



أكاديمية بلومينجتون، عجمان  
The Bloomington Academy, Ajman



# TBAC Curriculum Policy

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## **RATIONALE**

Our **vision** is, 'Creating an Inclusive Learning Community of Open-Minds, Happy Hearts, Sharp Intellect and Sound Character'. Our curriculum is therefore designed to see this vision become a reality. This follows North Point Education's (NPE) vision, 'Raising Tomorrow's Leaders'. This vision also seeks to fulfill the eight guiding principles of the Ajman Vision 2030.<sup>1</sup>

At The Bloomington Academy, we deliver a high-quality, internationally recognised education based on the **Cambridge International Curriculum**, spanning from **FS2 (KG1) to Year 13 (Grade 12)**.

Our curriculum is designed to develop confident, responsible, innovative, and engaged learners who are prepared to thrive in a global society while staying rooted in the cultural values and national identity of the UAE.

Our school is committed to a **broad and balanced curriculum** that integrates the **Cambridge Framework** with the **UAE Ministry of Education (MOE) subjects**, and complements academic learning with creative, physical, and linguistic development through **Music, PE, and Urdu**. We also provide **alternative pathways in the form of Pearson BTEC International Level 3** alongside AS/A-Level at Post-16 to provide students with pathways that better suit their learning needs and intended outcomes.

The Bloomington Academy School is totally committed to nurturing every individual child as an effective learner, allowing breadth and depth of learning, offering challenge and enjoyment, personalisation, and choice, through a broad, balanced, and relevant education, rich in opportunities and experiences. Learning is made meaningful for all children, connecting with their wider lives, promoting independence and interdependence, and empowering them to meet life's challenges as confident global citizens. We are also committed to developing innovation and opportunities to challenge all of our students.

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<sup>1</sup> <https://u.ae/en/about-the-uae/strategies-initiatives-and-awards/strategies-plans-and-visions/innovation-and-future-shaping/ajman-vision-2030>



## AIMS / PURPOSE

### We aim to provide a curriculum that:

- Provide students with opportunities for personal development that supports our vision to develop open-minded, happy hearted, sound characters with sharp intellect.
- Helps to support students acquire our TBAC values to grow, foster togetherness, develop a sense of honour, and learn for leading.
- Grows students in understanding of both UAE, international and British heritage, values, moral and spiritual dimensions in-line with our commitments to develop international citizens and develop British values and British international school in the UAE.
- Creating a learning community where all are treated with respect, tolerance and an open mind.
- Foster curiosity by a curriculum that makes cross-curricular links transparent and stimulates inquiry.
- Develops skills for learning, skills for life, skills for work and intellectual curiosity that leads to lifelong learning.
- Develops a range of 21<sup>st</sup> century learning skills in-line with UAE commitments to developing independent-learning, critical-thinking, problem-based learning, communication, collaboration, enquiry, innovation, technological and enterprise skills.
- Provides equal opportunities for all students, regardless of gender, aptitude, or cultural background.
- Creates and maintains a stimulating and innovative learning environment, which includes rich opportunities for experiential and project-based activities that would create meaning and make learning enjoyable.
- Reflects needs, backgrounds, perspectives, and interests of students in their learning.
- Provides the right amount of both supports, stretch and challenge for all, according to individual learning needs and, as appropriate, individual learning pathways.
- Ensures opportunity of attainment at the highest level through continuity and progression.
- Recognizes the crucial role which parents play in their children's education and makes every effort to encourage parental involvement in the educational process.

**Our curriculum is underpinned by the Curriculum Drivers, *Enterprise & Possibilities*, and The Bloomington Academy Core Values.**

### Through our Curriculum, we encourage our students to:

- Be enthusiastic, enterprising, and eager to put their best into all activities.
- Take risks and aim to develop a culture of excellence in which students challenge themselves to achieve high standards.
- Develop an enquiring mind and scientific approach to problems.
- Learn to be adaptable, to solve problems in a variety of situations, to work independently and as members of a team.
- To solve problems using technological skills.
- Engage in art / craft, music, drama, enabling them to develop their creativity and innovative skills.
- Know about geographical, historical, and social aspects of the local environment and heritage



and be aware of other times and places and recognize links among family, local, national and international events

- Develop agility, physical co-ordination, and confidence in and through interactions and movements.
- To behave in dignified and acceptable ways and learn to take responsibility for their actions.
- Develop the ability to make reasoned judgements and choices for a well-balanced and healthy lifestyle.
- Develop environmental and conservational literacy, understand and respect ecosystems.
- Care for and take pride in their school.

### CURRICULUM DRIVERS

We believe that our curriculum drivers, Enterprise & Possibilities, personalize our curriculum for the overall development of every child, to prepare them for life beyond school.

Enterprise	Possibilities
<p>Enterprise encourages all children to learn and develop in a way that meets their needs to develop skills for learning, skills for life and skills for work.</p> <p>It shapes in them, the ability to innovate, create, risk-manage, risk-take, develop a 'can-do' attitude and a drive to make things happen.</p> <p>In all areas of the curriculum children are given opportunities to share and explore ideas, become critical listeners, learn to present information to others, solve problems and develop skills in enquiry and control.</p> <ul style="list-style-type: none"><li>• Providing opportunities for learners to think and act in enterprising ways.</li><li>• Providing a clear focus on core and employability skills.</li><li>• Promoting technological competence, working in partnerships, and taking responsibility.</li><li>• Providing opportunities for work-related /entrepreneurial experiences.</li><li>• Providing financial awareness and responsibility.</li><li>• Promoting positive attitudes; to be self-motivated and self-manage.</li><li>• Providing opportunities for learners</li></ul>	<p>The idea of 'possibilities' enables 'thinking out of the box', creative and innovative ideas, as there is never just one way to doing something!</p> <p>Possibilities are about taking an open-minded approach to teaching and learning and encouraging all children to learn and develop in a way that enables them to steer their own learning journey.</p> <p>To enable children to be open-minded and resilient learners who need to be aware of different points of views and ideas.</p> <ul style="list-style-type: none"><li>• Inspiring children to broaden their horizons through exposure to a wide range of life possibilities.</li><li>• Providing opportunities for children to discuss, ask and answer big questions like: Why? What if?</li><li>• Developing the skills of questioning, reasoning, and justifying.</li><li>• Providing opportunities for children to consider the outcome of a choice (cause and effect / consequences).</li><li>• Encouraging enterprise.</li><li>• Looking at different opportunities and career prospects and meeting</li></ul>



to develop skills such as problem solving, decision making and evaluating risks.

- Promoting love for life-long learning and taking pride in their efforts.
- Developing resilient attitudes.

people who do different jobs.

- Teaching mutual respect: the ability to question and understand rights and responsibilities.

### **IMPLEMENTATION**

We recognise that children learn using a variety of conscious and unconscious methodologies, that there are natural preferences for visual, auditory, and kinesthetic modes of learning, for example, that children maintain differing rates of progress and that children will have specific areas of strength and weakness, both of which will need appropriate support.

We believe that children learn most effectively when they are:

- happy
- confident
- interested
- motivated
- achieving success
- recognized for their successes
- undertaking tasks which match their ability
- challenged
- stimulated

All staff are encouraged to be mindful of these criteria through regular training, Professional Development and an effective home school partnership.

Students' work is marked with care and in accordance with the policy and guidance, to create working learning documents. Homework is used to support and consolidate work carried out in the classroom.

### **SCHEMES OF WORK**

Schemes of work are planned and developed by the Curriculum / Subject Leaders & Subject Teams, taking account of the guidance within the Teaching & Learning Policy and with regard to:

- Requirements of the EYFS, Cambridge Primary and Secondary Framework, IGCSE & AS and A level curriculum framework.
- Requirements of the UAE, in regard to recent changes to Arabic language and Islamic in Early Years, compliance with mandatory number of hours, and AI/Robotics across all phases of the school.
- Requirements of Pearson Specifications and Assessment Briefs found on the Pearson website.
- Requirements of the MOE framework for Arabic, Islamic Education, and UAE Social Studies.
- Special Educational Needs and Gifted & Talented provision.
- Whole school policies and practices on assessment, differentiation, ICT.
- Cross-curricular links are made between subjects where appropriate and opportunities for development of key skills are provided across the curriculum. These are indicated in Curriculum Review documents that outline the Curriculum Links intended to be fostered horizontally across subjects.



## **TEACHING AND LEARNING**

Effective learning is achieved through a structured yet imaginative teaching program and a variety of teaching styles and strategies that closely match pupils' individual ages, abilities and aptitudes and needs. Standardized TBAC lesson plan documents, daily and weekly lesson plans and PowerPoints are designed to ensure that teachers plan in such a way that provides support and challenge to all, meets individual needs of learners based on external benchmark, internal attainment and inclusion student' data, considers real-world and cross-curricular links, and develops a range of learning skills. (see *Teaching and Learning Policy*).

## **DIFFERENTIATION**

Effective differentiation is at the heart of all planning. A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs, those with special educational needs and those who are gifted and talented. (see *Differentiation & Equal Opportunities Policy*).

## **ASSESSMENT**

It is vital for assessment to underpin everything that is delivered in the curriculum. Assessment will be both Formative and Summative and will be shared with learners at every stage. Accurate assessment not only enables teachers to select what they are going to teach and the appropriate level but enables learners to understand what they need to do to improve and achieve their goals and to improve their self-esteem. (see *Assessment Policy*).

## **HEALTH AND WELLBEING**

Health and wellbeing are considered as a vital outcome of our curriculum, essential for successful education and quality of life. All curriculum areas contribute to the totality of the experiences that develop emotional wellbeing, positive social values, and supportive relationships vital to learning, development and a positive experience of life.

## **TRANSITION**

The Senior Leadership Team (SLT) leads the Transitions between different phases of curriculum, working to ensure effective transitions between the phases. The SENCo (Inclusion Lead) and team key roles in planning and monitoring the personalised transfer process for students with special educational needs. This team works closely with Headteachers and Heads of Departments to ensure that learning is continuous across these key transitions from one phase to another. This involves curriculum review, supporting teachers from all phases to meet and appraise curriculum content and skills covered at earlier phases and students and parents are aware of what is expected. We create opportunities through Transition Days for students to be prepared for the expectations and demands of the next phase of their curriculum. We also create opportunities for Year 13 (Grade 12) students to engage with further education providers through Careers events and 1:1 career counselling by our dedicated Careers Counsellor.

## **ENRICHMENT OPPORTUNITIES**

External links enrich and enhance learning and allow students to make a positive contribution to our local community. Enrichment opportunities are an integral part of our curriculum and include



opportunities for informal learning in a range of settings such as clubs and communities as well as edutainment field trips which include both local and international field trips. (see *Field Trip Policy*).

### **MANAGEMENT, MONITORING AND EVALUATION**

All leaders at all levels are involved with ongoing curriculum review as ensuring a well-aligned, high-quality curriculum that meets the needs of all of our students: this is everyone's responsibility. At a subject level, HODs with their teams under the guidance of the Academic Coordinator will complete termly curriculum review and modification (see Appendix 1.1).

We encourage teachers to take responsibility for curricula by performing frequent data analysis of their own classes to inform curriculum review and modification.

Over the course of the year, SLT with HODs will perform in-depth vertical and horizontal articulation of curricula to review:

- Conceptual gaps.
- Alignment with external benchmarks and Cambridge/ Pearson standards.
- Repetition of topics.
- Scope, sequence, and flow of concepts.
- Cross-curricular links.
- Depth of knowledge and appropriate challenge in line with external curricula.
- Diagnostic inquiry based on observations in trends in student attainment / categories of learners.
- Alignment with student's aspirations (for example, a small majority of students in Secondary have indicated that they desire Business careers, therefore, the curriculum has a focused Commerce slant). We also conduct Career Fairs starting from Phase 1 to Phase 4.
- Alignment with Ajman's aspirations to grow as a tourist and holiday destination; for example, Secondary have recently introduced Travel and Tourism as a GCSE option.

For further details, see the *Curriculum Review* template document.

This policy is to be read in conjunction with all of the School's Academic Policies.

In order to progress, the above should be underpinned by adherence to Attendance, and Behaviour Policies and communicated to all members of the learning partnership formed between The Bloomington Academy School, Teachers and Parents / Guardian.

### **EXTRACURRICULAR CHOICES**

We provide extracurricular opportunities during school hours and after school hours for all of our students across all phases. This includes:

<b>Phase</b>	<b>Extracurricular Activity</b>
1	<b>After School:</b> <ul style="list-style-type: none"><li>- Recreational Physical Development.</li><li>- Music</li><li>- Robotics</li></ul> <b>Club Periods:</b> <ul style="list-style-type: none"><li>- Story Club</li></ul>



	<ul style="list-style-type: none"><li>- Robotics</li><li>- STEAM</li></ul>
2	<ul style="list-style-type: none"><li>- F1 in Schools (Ethara)</li><li>- Karate</li><li>- Robotics</li><li>- Kickboxing</li></ul>
3	<p><b>After School:</b></p> <ul style="list-style-type: none"><li>- F1 in Schools (Ethara)</li><li>- Karate</li><li>- Robotics</li><li>- Kickboxing</li><li>- MUN</li></ul> <p><b>Club Periods:</b></p> <ul style="list-style-type: none"><li>- Art and Craft</li><li>- Boardgames</li><li>- Cooking without fire</li><li>- Dance</li><li>- Embroidery and Knitting</li><li>- Music</li><li>- Quran Club</li><li>- Robotics</li><li>- Skipping and Hopscotch</li><li>- Table Tennis</li><li>- Theatre</li><li>- Yoga</li></ul>
4	<p><b>After-school:</b></p> <ul style="list-style-type: none"><li>- MUN</li><li>- F1 in Schools (STEM Racing)</li><li>- F1 in Schools (Ethara)</li><li>- Karate</li><li>- Robotics</li><li>- Kickboxing</li><li>- MUN</li></ul> <p><b>Club Periods:</b></p> <ul style="list-style-type: none"><li>- Art and Craft</li><li>- Boardgames</li><li>- Cooking without fire</li><li>- Dance</li><li>- Embroidery and Knitting</li><li>- Music</li><li>- Quran Club</li></ul>



- Robotics
- Skipping and Hopscotch
- Table Tennis
- Theatre
- Yoga

- Recreational Physical Development.
- Music and Robotics)

### CURRICULUM STRUCTURE

The content of the curriculum draws upon, but is not limited to, the areas of learning and experience outlined in statutory frameworks. The curriculum is designed to be rich and varied, interdisciplinary and experiential, with flexibility to innovate and move beyond learning within the classroom. Opportunities to promote child welfare, safety and personal, social, environmental, social, and spiritual development are pursued actively in all aspects of the curriculum.

Phase / Years	Description of Curriculum
FS KS1 (Kindergarten)	At <b>Kindergarten</b> Level, we follow the Early Years Foundation Stage (EYFS) Programme.
KS2 (Primary)	At <b>Primary (Grades 1 to 5)</b> , we follow the Cambridge Primary Curriculum.
KS3 (Lower Secondary)	At <b>Lower Secondary (Grades 6 to 8)</b> , we follow the Cambridge Secondary 1 Programme.  The UAE Ministry of Education guidelines define the framework of Arabic, Islamic Education and UAE Social Studies.  Computing is taught as a stand-alone subject, with the knowledge that subject teachers in all other areas of the curriculum take ever increasing opportunities to embed distinct ICT skills within teaching and learning.
KS4 (Upper Secondary)	At <b>Upper Secondary (Grades 9 &amp; 10)</b> , we follow the IGCSE program, where they study a broad core of subjects. In addition, students are able to express preference for further subjects to support their individual interests and aspirations.
KS5 (Post 16)	<b>In Grades 11 &amp; 12</b> , we provide <i>alternative pathways</i> to facilitate our students' readiness for next steps at university and career aspirations. Students can choose either to follow exclusively the AS and A level programme, or to take a single Pearson BTEC Level 3 course (Diploma), and/or a hybrid of a BTEC with one A-Level. (See Appendix for the subject options and possible <b>groupings</b> ). For further details on the BTEC Curricula, please see the BTEC Student Handbook.



## PHASE-SPECIFIC DETAILS:

### Phase 1:

#### Curriculum Framework:

Our EYFS curriculum is based on the statutory framework provided by the Department for Education (DfE). It includes seven areas of learning and development, which are divided into three prime areas and four specific areas.

#### Prime Areas:

**Communication and Language:** Developing speaking, listening, and understanding skills.

**Physical Development:** Enhancing gross and fine motor skills and promoting health and self-care.

**Personal, Social, and Emotional Development:** Fostering self-confidence, relationships, and emotional well-being.

#### Specific Areas:

**Literacy:** Encouraging reading and writing skills.

**Mathematics:** Developing understanding of numbers, shapes, space, and measures.

**Understanding the World (UTW):** Exploring the environment, people, technology, and communities.

**Expressive Arts and Design (EAD):** Promoting creativity through art, music, movement, and role-play.

#### Organisation and Planning:

Schools should plan the curriculum in three phases.

1. A long-term overview for each subject/year group/phase will indicate which topics are to be taught in each term. This long-term plan is reviewed on an annual basis.

2. Schemes of work (medium-term plans) give clear guidance on the objectives and teaching strategies for each topic. In Early Years, the focus is on skills identified in EYFS, with consideration for the non-statutory guidance provided these must include the following distinct elements:

- Relevant curriculum learning objectives.
- Assessment opportunities and formats
- Opportunities for differentiation (including reference to AG&T/SEND/EAL)
- Resources and suggested teaching strategies
- Continuous provisions planning outlines learning objectives for weekly activities indoors and outdoors.
- Lessons plans are written by teachers on a weekly or daily basis to teach the specific areas of the EYFS curriculum. We use these to set out the learning objectives for each session, and to identify what resources and activities to challenge students of all abilities, including specific reference to AG &T/SOD students.

#### Teaching and Learning:

Our approach to teaching in the EYFS includes a balance of adult-led and child-initiated activities. We recognise the importance of play and provide a variety of opportunities for children to explore, experiment, and discover.



### **Assessment:**

Ongoing assessment is integral to our practice. Observations and assessments are used to inform planning and to ensure that each child's needs are met. The EYFS Profile is completed for each child at the end of the reception year.

### **The Curriculum and Inclusion:**

The curriculum in our schools is designed to be accessed by all children who attend the school. We understand that every child is unique and that children develop and learn at different rates. Where necessary we adapt the delivery of the curriculum to students' needs, in consultation with their parents.

### **Students of Determination:**

If students have special educational needs or disabilities, our school does all it can to meet their individual needs. In most situations subject teachers are able to provide the resources and educational opportunities to meet individual student needs, within normal class organisation and differentiation. If a student's needs go beyond what can be offered by subject teachers, a referral is made by subject teachers/tutor to the SENDCO. The SENDCO will assess the needs of the students and organise an Individual Educational Plan where required.

### **Meeting Individual Needs:**

The school will strive to meet the individual educational needs of all pupils. This commitment extends beyond the special AG&T, and SOD programmes to all areas of the curriculum. It is an expectation that teachers will differentiate tasks within lessons to ensure appropriate challenge for all pupils.

### **Gifted and Talented:**

Each school offers a Gifted & Talented Programme with the purpose of challenging students with exceptional potential or abilities. Teachers ensure that lessons and activities planned are differentiated to challenge the most able pupils.

### **Culture and Geographical Location:**

As a British Schools Overseas school offering education based on British standards and practices the curriculum incorporates both British culture and heritage and local culture and heritage. Schools use the opportunities provided by their location to teach the curriculum in ways that enrich the delivery of skills and make them more relevant to the learner.

### **Incorporation of UAE and Cultural Value links:**

Our EYFS curriculum intertwines seamlessly with the UAE's rich cultural tapestry, ensuring every aspect of learning reflects the local context and values. From language and communication to mathematics, science, and expressive arts, our curriculum embraces Emirati culture, traditions, and heritage. Through meaningful experiences and exploration of the local community, children develop a deep appreciation for their cultural identity while fostering respect for diversity. This commitment to cultural integration is fundamental to our curriculum, fostering a holistic approach to early childhood education that prepares children to thrive in a global society while honouring their roots in the UAE.

### **Field Trips and Residential Visits:**

To enrich the curriculum, it is expected that topics will be enhanced by experiences provided by field trips and visitors are invited to interact with the class. These experiences should be linked to skills taught in class and should be relevant to the current topic being taught at the time.



In Reception, pupils should experience one field trip each term, culminating to three trips over the academic year. Pupils in Nursery and Foundation should benefit from external agencies organised to visit the class and experience a class trip in the Summer Term.

### **Curriculum for EYFS:**

#### **Communication and Language:**

The development of children's spoken language underpins all areas of the curriculum. Teachers and Teaching Assistants build children's language by commenting on what pupils are doing, echoing back children's words with new vocabulary added and encouraging children to initiate conversations with their peers. Children are encouraged to initiate and sustain conversations with both adults around the school and their peers. During these conversations, children develop the confidence to speak clearly, listen, ask questions, give explanations and take turns. The EYFS classroom should be a language-rich environment where teachers and teaching assistants provide extensive opportunities for the children to embed new words in a range of contexts such as storytelling, role-play, and investigations. Teachers regularly use songs, finger rhymes and music to develop listening skills in EYFS.

Throughout the year there are many opportunities for learning English through play, including speaking and listening activities, which help build vocabulary and confidence. Role-play activities and Small World toys, along with open-ended natural resources encourage pretend play. Whole school assemblies, 'A Show and Tell' and School Productions offer multiple opportunities for children to perform in front of an audience.

#### **Personal, Social and Emotional Development (PSED)**

PSED is taught across all areas of the curriculum and is followed up with regular circle time where necessary. Children learn to work together, take turns and play cooperatively. They are made aware of the expectations set and rules and boundaries which are in place. Children learn to behave in a way that keeps them and those around them safe. They are taught to be kind and to respect others and their environment. They learn to use social skills in different contexts and are taught strategies to help with conflict resolution. There are many opportunities for team building.

Through adult modeling and guidance, children learn to manage their personal needs and look after their bodies. Children are supported to manage their feelings and develop a positive sense of self. Healthy eating is actively encouraged, and children are taught about good table manners and the need to wash their hands before eating or taking part in cooking activities. In PE and Music and Movement, children have many opportunities to experience a variety of sports and other physical activities and to talk about why physical exercise is important for good health.

#### **Literacy**

Literacy consists of two dimensions: language comprehension and word reading. Children are told stories and rhymes from a variety of cultures. Teachers read to children, often encouraging them to speak about a story. Children are encouraged to retell well-known stories and rhymes and recognise familiar words and letters. These activities help children to understand that print conveys meaning. Teachers use story props to support concentration and develop comprehension skills. Nursery class begins with phonics when they are ready, and Reception children are taught to read using the Read Write inc. scheme.



Children are given many opportunities to explore creative activities and are given the chance to develop their writing skills. Teachers help children to understand that print conveys meaning and that print moves from left to right and top to bottom. In EYFS, children are not expected to use cursive handwriting, and we use the Nelson handwriting Scheme.

### **Mathematics:**

Children's numeracy development occurs as they make connections and work with numbers. Children begin to use mathematical concepts to analyse, communicate information and tackle a range of practical tasks and real-life number problems. Mathematics involves developing an awareness of concepts and mathematical rules such as addition and subtraction. In Early Years, concrete resources such as Numicon pieces, compare bears and bead strings are used to introduce and teach mathematical concepts. Children are encouraged to represent numbers in a variety of ways. Children should develop mastery of numbers within 10 by gaining a deep understanding of each number, which includes forming number bonds and solving additions and subtractions. In addition, mathematics lessons and activities should include opportunities for children to develop spatial reasoning skills.

### **Understanding the World:**

Children are taught about the world around them through lessons linked to the half-term topic. Children learn about their community and are encouraged to comment on similarities and differences in a range of contexts. Digital technology is used to aid teaching and learning where appropriate.

### **Art and Design/ Design Technology**

Creativity and self-expression will be encouraged alongside the EYFS objectives. Activities provided linked to the topic where possible and skills are taught following the school's progression map. It is important that pupils are exposed to varied and high-quality artistic experiences and encouraged to take part in creative tasks often and in different contexts. Pupils' work is valued and displayed appropriately. Creative learning opportunities are provided for the children on a daily basis, both indoors and outdoors.

### **Music:**

Children have the opportunity to explore and learn about a range of instruments and musical techniques. Singing is integral within school as much of the learning taking place in kindergarten is done through song. Every pupil can perform regularly at student performances and concerts.

### **Physical Development and PE:**

Pupils participate in a wide range of activities each year including the core strands of games, swimming, outdoor and adventurous activities, dance and gymnastics, offering the opportunity to progress year on year. Every pupil can take part regularly in team competitions at one or more of the following: inter-house level, local inter-school level and international inter-school level. Healthy lifestyles are promoted.

### **Enrichment:**

All pupils have a weekly opportunity to choose two additional activities or subjects from a set of options. In addition, pupils in the Early Years can also join extra-curricular clubs. This is aimed at giving pupils the opportunity to discover new interests and to broaden their educational experience.



### **Parental Involvement:**

We recognise parents and carers as the first and most important educators. We work in partnership with families to support each child's learning and development.

### **Safeguarding and Welfare:**

The safety and well-being of children is paramount. All staff are trained in safeguarding procedures, and the setting follows rigorous policies to ensure a safe environment.

### **Key Features of EYFS at Bloomington Academy**

#### ***Thematic Learning***

Each month features a central theme embedded across all subjects through **cross-curricular activities**.

#### ***Cross-Curricular Storytelling***

Unique to The Bloomington Academy, we craft original stories aligned to monthly themes, integrating literacy, numeracy, science, innovation, and values education.

#### ***Technology Integration***

- Use of **QR codes, interactive platforms** (e.g., *Nearpod, WordWall*)
- Introduction to **early coding** and logic through **Matatalab** and tech-enhanced learning stations.

#### ***Innovation & High-Performance Learning (HPL)***

- Learners demonstrating exceptional potential are recognised through the **HPL Passport System**, celebrating critical thinking, perseverance, and leadership attributes.

### **Curriculum Planning Structure**

1. **Long-Term Plans** – Yearly overview aligning UK topics with UAE cultural calendars and local values.
2. **Medium-Term Plans** – Thematic unit plans with learning objectives, assessment opportunities, differentiation, and resources.
3. **Short-Term Plans** – Weekly/daily lesson plans tailored to student needs (including AG&T, SOD, EAL), linked to ELGs and continuous provision.

### **Teaching & Learning Approach**

At The Bloomington Academy, our classrooms are:

- **Language-rich**, visually stimulating, and inclusive.
- Designed to balance **adult-led and child-initiated activities**.
- Environments where **play-based learning, exploration, storytelling, and STEM provocations** are daily practices.
- Spaces where children develop **social, cognitive, and emotional skills** in nurturing surroundings.

### **Assessment & Progress Monitoring**

- **Ongoing Formative Assessments** through observations, digital portfolios, and progress trackers.
- Each child's development is measured against **EYFS Early Learning Goals**.
- **End-of-year FS2 Profile Reports** inform parents and support transition to Year 1.



- Tools include **learning journals**, **anecdotal notes**, and **individual goal tracking**.

### Inclusion & Differentiation

At The Bloomington Academy, we are committed to meeting the needs of all learners:

- **Students of Determination (SOD):** We implement Individual Education Plans (IEPs) and provide differentiated support in collaboration with parents and specialists.
- **AG&T Learners:** Lessons are extended with challenges, leadership roles, and critical thinking tasks.
- **EAL Learners:** Targeted interventions and visual support are provided to ensure language development and full participation.

### UAE Integration & Cultural Values

We actively incorporate **UAE heritage, traditions, and Islamic values** across the curriculum:

- **Emirati culture** is celebrated through stories, music, art, and community-based projects.
- **Moral education** is embedded through daily routines and real-life scenarios.
- **Arabic and Islamic Studies** are taught in line with MOE guidelines.
- We cultivate values of **tolerance, unity, and respect for diversity**.

### Enrichment Opportunities

- **Field Trips:** FS2 children participate in **three educational trips annually**, designed to extend and enrich classroom learning.
- **External Visitors:** Experts, artists, and community helpers bring learning to life through real-world engagement.
- **Assemblies & Concerts:** Children participate in **school events**, storytelling shows, and national celebrations to build confidence and stage presence.

### Area-Specific Enrichment

**Communication & Language** – Story corners, role-play, and group discussions support rich language development.

**PSED** – Circle time, self-regulation strategies, classroom responsibilities, and peer collaboration.

**Literacy** – Phonics (Read Write Inc.), mark-making, and Nelson non-cursive handwriting.

**Mathematics** – Real-life problem-solving, Numicon, manipulatives, and interactive games.

**Understanding the World** – Nature walks, science investigations, technology exploration, and community studies.

**Creative Arts** – Music sessions, crafts, art exhibitions, and design activities.

**Physical Development** – Indoor/outdoor play, movement-based learning, fine motor tasks, and PE classes.

### Parental Engagement

We consider parents our **partners in learning**. We engage them through:

- **Parent workshops & open days**
- **Digital platforms** for regular updates and feedback
- **Home learning links** aligned with monthly themes
- **Ongoing communication** regarding each child's progress and achievements

### Safeguarding & Well-being

- All staff are trained in **safeguarding and child protection**.



- We follow **robust health, safety, and wellbeing protocols** to ensure a nurturing environment.
- Emotional and social support is woven into our daily practice to promote holistic well-being.

### Support & Intervention in Phase 1

As part of our inclusive and responsive education model in **FS2 (Phase 1)**:

- We implement both **IAPs (Individual Action Plans)** and **IEPs (Individual Education Plans)** based on **baseline assessments** and ongoing monitoring.
- If concerns such as **speech delay, learning difficulties, or behavioural issues** are observed, an **informal screening** is conducted, followed by a **formal clinical assessment** when required.
- Tailored intervention programs are then implemented, with **pull-out and push-in models** depending on the child's needs.
- **Pixel Language Programme** is used to develop communication, alongside occupational therapy-based tasks and structured reading interventions.
- Our in-house '**Build & Minds**' **cognitive development programme** uses **snap cubes**, fine motor tools, and skill-specific tasks to enhance early math, logic, and coordination.
- Weekly anecdotal records and **goal-based trackers** are maintained and shared with parents along with strategies and recommendations.
- Intervention session plans are prepared weekly to ensure targeted support and consistent progress.

### Key Features of EYFS at The Bloomington Academy

#### *Thematic Learning*

Each month features a central theme embedded across all subjects through **cross-curricular activities**.

#### *Cross-Curricular Storytelling*

Unique to The Bloomington Academy, we craft original stories aligned to monthly themes, integrating literacy, numeracy, science, innovation, and values education.

#### *Technology Integration*

- Use of **QR codes, interactive platforms** (e.g., *Nearpod, WordWall*)
- Introduction to **early coding** and logic through **Matatalab** and tech-enhanced learning stations.

#### *Innovation & High-Performance Learning (HPL)*

- Learners demonstrating exceptional potential are recognised through the **HPL Passport System**, celebrating critical thinking, perseverance, and leadership attributes.

### Curriculum Planning Structure

1. **Long-Term Plans** – Yearly overview aligning UK topics with UAE cultural calendars and local values.
2. **Medium-Term Plans** – Thematic unit plans with learning objectives, assessment opportunities, differentiation, and resources.
3. **Short-Term Plans** – Weekly/daily lesson plans tailored to student needs (including AG&T, SOD, EAL), linked to ELGs and continuous provision.

### Teaching & Learning Approach

At The Bloomington Academy, our classrooms are:



- **Language-rich**, visually stimulating, and inclusive.
- Designed to balance **adult-led and child-initiated activities**.
- Environments where **play-based learning, exploration, storytelling, and STEM provocations** are daily practices.
- Spaces where children develop **social, cognitive, and emotional skills** in nurturing surroundings.

### Assessment & Progress Monitoring

- **Ongoing Formative Assessments** through observations, digital portfolios, and progress trackers.
- Each child's development is measured against **EYFS Early Learning Goals**.
- **End-of-year FS2 Profile Reports** inform parents and support transition to Year 1.
- Tools include **learning journals, anecdotal notes, and individual goal tracking**.

### Inclusion & Differentiation

At The Bloomington Academy, we are committed to meeting the needs of all learners:

- **Students of Determination (SOD):** We implement Individual Education Plans (IEPs) and provide differentiated support in collaboration with parents and specialists.
- **AG&T Learners:** Lessons are extended with challenges, leadership roles, and critical thinking tasks.
- **EAL Learners:** Targeted interventions and visual support are provided to ensure language development and full participation.

### UAE Integration & Cultural Values

We actively incorporate **UAE heritage, traditions, and Islamic values** across the curriculum:

- **Emirati culture** is celebrated through stories, music, art, and community-based projects.
- **Moral education** is embedded through daily routines and real-life scenarios.
- **Arabic and Islamic Studies** are taught in line with MOE guidelines.
- We cultivate values of **tolerance, unity, and respect for diversity**.

### Enrichment Opportunities

- **Field Trips:** FS2 children participate in **three educational trips annually**, designed to extend and enrich classroom learning.
- **External Visitors:** Experts, artists, and community helpers bring learning to life through real-world engagement.
- **Assemblies & Concerts:** Children participate in **school events**, storytelling shows, and national celebrations to build confidence and stage presence.

### Area-Specific Enrichment

**Communication & Language** – Story corners, role-play, and group discussions support rich language development.

**PSED** – Circle time, self-regulation strategies, classroom responsibilities, and peer collaboration.

**Literacy** – Phonics (Read Write Inc.), mark-making, and Nelson non-cursive handwriting.

**Mathematics** – Real-life problem-solving, Numicon, manipulatives, and interactive games.

**Understanding the World** – Nature walks, science investigations, technology exploration, and community studies.

**Creative Arts** – Music sessions, crafts, art exhibitions, and design activities.



**Physical Development** – Indoor/outdoor play, movement-based learning, fine motor tasks, and PE classes.

### Parental Engagement

We consider parents our **partners in learning**. We engage them through:

- **Parent workshops & open days**
- **Digital platforms** for regular updates and feedback
- **Home learning links** aligned with monthly themes
- **Ongoing communication** regarding each child's progress and achievements

### Safeguarding & Well-being

- All staff are trained in **safeguarding and child protection**.
- We follow **robust health, safety, and wellbeing protocols** to ensure a nurturing environment.
- Emotional and social support is woven into our daily practice to promote holistic well-being.

### Support & Intervention in Phase 1

As part of our inclusive and responsive education model in **FS2 (Phase 1)**:

- We implement both **IAPs (Individual Action Plans)** and **IEPs (Individual Education Plans)** based on **Baseline Assessments** and ongoing monitoring.
- If concerns such as **speech delay, learning difficulties, or behavioural issues** are observed, an **informal screening** is conducted, followed by a **formal clinical assessment** when required.
- Tailored intervention programs are then implemented, with **pull-out and push-in models** depending on the child's needs.
- **Pixel Language Programme** is used to develop communication, alongside occupational therapy-based tasks and structured reading interventions.
- Our in-house '**Build & Minds**' **cognitive development programme** uses **snap cubes**, fine motor tools, and skill-specific tasks to enhance early math, logic, and coordination.
- Weekly anecdotal records and **goal-based trackers** are maintained and shared with parents along with strategies and recommendations.
- Intervention session plans are prepared weekly to ensure targeted support and consistent progress.

### Year 1:

#### Core Curriculum Areas

Our Year 1 curriculum follows the **Cambridge Primary Framework**, mapped alongside UAE MOE standards, and includes the following subjects:

#### 1. English

- **Phonics, Reading, and Writing** through the *Read Write Inc.* programme
- **Basic grammar and sentence construction**
- **Listening and speaking** in varied contexts
- Emphasis on **storytelling, comprehension, and cross-curricular vocabulary**
- Thematic, inquiry-based **reading and writing activities** linked with Science, SST, and Innovation

#### 2. Mathematics

- **Number sense, place value, addition, subtraction**



- **Shapes, patterns, measurements, and time**
- Problem-solving and reasoning using concrete resources (e.g., **Numicon**, snap cubes)
- Real-life maths tasks integrated through **theme-based projects** and **cross-curricular links**

### 3. Science

- Exploring **living and non-living things**, materials, plants, and animals
- **Seasonal changes and the environment**
- Introduction to **basic physics (light, sound, movement)**
- Emphasis on **hands-on experiments, STEM provocations, and inquiry**
- **Cross-curricular connections** to English, Maths, and UAE Understanding the World

### 4. Computing (*New in 2024–25*)

- Introduction to **basic computing and coding** using **Matatalab**
- **Online safety**, digital citizenship, and keyboard skills
- Creative use of **technology in storytelling, art, and research**
- **Nearpod, WordWall, and QR-code quizzes** enhance interactive digital learning

### 5. Humanities (Geography & History) (*Newly introduced*)

- Taught through **thematic, story-based units**
- **UAE Social Studies:** local traditions, leaders, and national identity
- **UK History:** key events and figures through storytelling and timelines
- Local-global comparisons, promoting **cultural appreciation and awareness**

### 6. Arabic & Islamic Education

- Arabic is taught **theme-based** with vocabulary linked to the main topic of the month
- Follows **MOE curriculum**, focused on **listening, speaking, reading, and writing**
- Islamic Education promotes **values, stories of Prophets, and basic teachings**
- Lessons are adapted to **native and non-native Arabic learners**

### 7. Physical Education (PE)

- Development of **gross motor skills**, balance, and coordination
- **Team sports**, rhythm-based activities, and guided movement
- Lessons focus on the **importance of fitness and health**

### 8. Art & Design

- Exploration of **colour, texture, shape, and form**
- Projects linked with the month's theme, stories, or cultural events
- **Craft-based learning** supports fine motor development and creativity
- **Integration with Technology** (e.g., digital art using iPads)

### 9. Music

- Basic understanding of **rhythm, pitch, and tempo**
- Singing, action songs, and **introduction to simple instruments**
- **Integration with Arabic songs and UAE cultural music**

### 10. Personal, Social, Health Education (PSHE)

- Emotional well-being, **friendship, empathy**, and respect



- Introduction to **healthy habits, safety, and citizenship**
- Weekly **circle time** and **social stories** for behaviour guidance and inclusion

### Key Features of Year 1 Curriculum at The Bloomington Academy

#### ✔ **Thematic Planning**

- Each month follows a **specific theme** that integrates all subjects.
- Topics like *'My World'*, *'Seasons of Change'*, *'Travel & Transport'*, and *'Healthy Me'* form the basis for learning.

#### ✔ **Cross-Curricular Stories**

- **Original stories are created monthly** by the Year 1 team, combining **language, numeracy, science, innovation, and moral education**.

#### ✔ **Innovation & Technology**

- Use of **Nearpod, WordWall, QR codes, Matatalab, and interactive boards**.
- Students explore **early programming**, storytelling, and problem-solving with digital tools.

#### ✔ **HPL Passport System**

- Learners are encouraged to build **High Performance Learning** attributes: perseverance, empathy, agility, collaboration, and confidence.
- Recognitions and **passport rewards** are given monthly.

### Teaching and Learning Strategies

- **Differentiation:** All lessons are planned with adaptations for **AG&T, SOD, and EAL** learners.
- **Hands-on, practical learning:** Activities include **exploration corners, manipulatives, storytelling props**, and role-play.
- **Ongoing assessment for learning:** Includes **observations, progress trackers, digital portfolios**, and anecdotal notes.
- **Inquiry-based learning:** Focus on questions, curiosity, and experimentation.

### Inclusive Education & Intervention (Phase 1)

In alignment with **MOE inclusion standards**, we:

- Follow both **IAPs (Individual Action Plans)** and **IEPs** after initial **Baseline Assessments**.
- For students flagged with speech delay, learning needs, or behavioural concerns, we conduct **informal assessments**, followed by referrals if needed.
- **Pull-out and push-in sessions** are delivered depending on the child's support needs
- Focus areas include:
  - **Language development** (using the *Pixel* programme)
  - **Motor skill support** (via OT-based activities)
  - **Cognitive intervention** (*Build & Minds* programme using snap cubes and logic tools)
  - **Reading interventions** tailored to phonics levels
- Weekly **progress trackers, anecdotal records, and goal-specific session plans** are maintained and shared with parents.

### UAE Cultural Integration

- Curriculum integrates **UAE Moral Education, National Identity, and Islamic Values** in all subjects.



- **Local and national celebrations** (e.g., National Day, Flag Day, Ramadan) are embedded into projects and assemblies.
- UAE SST themes are taught alongside **UK curriculum content**, promoting a **dual understanding of history and society**.

### Enrichment Opportunities

- **Field Trips:** Minimum of **three per academic year** related to thematic units.
- **Guest Speakers & Visits:** Community helpers, authors, and artists enhance real-world learning.
- **Assemblies & Performances:** Thematic showcases allow students to perform and present confidently.
- **Extra-curricular activities:** Creative clubs, language support, and innovation labs available weekly.

### Parental Involvement

- Regular **parent-teacher meetings** and progress sharing.
- Access to **digital portfolios and monthly learning newsletters**
- Opportunities for **parents to participate** in workshops, storytelling, and theme-based exhibitions.

### Monitoring and Review

- Curriculum implementation is monitored by **SLT & Phase 1 Teachers**.
- Regular lesson observations, **book looks** and **learning walks** ensure quality teaching.
- **Annual curriculum reviews** incorporate feedback from staff, students, and parents.

### Phase 2 and 3:

At Phases 2 and 3 we follow the Cambridge Curriculum and MOE curriculum for MOE subjects. Students may opt for language choices (for example French versus Urdu). Students are prepared for their CAT4, Cambridge Checkpoint exams, ABT and GL Progress Tests.

### Phase 4:

At **Post 16, the Cambridge AS and A level** curriculum continues to evolve as we seek to offer more vocational options which reflect the interests and abilities of each cohort, each year. Currently we are offering two BTEC subject options, with a view to expanding our range of options in the coming years.

Whilst the context for delivery of the curriculum may change the skills that we seek to develop remain the same. In Post 16 the curriculum is a skill-based curriculum which aims to encourage students to apply the skills acquired, with greater independence.

For **AS and A levels** program students choose three or four subjects from the following list:

- Information Technology
- Mathematics
- Physics
- Chemistry
- Biology
- Economics
- Accounting
- Business Studies



- Media Studies
- Psychology
- English First Language

**For the Pearson BTEC International Level 3 Diploma:**

- Applied Science
- Business

All subject options at IGCSE, AS and A level are reviewed yearly.

**SUBJECT TIME ALLOCATION**

The active school week comprises 45-minute periods. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made particularly for English, Math and Science, reflecting the importance of these subjects for all students and the development of vital basic skills.

**Table of subject-time allocations for Grades 1 to 8 are as follows:**

Subjects	G1	G2	G3	G4	G5	G6	G7	G8
English	6	6	6	5	5	5	5	5
Mathematics	5	5	5	5	5	5	5	5
Science	4	4	4	4	4	5	5	9
Arabic / Advanced Arabic	5/6	5/6	4/5	4/5	4/5	4	4	4
Islamic Education (AR & REG) + Quran / Value Education	3	3	3	3	3	2	2	2
Global Perspective	1	1	1	1	1	1	1	1
French / Urdu	2	2	2	2	2	2	2	2
UAE National Education & Social Studies	1	1	1	1	1	1	1	2
Computing / ICT / Computer Science	2	2	2	2	2	3	3	4
Library	1	1	1	1	1	1	1	1
PE	1	1	1	1	1	1	1	1
Art	1	1	1	1	1	1	1	1
STEM / Entrepreneurship	1	1	1	1	1	1	1	1
<b>TOTAL</b>	<b>35</b>							

**Table of subject time allocations for Grades 9 & 10 is as follows:**

Subjects	G9	G10
English as a Second Language / First Language English	4	4
Mathematics	6	6
ICT / Computer Science	4	4
Environmental Management	2	3
Advanced Arabic	4	4
Islamic Education / Value Education	2	2
Physics / Accounting	4	4



Chemistry / Business Studies		4	4
Biology / Economics		4	4
UAE National Education and Social Studies	4	1	-
STEM/Entrepreneurship		1	1
PE		1	1
<b>TOTAL</b>		<b>35</b>	<b>35</b>

**AS and A Level subject time allocation:**

**Grade 11**

- 8 periods of 40 minutes per subject per day.
- Students are pulled out for 1:1 Career guidance.
- PE
- 4 Periods of Advance Arabic.
- 2 Periods of Islamic Education.

**Grade 12**

- 9 periods of 40 minutes per subject.
- Students are pulled out for 1:1 Career guidance.
- PE.
- 2 Periods of Islamic Education.

**Pearson BTEC International Level 3 Diploma:**

- 720 Guided Learning Hours over two academic years, relating to 14 periods of 40minutes per week.



## APPENDIX

### APPENDIX 1.1 Guidance for Termly Subject Curriculum Modification

Curriculum Modification should be based on a reflection of the following queries:

- 1) What is the data telling us from baseline data (e.g. CAT4) regarding areas of weakness we can support? [MODIFICATION]
- 2) What has formative assessment data told us about conceptual gaps, or weaker skill areas for your subject? [MODIFICATION]
- 3) What has summative assessment data told us about conceptual gaps, or weaker skill areas for your subject? [MODIFICATION]
- 4) How is your pacing? How will you modify the curriculum to catch up on and ensure you effectively move through material to finish the year? [MAPPING]
- 5) Look at your data analysis document for the following groups of students:
  - Boys vs Girls
  - SEND
  - G&T
  - Low Ability
  - a. Has the curriculum met the needs of each of your groups? How did you know (data)?
  - b. Have any of these groups under-performed etc.? Say Boys are underperforming based on Girls? How will you ensure the Boys catch up next term?
  - c. How have you modified the curriculum for the next Term for G&T? What new opportunities for Challenge?
  - d. How have you modified the curriculum for the next Term for SEND students? What new opportunities for Support and Scaffolding have you provided?

[MODIFICATION]

- 6) What learning skills areas were developed in the units covered in the last Term? Counter-balance! If you did a lot of problem-solving, what other learning skills do you need to develop now? Check the list: [MAPPING and MODIFICATION]
  - a. Critical Thinking
  - b. Problem Solving
  - c. Innovation
  - d. Independent Learning Skills
  - e. Social Responsibility
  - f. Collaboration and Communication
  - g. Real World Applications
  - h. Enterprise
  - i. Enquiry
  - j. Research
  - k. Use of learning technologies.



## APPENDIX 1.2 BTEC Subject Options Form

### Acknowledgement Letter

#### **Intro:**

BTEC courses are an exciting new addition to The Bloomington Academy offer. At approximately 14 periods per week of student study, they reflect 2x A-Levels with MOE approval.

#### **Parent Acknowledgement:**

I \_\_\_\_\_ of child \_\_\_\_\_ in class \_\_\_\_\_ hereby acknowledge and permit my child to complete BTEC courses.

#### **Subject Choices:**

Given that a BTEC course equates to a minimum of 14 periods per week, this means that students' must be wise in their choice of other AS and A-Level subjects, if they wish for a "hybrid" approach.

#### **Recommendations:**

- It is recommended that students choose one BTEC and perhaps one AS/A-level.
- It is recommended that students do not choose BTEC Applied Science with a Science AS/A-level, and likewise, BTEC Business with AS/A-Level.

#### **Students may choose either:**

A BTEC subject ALONE.

1. A BTEC subject with one AS/A-Level option:

Circle **ONE** option **ONLY**:

Option	Subject Combinations
1	BTEC Applied Science (only)
2	BTEC Business (only)
3	BTEC Business with A-Level Maths
4	BTEC Business with A-Level Biology.
5	BTEC Business with A-Level ICT.
6	BTEC Business with A-Level Business.
7	BTEC Applied Science with A-Level Maths.
8	BTEC Applied Science with A-Level Biology.
9	BTEC Applied Science with A-Level ICT.
10	BTEC Applied Science with A-Level Business.

**Parent Name & Signature:** ..... **Date:** .....



**APPENDIX 1.3**  
**IGCSE Subject Options**

**Subject Option Form for IGCSE (Batch 2025-2026)**

The Bloomington Academy will be offering the following courses for Batch 2025-2026.  
Some subjects are compulsory & some are optional.

**Students may only choose one subject from each row and put a tick in the box on the right.  
Once options are chosen, it cannot be dropped at a later stage.**

Sr. No.	Subject			
1	Islamic Studies (MOE - only for Muslims)			
2	Arabic (MOE)			
3	Social Studies (MOE - only for Gr.9)			
4	English			
5	Maths			
6	ICT			
7	Physics		Economics	
8	Chemistry		Accounting	
9	Biology		Business Studies	
10	PE			

**Note:**

- # As per MOE regulations, it is mandatory to study one science subject at secondary level
- # Attach 3 passport size recent photos of the student with this form for academic use only.



#### APPENDIX 1.4 AS/A-Level Subject Options

##### Subject Option Form for AS / A Level (AY 2025-2026)

The Bloomington Academy will be offering the following courses for Batch 2025-2026.

Some subjects are compulsory & some are optional.

Students may choose only one subject from a row and put a tick in the box on the right.

Once options are chosen, it cannot be dropped at a later stage.

Sr. No.	Subject					
1	Islamic St. (MOE)					
2	Arabic (MOE)					
3	Maths		English			
4	Physics		Economics			
5	Chemistry		Accounting			
6	Biology		Business St.		IT	
7	PE					