

Curriculum

Policy

Al-Falah Primary School

9/3/2013

Reviewed: 20.10.16

Curriculum Policy

The aims and objectives of the curriculum:

At Al-Falah Primary School we aim to provide our students with:

- A high level of academic and Islamic education so that they can achieve the very best that they are capable of achieving
- A safe and secure learning environment in which they can develop their educational skills and practice Islam.
- A broad and balanced curriculum, within the limits of shariah, (Islamic jurisprudent) which enables all students to acquire understanding, knowledge and skills
- Learning experiences, which challenge, build self esteem and confidence and so enable our pupils to take up their roles and responsibilities as adults and members of the society they live in.

Rationale:

The curriculum consists of all that the school consciously offers by formal or informal means. It is the medium through which the school's aim and objectives are pursued. It is intended that through the contents of the curriculum we will promote the development of the individual in Islamic values and as a member of the society.

Our priority at Al-Falah Primary School is given to the achievement of excellence, discipline and knowledge, which extends beyond the 'purely academic'. We intend to inculcate in our students true Islamic values and practices so that they may implement these in their daily lives as career men/women, son's/daughters, husband's/wives and father's/mothers.

Purposes:

- To provide a variety of activities which will enable each child to develop Islamic attitudes and values
- To provide a programme of learning activities which will increase knowledge, understanding and develop skills and attitudes of the pupils in accordance with the aims of the school
- To ensure that each pupil develops self esteem and confidence

- To ensure a coherent progression from one educational stage to the next through a continuous learning programme
- To offer each pupil the breadth, balance and relevance of education to which every child is entitled

Curriculum:

The school currently offers the following subjects at the various levels.

Primary:

English, Mathematics, Science, History, Geography, Information Technology, P.E, Art and D&T, PSHCE, Islamic Studies, Quran, Languages (Arabic) at Key Stage 1 & 2.

Delivering the curriculum:

A 'one teacher one class' system has been implemented in the primary school, hence all subjects are taught by one main teacher with the exception of Quran, Islamic studies and languages, which are taught by subject specialist teachers.

We give differentiation a lot of importance. We believe children should be taught at their level, and pushed to achieve their potential as individuals. Children are grouped according to their ability allowing teachers to set different ability tasks and provide tools for effective learning to those who require them. Differentiation mainly takes place by setting similar tasks to achieve the learning objectives, but at individual levels.

National strategies and schemes of work:

All common core subjects are taught according to the QCA national curriculum at key stages 1 & 2. We have developed our own curriculum plans in line with QCA to reflect our context and characteristics, as well as our values, aims and priorities. The school feels they fulfil the national curriculum requirements well. The national literacy and numeracy strategies have also been incorporated, as with many other resources to make Al-Falah Primary School schemes of work valuable and flourishing.

PSHCE:

The citizenship curriculum is taught throughout the school through various subjects such as English, geography, history and Islamic studies. It is also promoted in assemblies.

Homework:

Homework which may take many forms, including that of continuing class work or projects and assignments, will be set on a regular basis- and must be carefully and thoroughly done and handed in on time. The support of parents in ensuring that homework is conscientiously done in appropriate surroundings is much appreciated. The ability to study independently becomes increasingly important, as student's progress through the school and good habits established at an early age is a foundation for good self-discipline in later life.

School reports and assessments:

Al-Falah assesses the children progress rigorously on a day to day basis and provides support accordingly to the children needs. During the autumn term, a brief assessment report to the parents in line with the children strength and weakness. Parents are requested to support their home work or any specific areas. Apart from ongoing assessment the children participate in every half termly assessment to identify their progress and levelling them against the criterion which is record by their teachers and filed in the school office. During the summer term, a full academic report and assessment of each student is given to parents. The children in ks2 take part in optional test in summer alongside Year 6 SATS.

Sex education:

With the highest level of modesty and morality in mind, sex education is taught through the Islamic studies and science programme of study. An Islamic perspective will form the basis of the content of such lessons.

Equal opportunities:

Diversity is what makes Al-Falah Primary School special. We are an expanding school and have students of various nationalities. Most of our students are local or from neighbouring boroughs. The majority of our students speak more than one language. They bring a wealth of experience and culture to the school that enriches the education of all our students. At Al-Falah Primary School we believe in providing an education for students of all ethnic backgrounds and students are not discriminated against because of their ability. We believe that all children have a right to learn. Al-Falah Primary School is not a selective school, and parents make an informed choice to have their children educated here. However, we regret that at present we do not have the facilities to provide for pupils with special educational needs (SEN). But all the teaching staff constantly monitoring the children progress and identified that there are some children with SEN. They are given support, completing IEP, reviewing progress, having meeting with parents and the teaching staff are receiving training regarding SEN.

Al-Falah Primary School welcomes applications from families of a non Muslim background.

Broad guidelines for implementation:

- By carrying out a continuous review of the curriculum
- By considering carefully, and acting upon when appropriate, the views of all persons and agencies having a legitimate interest in the work of the school
- By employing staff with the appropriate abilities to plan and deliver the curriculum
- By providing, within the constraints to which the school is subjected, the appropriate resources to meet the curricular needs of the pupils
- By involving the pupils in the learning process whenever possible
- By presenting tasks specific to the pupil's abilities and needs
- By presenting tasks, which enable each pupil to succeed and progress to higher levels of achievement.

- By carrying out appropriate procedure for the assessment, monitoring, and recording of pupils' achievements
- By providing all staff with the opportunities to receive such training as may be necessary to implement changes in the curriculum
- By developing procedure to ensure that progression and transfer from one institution to another is smooth and trouble-free

New grading system:

- We have changed assessment system in line with new curriculum from 2016 . We use the three 'E' systems such as Emerging, Expected and Exceeding instead of using Levelling and APS across the Ks1 Ks2 curriculum. Each of these E's divided into three categories i.e. Developing, Secure and Working Towards Expected.
- **Progress within bands:**
- As children develop through each Band, we track their progress very carefully. Each Band is broken into 3 steps which roughly represents a term's progress. Over the year the steps are called: 'Emerging (EM) Expected ' (EXP) and Exceeding (EXC)

Year	Autumn	Spring	Summer
1	1 EM	1 EXP	1 EXC
2	2EM	2 EXP	2 EXC
3	3 EM	3 EXP	3 EXC
4	4 EM	4 EXP	4 EXC
5	5 EM	5 EXP	5 EXC

- Teachers can further break down each step into three in order to tightly track children's progress and ensure they are constantly moving forwards and building on their previous learning. These are further divided into three each, which are Developing (D) Secure (S) and Working Towards (W)
- So **2EXP (S)** shows a child is working very well within Band 2, and teachers will be looking to move them to 2EXP (W).
- **4EXC (W)** would show a child is very secure at band 4, and teachers will be preparing them to move to 5EM (D)
- **1EM (D)** would show a child has an excellent basis to begin level 1, and teachers will be ready to move them to **1EM (S)**.
- This gives a total of 6 steps for a year. Where ever children begin their learning in September we expect them to make at least 3 steps progress So if they start

at 2 EXP (D) in Year 3, we generally will expect them to be at least EXC (D) at the end of Year 3. Over time accelerated progress of more **than 6 steps will close gaps.**

-
- **In KS2 SATs, the papers will be marked externally, with no teacher assessment involved.** Each child will receive a raw score, a scaled score, and confirmation of whether or not they achieved the national standard ('NS' means the expected standard was not achieved; 'AS' means the expected standard was achieved).
- The range of scaled scores available for each KS2 test ranges from 80, the lowest possible scaled score, to 120, the highest possible scaled score
- **A scaled score of 100 or more means that the child has met the expected standard in each KS2 SATs test;** a scaled score of 99 or less means they haven't reached the government-expected standard.

Signed: ChairDate.....

Name:.....

Signed: H.TDate.....

Name