculum is a step in that direction, to achieve these **Objectives** of

1. All children have a fair and equal opportunity to receive high quality education.
2. Social Cohesion and National Integration
3. Alleviation of disparities in education content across the multiple streams
4. Equal opportunities for upward social mobility
5. Equity in education
6. Holistic development of children in the light of emerging international trends and local aspirations
7. Smooth inter-provincial mobility of teachers and students

We understand that before initiating development of SNC, multiple comparative studies were conducted which include analysis of Pakistani Curriculum with Singapore and Cambridge Curriculum, and Pakistan Learners' Standards comparison with Singapore, Malaysia/Indonesia, & UK standard to align SNC with **international standards.** Notably**,** all findings were incorporated in the SNC, after consultation with the stakeholders like all federating units, public sector, private sector, Federal Government Educational Institutions (FGEIs) Cantts & Garrisons, Deeni Madaris, Cambridge University UK for English, Maths and Science, LUMS and AKU-IED

We are confident that the teaching staff, our students, parents and the will and desire of the entire school community to move forward with the call of teaching and learning needs will be met with our curriculum policy.

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Imtiaz Ahmed-Taj
Principal
December 2022

Salient Features of SNC

Executive Summary:

PISJubail is licensed and committed to teaching SNC based approved course of studies from KG to Grade 8, and from Grades 9-12 FBISE (SSC & HSSC) Board Examinations. The expatriate community of Pakistanis in Jubail is aspiring as well as all stakeholders of the PISJubail to offer

a parallel British curriculum from CAIE Cambridge Assessment International for IGCSE O and A Level.

Curriculum Overview

1. The SNC is standards, benchmarks and outcomes based across all subjects as compared to the 2006 curriculum in which standards benchmarks and learning outcomes were not developed for each subject curriculum.
2. In 2006, the subject of Islamiat was integrated with General Knowledge up to grade 2 and started as a separate subject from Grade 3 onwards. In the SNC Islamiat starts from grade 1 as a separate subject up to grade 12.
3. Previously the subject of Ethics was designated for non-Muslim students in lieu of Islamiat from Grade 3 onwards. Now a new subject Religious Education has been introduced for non-Muslim students from grade 1 onwards for five minority groups of Pakistan.
4. The content of the SNC for Maths and Science has been aligned to the TIMSS content framework.
5. The content is aligned to the international commitments like SDG 4.
6. The SNC focusses on equipping learners with principles and attributes such as truthfulness, honesty, tolerance, respect, peaceful coexistence, environmental awareness & care, democracy, human rights, sustainable development, global citizenship, personal care, and safety.
7. SNC focusses on development of analytical, critical, and creative thinking through a more activities-based approach rather than static teacher centric learning.
8. The use of ICT is integrated in the curriculum for the first time.
9. The 2006 curriculum was implemented only in government schools and some low-cost private schools. The SNC will be implemented across the board in all schools of Pakistan including government and private schools and Deeni Madaris.

Subject-Wise Salient Features

Early Childhood Care and Education (Pre-I)

1. The ECCE curriculum has been revised keeping in view the local culture and environment alongside modern/innovative trends in ECCE and national & international commitments (SDG 4)
2. Basic learning areas include:
3. personal and social development
4. language & literacy
5. basic mathematical concepts
6. world around us
7. physical development (newly added)
8. health, hygiene & safety
9. creative arts
10. Holistic development of a child through emphasis on knowledge, skills, and positive attitude
11. Personality development through practice of patience, tolerance, empathy, and citizenship.
12. Respecting diversity of gender, religion, colour, cast, creed, and people with special needs.
13. Competencies on child security and safety and link to technology.
14. Integration of 21st century skills
15. Guidelines for teachers, materials developers, and administrators
16. Suggestions on ECCE materials, conducive environment, and assessment

General Knowledge for Grade 1 – 3 (General Science and Social Studies)

1. Integration of basic concepts of Science and Social Studies to serve as a bridge between Grade Pre-I to Grade 4.
2. Fosters lifelong learning through development of inquiry and independent learning skills.
3. Life-Skills including child protection.
4. Includes activities for students to improve learning.
5. Increased emphasis on positive attitudes for holistic development of students

English Grade 1 – 5

1. English to be taught as a language rather than subject.
2. Higher focus than before on the communicative competence of the language (listening and speaking)
3. Addition of interactive and collaborative pedagogical strategies
4. Guidelines for assessment along with scoring rubrics/marking schemes have been included for all four language skills including listening and speaking which was not included in curriculum 2006.
5. Many new themes added to guide the content development such as SDG-4, Gender Equality, LSBE and Inclusivity, Diversity of Cultures, Personal Safety, Health, and Hygiene

Urdu Grade 1 – 5

1. Focus on development of language skills and competencies.
2. Competencies of 'speech', 'creative writing' and 'aesthetic sense' have been added.
3. Integration of themes like patriotism, citizenship, promotion of social cohesion
4. Creation of links between language learning and other subjects
5. Promotion of diversity of culture and languages especially regional languages of Pakistan
6. Understanding and application of critical media literacy

Islamiat Grade 1 - 5

1. Islamiat is now a separate subject from grade 1 onwards.
2. Curriculum was revised by both the representatives of the Federating units as well as representatives of Ittehad Tanzimat-e- Madaris Pakistan.
3. There were no competencies, standards and SLOs in the previous curriculum 2006. Now, these have been added in the SNC along with their definition.
4. Outcomes based and activity-based curriculum. From passive to active learning
5. According to "Compulsory Teaching of the Holy Quran Act 2017" the SLOs have been added.
6. In addition to Nazra Quran, a framework for reading of 200 Ahadith from I-XII has been added.
7. In addition to Hifz of Surahs, framework of hifz 40 Ahadith from I-VIII has been added.
8. Addition of two strands; "Husn-e-Muamlat o Muashrat" and "Islami Taleemat aur Dour-e-Hazir ke Taqazay"
9. For primary classes, SLOs have been developed keeping in view higher order thinking.
10. Instructions for teachers, textbook authors and assessment experts have been added.

Mathematics Grade 1 – 5

1. Gradual progression in teaching approach from grade 1 – 5 - concrete – pictorial – abstract

2. Focus on developing solid conceptual foundation based on logical reasoning.
3. Responds to SDG 4 goals such as communication, collaboration, and independent learning.
4. Emphasis on linking Maths with real life situations through examples and number stories.
5. Several suggested activities for each content area to promote learning.
6. Integration of ICT through web links and students-based tasks
7. Alignment with Trends in International Mathematics and Science Study (TIMSS) for the best teaching and assessment practices.

General Science Grade 4 - 5

1. Realignment in view of latest global trends and practices in science education
2. Addition of Technology based content as separate chapters.
3. Integration of themes such as conservation, bioethics, scientific responsibilities & care for the environment and all living beings
4. Promotion of inquiry-based learning
5. Integration of ICT into the curriculum through web links and project work
6. Integration of STEAM as a cross cutting strand

Social Studies Grade 4 – 5

1. Organization of the curriculum in 6 strands including Citizenship, History, Government, Economics, Culture and Geography
2. Inclusion of national, global, and digital citizenship education including rights and responsibilities
3. New themes include local government, ancient civilizations, agriculture, entrepreneurship, anti-corruption.
4. Focus on democracy, patriotism, and importance of rule of law.
5. Holistic development of students through integration of peaceful coexistence, acceptance, respect, and appreciation of diversity

History Geography and Saudi Culture

6. Is taught according to article 13 of the MOE-KSA for the community schools in the Kingdom of Saudi Arabia

Assessment and Evaluation

Is based on a life skills-based approach towards a sustainable gateway to lifelong learning and job crafting, we also understand that good assessment and evaluation lies at the heart of a good educational program and serves to perform, two important roles:

A. to prove what a student has learnt.

B. to improve a student's understanding and skills.

We believe that a desired assessment is designed to be fair, valid, reliable, and practicable, and provides a true picture of a student's ability, wherever and whenever the exam was taken. This means chosen assessments must be real, having a lasting value and can be a lifelong passport to further study or employment. Therefore, we believe in external benchmarking like that of SNC and its affiliated educational standards.

Accurately assessing learning

We understand that end-of-program assessments give students focus, motivation and a challenge. We assess what is of greatest value to our students - deep subject knowledge, conceptual understanding, and higher order thinking skills. We are engaged in applying flexible, linear assessment structure which maximizes teaching and learning time, encouraging a strong grasp of the subject being studied. Which also helps to support new thinking and encourages cross-curricula connections.

Assessment for learning

We understand that Assessment for learning (AfL) is an approach to teaching and learning that creates feedback that is then used to improve students' performance. AfL connects teaching and assessment objectives across curriculum frameworks and syllabuses, and helps teachers plan learning for both the class and the individual student.

Continuous Assessment

60 % weightage

We have adopted continuous assessment in assessing aspects of learners' learning throughout their academic year and then producing a final evaluation result from these continuous assessments. Continuous assessment, which is formative assessment, culminates into a final or summative assessment, which only assesses the learner at the end of the course.

We believe continuous assessment often provides a more accurate and complete picture of the learner's level and has a positive impact on learning. Sometimes, the learners are giving a mini presentation as a follow-up activity/ lesson in a class or on a chosen topic of interest. The teacher evaluates their presentations and uses the results as part of their (FINAL) result. Or it can be any form of continuous assessment considered appropriate to the learning goals and objectives.

We believe that continuous assessment can be made more relevant, motivating, and flexible by asking the learners to decide which assignments and tasks will be assessed during the course.

Summative Assessment

40 % weightage

Here we evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmarks mentioned earlier. We believe summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include:

- a midterm exam

- a final project
- a paper
- a senior recital/ viva voce

Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent years of studies.

Honour Roll / Awards and Recognition

Academic Awards		
Description	**Eligibility**	**Criterion/ Grade descriptor**
Meritorious Achievement	Playgroup to Grade 12	95 % and above
Merit Certificates	Playgroup to Grade 12	90% - 94 %
Outstanding Award	Playgroup to Grade 12	85% - 89%
Honour Roll Award	Playgroup to Grade 12	85% and above
Position Holder	Playgroup to Grade 12	The First Three Positions in the Class
Overall Position Holder	Playgroup to Grade 12	The First Three Positions across the Grade-level

LSBE- Life Skills-Based Awards		
Description	**Eligibility**	**Criterion/ Grade descriptor**
Punctuality/Perfect Attendance	Playgroup to Grade 12	95 % and above
Best Behaviour	Playgroup to Grade 12	Among peers and teachers
Exemplary Student	Playgroup to Grade 12	Accumulative evaluation
Best Reader	Playgroup to Grade 12	Accumulative evaluation
Best Writer	Playgroup to Grade 12	Accumulative evaluation
Artistic Talent	Playgroup to Grade 12	Accumulative evaluation
Special Achievement Award	Playgroup to Grade 12	Based on Life Skills Initiative/ Sports and Co-curricular Activities

Attendance

Attendance is mandatory; no learning environment can sustainably progress, support teaching and learning without student attendance and active class participation. Therefore, our academic policy is deeply embedded with student attendance to achieve a common goal of well-rounded student grooming.

1. All leave applications must be sent to school on a prescribed Student Leave Application Form available at the school website and sent to info@pisjubail.edu.sa
2. A leave application with a reasonable excuse or a situation beyond control of the parent is considered Approved Leave (AL)
3. Student parents are responsible for a make-up accomplishment of the missing academic or co-curricular tasks. Concerned teacher will support knowing work/assignment required.
4. A missed classwork or test is automatically graded based on the average performance of the student across all work assigned and assessed previously. (For Approved Leave only)
5. Unapproved leave (UL) or Truancy will result in no compensation for the classwork or test assessment.
6. Unapproved Leave is an absence without valid reason for a whole scheduled day or part of a scheduled day.
7. In case the student is truant for more than 30 times in an academic year, the school reserves the right to defer the student's promotion to the next grade/level.
8. Essential percentage for each student is required to be able to sit for external exam as a regular student.

Academic Honesty (AH)

Pursuant to the continuous improvement plan initiated in 2022 the school leadership is engaged in ensuring academic honesty and agree that without academic integrity, deep learning a cognizant academic honesty is hard to achieve.

Essentials of Academic Honesty

1. Academic integrity sets the tone that all work submitted by the student is his/her own work and the teacher is capable to assess the work by keeping in mind the individual learning styles, diversity, and unique learning patterns.
2. Academic honesty is intricately woven into teaching and learning binding together the students' academic integrity and teacher's professional ethics and learning needs analysis.

3. Plagiarism is a key concept to understand where the learner must acknowledge findings of other contributors by a deliberate effort through well-rehearsed research and finding links to the findings of other contributors. Plagiarism must be dealt with zero tolerance at this stage where students are in their formative years to join a college/ university of their choice with a solid foundation to real inquiry and independent learning.
4. Students must understand that collaboration without an ethical code of academic or seeking help from others where personal creativity or reflective thinking is compromised is not a desired practice.
5. In simple words, copy-paste of ideas without making any sense of personal understanding leads to cheating and the use of unfair means to get through exams or assessments.
6. Students must always submit their own work and learn the basic skills of doing research and academic writing.

Ensuring Academic Honesty

1. Teachers, parents, or private tutors are not allowed to provide any assistance to the students on assessments or during an assignment for assessment where students' own learning opportunities are compromised and deprive them of their individual talent and creativity.

2. School's Code of Conduct applies if the student does not comply with the rules set out to ensure Academic Honesty.

3. We are engaged in ensuring that no examination material or examination components are directly taught to favour marks hike or fake performance. Disciplinary action will be taken against anyone found doing so knowingly or unknowingly.

4. We will ensure that all stake holders understand the importance, and true meanings of Academic Honesty, and adhere to this policy set out in these policy documents and other authentic resources.

5. Exam Officers/ Academic Coordinators and COEs and teachers are required to report any form of academic misconduct to the school exams committee and where applicable to the external regulators.

6. Ensure that Exam Officers/ Academic Coordinators and COEs, and teachers conduct all internal and external assessments/exams in compliance with the examination guides (internal and external where applicable), rules and regulations of the school and familiarize the students with the examination requirements if they act as invigilators.

7. All students must sign a declaration of authenticity.

8. All students must provide evidence of authenticity of their work, with proper references, student notes, and reflective journals or any supportive material.

9. Students are not allowed to use other people's copyrighted works without approval or without proper reference to the title of the work and the name of the author.

10. Students have the right to receive feedback and guidelines for improvement on their work for the purpose of guided learning.

11. In case of a valid and justifiable reason the deadline to submit an assignment/ work can be extended.

Responsibilities of the parents and legal guardians

Parents and legal guardians play a key role in the students' learning process. Manage time and space for the student to have a comfortable learning environment at home, support the mission

and vision of the school, its reputation and sanctity of the efforts put forth by the academic and administrative staff.

Moreover, Parents / guardians shall contribute.

1. Monitor the preparation of schoolwork, homework, exam, and project assignments through the school LMS, and other such communication from the school.
2. Avoid helping students in completion of their assignments.
3. Contact the school through the proper channel in case remedial or special learning enhancement is required.

Additional Points to Ponder for Academic Dishonesty

We are striving to maintain academic honesty for students to learn the importance of responsibility, trustworthiness, honesty, and accountability. The adequate measure for academic dishonesty is not a punishment, but a pedagogical approach to help students become active learners and responsible people.

A student is responsible to maintain academic integrity and should provide evidence to support the authenticity of his/her work.

In the case of academic dishonesty is determined after careful analysis of the student's work based on evidence, the teacher has the right to re-assign work or mark it ungraded.

The teaching staff, the School's Coordinators/ COEs, the School Principal and the Board will collaboratively review this annually on which they will report to parents and students through an official email/ correspondence.

Promotion & Retention

Promotion Board

The following members constitute the Promotion Board which is solely responsible for all decisions pertaining to the promotion and retention of any student.

1. Principal
2. COEs
3. Academic Coordinators
4. Homeroom/Subject Teacher

Early Childhood Care and Educations Playgroup to Key Stage 3 (KGs)

1. Promotion is based on continuous assessment of the class teacher in the areas clearly defined in our assessment and evaluation document and the benchmarks set by the SNC.
2. If a student is not progressing according to the continuous assessment and evaluation criteria, the school reserves the right to hold the promotion of the student to the next Key Stage for another year.
3. A student must achieve the minimum passing marks (i.e., 60%) to be promoted to the next level.
4. The school reserves the right to retain a student to the same grade level based on the attendance policy mentioned earlier in this document. At this stage a minimum of 50 % attendance is required including approved leave with a valid reason.

Conditional Promotion:

1. A student failing to achieve a minimum of 60% in one or more subjects (core and compulsory) is required to sit for the Conditional Promotion Test (CPT) for the underachieving subjects.
2. If a student is still unable achieve minimum passing marks of 60 % for a subject, the case will be referred to the Promotion Board who will review the student's performance for the final decision.

Retention:

1. Any student failing to qualify in both terms of an academic year will be retained.

Conditionally Accepted Students (Academic):

1. A student conditionally accepted is required to demonstrate academic improvement during the given duration of guided learning during a term; failing to achieve a satisfactory performance the school reserves the right to withdraw or retain the student.