

Noor ul Islam Curriculum Policy

1 Introduction

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

2 Values

2.1 Noor ul Islam Primary School's curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 Our school curriculum reflects fundamental British values as specified by the DfE namely;

- (a) **Democracy: Respect for democracy and support for participation in the democratic process**
- (b) **The rule of law: Respect for the basis on which the law is made and applies in England**
- (c) **Individual liberty: Support and respect for the liberties of all within the law**
- (d) **Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs**

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value freedom, mutual respect and tolerance.

3 Aims and objectives

3.1 The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology (IT);

- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to enable children to be positive citizens in society;
- to fulfil requirements of the National Curriculum
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the renewed Frameworks for both English and Maths as a basis for teaching these core subjects. We use the national schemes of work for much of our medium-term planning in the foundation subjects.

4.3 Our short-term plans are those that our teachers write on a short-term basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

4.4 We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals and there is planned progression in all curriculum areas.

4.5 At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1. This means that, for example, a child may concentrate in one term on a history topic, switching to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

4.6 In the planning of the activities we have set guidelines for the length of all taught subjects. The following serves only as a guide for lesson duration for the whole school, although the aim is to cover the subject as fully as possible in order to achieve set goals. The approximate length of subjects on a weekly basis are as follows:

- Literacy = 5 hours
- Numeracy = 5 hours
- Islamic studies (Arabic, Quran reading/memorisation and Adhkaar) = 5.5 hours
- Science = 2 hours
- PE = 1 hour
- Geography & History = 1 hour
- Art & Creative Performing Arts = 1 hour

- PSHE (Personal, Social and Health Education (which includes Religious Education, Sex and Relationship Education, Citizenship) + SEAL (Social, Emotional Aspects of Learning) = 1 hour
- Computing & Design Technology = 1 hour
- Guided reading/Spelling, Punctuation and Grammar (SPAG) = 2 hours 30 minutes
- Assembly = 30 - 45 minutes
- Golden time = 1 hour

Total time spent: 27.5 - 28 hours per week

These times are flexible especially due to prayer times in winter, affecting KS2. Year 6 also has flexibility in the timetable from the spring term on as pupils prepare for the SATs.

4.7 Where possible and appropriate, we make cross-curricular links between different subjects. For example, Art with Literacy or Science with Numeracy.

4.8 Guided reading and phonics sessions are incorporated into our curriculum.

4.9 In our school, we give great emphasis and importance to Islamic Studies. We also aim to highlight the cross curricular links between Islamic Studies and the National Curriculum where possible in order to promote our ethos and uphold the shared values of all the Abrahamic faiths.

5 Children with special needs

5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. This includes making all reasonable adjustments so that all pupils can access the curriculum.

5.2 If a child has a specific learning need, our school does all it practically can do to meet these individual needs. We comply with the requirements set out in the revised SEND guidance from 2014 and have prepared our SEND local offer which is available to all parents via our website. If a child displays signs of having specific needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we will consider the need for the child to received support from external agencies. Please refer to our SEND policy and SEND local offer for more details.

5.3 The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

6 The Early Years Foundation Stage

6.1 The curriculum that we teach in the reception class meets the requirements set out in the revised for the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

6.3 We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

7 The role of the subject co-ordinator

7.1 The role of the subject co-ordinator is to;

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject;
- organise subject related events, eg, competitions and themed weeks

7.2 The Headteacher appoints subject co-ordinators as deemed appropriate to the skills and level of expertise in the school. It is the role of each subject co-ordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject co-ordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

8 Monitoring and review

8.1 Our governing body's Achievement, Curriculum and Standard sub-committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its bi-annual cycle of review and development.

8.2 Subject co-ordinators or the Curriculum co-ordinator monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. The relevant person will also have responsibility for monitoring the way in which resources are stored and managed.