



Curriculum Policy

Version 2

Date: 8th September 2019

Reviewed – Next review in one year or sooner if required.

Curriculum Policy

The Prophet Muhammad (peace be upon him) said: 'Whoever seeks a way to acquire knowledge Allah will make easy his way to paradise.'

Muslim

Our school curriculum is underpinned by Islamic values that inform both the ethos and the vision of our school.

The curriculum is not just a fixed body of subject knowledge but a process for the transfer and development of knowledge, skills concepts, attitudes and values. It therefore includes all activities and experiences organised by the school, both in the classroom and outside.

Our aim is to meet the needs of young people in our school family in preparing them for adult and working life in the 21st century and anchor them in their faith.

The education vision and curriculum design for our school recognises that:

- The pace of change is increasing so there is a great importance for flexibility
- Young people have, and will have increasingly, greater access to information and learning material independently of school
- Adulthood entails economic participation but much more
- The current curriculum defined in subject terms is not always well suited to equipping every young child with the knowledge, skills and understanding they will need for a fulfilling adult life
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports personalities and people from industry and business to support curriculum delivery

Aims

Our curriculum will inspire and challenge all our pupils and prepare them for the future insha'Allah. The school's aim is to develop a coherent curriculum that builds on our pupils' experiences and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum will help our pupils to:

- Develop a love for Islam
- Nurture good character as epitomised by our beloved Prophet Muhammad (peace be upon him)
- Provide pupils with a strong foundation in Islamic beliefs and practices
- Have a learning environment that is inspiring
- Have a strong sense of accountability for their actions
- Be equipped with the necessary skills and experiences to contribute towards the betterment of their communities and society as a whole
- Achieve high standards and make excellent progress
- Who are not achieving age-related expectations to narrow the gap and catch up with their peers
- Have and be able to use high quality personal learning and thinking skills
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills
- Be challenged and stretched to achieve their potential
- Enjoy and be committed to learning
- Value their learning outside of the curriculum and relate to the taught curriculum.
- Have a curriculum that is broad and balanced and be based on the requirements of the National Curriculum that will develop the full range of pupils' academic abilities, aptitudes and skills and encourage them to see learning as a life-long process.
- To grow in a school of excellence in teaching and learning
- Prepare all pupils for a successful adult and working life in a 21st century global society

- First achieve and then exceed national standards in achievement, attainment and progression
- Be committed to excellence and continuous improvement
- Nurture the talents of all and celebrate success
- Enable us to work with other primary schools and with local secondary schools and FE colleges and Universities to ease transition to those moving onto the next phase of their education
- Increase our involvement with the wider community
- Enable us to develop a strong working relationship with parents/carers

Curriculum outcomes

Our curriculum will:

- Fulfil statutory requirements
- Enable pupils to fulfil their potential
- Meet the needs of young people of all abilities in the school
- Provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines
- Prepare pupils to make informed and appropriate choices
- Help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- Include the following characteristics: breadth, depth, balance, relevance, differentiation, progression, continuity and coherence
- Ensure continuity and progression with the school and between phases of education, increasing pupils' choice during their school career
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- Help pupils to use language and number effectively
- Help pupils develop personal moral values, respect for religious values and tolerance of other races, beliefs and ways of life
- Help pupils understand the world in which they live

We will ensure that all visitors to the school do not show partisan views in any presentations that are delivered at the school or that any places visited do not contravene British Values.

Speakers will be vetted through a background check and asked to comply with our Visitors Policy.

Our humanitarian efforts will ensure pupils are encouraged to focus on the importance of giving to charity and not at any time, on a political focus.

Roles & Responsibilities

The **Head teacher** will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed
- The time allocated for teaching the curriculum is adequate and is reviewed by the governors annually
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum
- The procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve
- They have an oversight of curriculum structure and delivery
- Detailed and up-to-date schemes of work are in place for all subjects
- Schemes of work are monitored and reviewed on a regular basis
- Levels of attainment and rates of progression are discussed with staff on a regular basis and that actions are taken where necessary to improve these.
- The governors are fully involved in decision making processes that relate to the breadth and balance of the curriculum.

The **Head of Teaching and Learning** will ensure that:

- Long term planning is in place for all subjects. There is consistency in terms of curriculum delivery. Schemes of work are in place and used by all staff delivering a particular subject. Such schemes of work will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources
- There is consistency of approach towards assessment
- They keep the head teacher informed of proposed changes to curriculum delivery.
- The curriculum provision is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- They oversee CPD with regard to curriculum planning and delivery

The **governors** will ensure that:

- They consider the advice of the Head teacher when approving this curriculum policy and when setting targets
- They contribute to decision making about the curriculum

Teaching staff will:

- Ensure that the school's curriculum is implemented in accordance with this policy
- Keep up to date with new developments
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each pupil
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- Use an approach that employs 'Bloom's Taxonomy' to increase the depth of learning by asking the children to apply what they have learnt in a range of different ways.

Pupils will:

- Have their individual needs addressed, both within the school and extending beyond the classroom into the community through a curriculum which offers breadth, support and challenge
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly

Parents and carers will:

- Be consulted about their child's learning and in planning their future education
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- Be informed about the curriculum on offer and understand the rationale behind it

Monitoring, evaluation and review

The governors will receive a termly report from the Head of Teaching and Learning on:

- The standards reached in each subject compared with national and local benchmarks
- The standards achieved at the end of each key stage taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks
- The number of pupils for whom the curriculum was disapplied and the arrangements which were made.

Teaching groups, class sizes and grouping by ability

Pupils are currently taught in the following groups:

- Year 2, 3 and 4
- Year 5 and 6

There are currently no pupils at the school in Year 1. Some teaching may take place in ability groups.

The school day begins at 8.00 am and ends at 3.30 pm.

Subjects offered with period allocations

Subjects	Quantity
English	4
Spelling	0.5
Reading	1
Maths	5
Science	2
PE	1
Art/Food Technology/ICT	1
History/Geography	1
PSHEE	1
IS/RE	2
Arabic	2
Quran	3
Assembly	0.5
Nasheed	0.5
Enrichment/ Theme of the half-term	2
Total	26.5

Themes

We will be introducing half-termly themes, whereby the enrichment and Islamic studies programme and other areas of the curriculum (where possible) will be connected together and integrated within a theme.

- Each theme will be linked to a whole school project, which will be catered and delivered in the enrichment lesson.
- Pupils will be able to relate to real-world experiences and build on prior knowledge of a topic. This will make their learning experience more meaningful.
- Thematic projects will also help our teachers as it will pave a way to facilitate learning for each child, who has his/her own way of learning things. It will allow pupils to understand their own unique strengths and skills.
- These projects will be differentiated by outcome and it will give greater emphasis on behaviour and attitudes of pupils rather than to data.
- These projects will encourage discussion and whole-hearted engagement of pupils without an over concentration on outcomes and with a far greater emphasis on processes and skills.

Half-term	Theme	Islamic Studies Topic	Enrichment Week/ National Event	British values
1A	<p><u>Sincerity</u> Ikhlaas إخلاص</p> <p><i>“And they were not commanded except to worship Allah alone, making their religion sincerely for Him...”</i> [Surah Al-Bayyinah]</p>	Tawheed	<p><u>Black History Month</u> – October</p> <ul style="list-style-type: none"> • Workshop/trip • Inspirational black individuals from Muslims History and their sincerity towards Allah and their religion which made them stand firm, even when faced by prejudice & discrimination from others e.g. Bilal (RA), Malcolm X etc. • The Prophet (SAW)’s last khutbah – makes reference to racism <p><u>Other Events:</u> World Maths Day School Council Election</p>	<p>Democracy – making decisions together and the right to opinion</p> <p>Individual liberty - having the freedom to make our own choices about personal beliefs & freedom of speech for all</p>
1B	<p><u>Teamwork</u> Ta’aawun تعاون</p> <p><i>“And work together in righteousness and piety...”</i> [Surah Al-Maaidah: 2]</p>	Salah	<p><u>Anti-Bullying Week:</u> Change Starts Here – w/b 11th November</p> <p><u>Other Events:</u> Interfaith Day – Head of religion to speak about their faith e.g. priest</p>	<p>Individual liberty - having the freedom to make our own choices about personal beliefs & freedom of speech for all</p> <p>Mutual Respect - respect for each other and working together, treating others the way you want to be treated</p> <p>Tolerance – learning about other faiths,</p>

				cultures and learning about diversity
2A	<u>Generosity</u> Karam كرم "Sadaqah (charity) doesn't decrease your wealth" [Sahih Muslim]	Zakaat	<u>Charity Week</u> – w/b 20 th January <u>Other Events:</u> Safer internet day (11 th February)	The Rule of law – understanding laws and why there important and following rules to develop order.
2B	<u>Unity</u> I'tihaad الاتحاد "The believers are like one body..." [Bukhari & Muslim]	Hajj	<u>British Science Week</u> -w/b 9th March <u>Other Events:</u> World Book day (5 th March) World Poetry Day (21 st March) Careers Day	Mutual Respect - respect for each other and working together, treating others the way you want to be treated Tolerance – learning about other faiths, cultures and learning about diversity
3A	<u>Patience</u> Sabr صبر "Indeed Allah is with those who are patient" [Surah Al-Baqarah]	Siyaam	<u>Ramadhan</u> Bring Ramadhan alive in the school! Good deeds project that is worked on as a school	Individual liberty - having the freedom to make our own choices about personal beliefs & freedom of speech for all.
3B	<u>Excellence</u> Ihsaan إحسان "Allah has commanded excellence in everything that you do" [Muslim]	Seerah	<u>Healthy Eating Week</u> – w/b 15 th June Sunnah foods mentioned in the seerah, striving to excel in all aspects of our life, including our diets <u>Other Events:</u> Eid party (29 th May) Sports day	The Rule of law – understanding laws and why there important and following rules to develop order.

Organisation and Planning

National Curriculum objectives are incorporated into our planning. An overview of the topics covered for all years gives a broad outline and shows progression and continuity in topics and subjects taught across the school.

There are two parts to our planning:

Long term planning

Our long-term plans show an overview of topics/themes covered in each year group. They give a broad outline and show continuity and progression in topics and subjects taught across the school.

Individual lesson planning

Our planning provides detailed information on curriculum delivery including specific learning objectives, learning outcomes, starter, main and plenary activities, differentiation, resources, links to PLTS and SEAL, homework, and links to Islamiyah and other subject areas. Our planning at this level ensures that all pupils, regardless of ability, including those with an EHC Plan, have equal access to the curriculum.

Our plans also show clear links to the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Intervention and Support

A small amount of withdrawal work may be carried out with pupils who are struggling or behind in their learning or may require additional teaching outside normal school hours.

The Learning Environment

As rooms are allocated to individual year groups. It is the responsibility of members of staff to ensure that there are relevant and attractive subject displays which are regularly changed and updated. The overall appearance of the school depends upon the co-operation of all staff and pupils. Staff support is appreciated in the maintenance of high standards of tidiness and care of books and other resources for learning. Where appropriate, storage facilities should be kept locked.

Schemes of Work

Schemes of work are reviewed and updated as required.

At the beginning of each school year, older pupils should be given an outline of what is to be covered and some indication of assessment requirements and when these will occur.

Pupils' work is monitored by subject teachers, head of teaching and learning, curriculum and assessment coordinator, external consultants and the Head teacher.

Review

At the beginning of each school year class teachers are requested to review their ongoing development plans and the previous year's work, particularly through the analysis of assessment results.

GL assessments have been introduced to identify gaps in pupils learning, to gauge pupils underlying abilities and to help teachers personalise the learning of the pupils to suit their needs. These reports will be shared with teachers at the beginning of each school year.