

# 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.

**1.2** We make sure and check our curriculum promotes British values and prevent pupils from any kind of radicalisation.

## 2 Values

**2.1** Madani Academy'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 is in full agreement with its main values upon which we have based our curriculum:

- 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 the religion of Islam given to us by Allah.

## 3 Intent

**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 and the locally Agreed Syllabus for Religious Education;
- 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 Implementation**

**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. As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. 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** At Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. 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, and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch 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 (RE/MFL) = 5 hours
- Science = 2 hours
- PE = 1 hour
- Geography/History = 1 hour and 30 minutes
- Art & Design = 45 minutes
- D & T = 45 minutes

- PHSE = 45 minutes
- ICT = 45 minutes
- Thinking Skills = 20 minutes
- Handwriting = 25 minutes
- Assembly = 40 minutes
- Total time spent: 23hours and 55 minutes

The above 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.

## **5 KS3/4**

### **5.1 KS3**

This covers years 7; 8 & 9 with students choosing their GCSE pathway at the end of year 9 so that they are ready to embark on their GCSEs from year 10. This change in our curriculum may differ from other local schools but we believe that a 3 year KS3 is a must for children's physical and mental development. They need to experience a broad curriculum that does not cut creative subjects by making them samplers without depth. Core subjects in KS3 are English, Mathematics & Science and so have additional curriculum time. Subjects also studied Art, Music (Nasheed), Arabic Language, Geography, History, PE, RE, PHSEE & Citizenship and Computing.

### **5.2 KS4**

Students at Madani School will follow the English Baccalaureate at GCSE. The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

#### **The EBacc is:**

- English language and literature
- Maths
- Sciences
- Geography or History
- Foreign Language

Students will then have the opportunity to choose other subjects (Options) to complement the EBacc core subjects.

<b>Sample Curriculum Model for KS3/4</b>						
	Year 7/8		Year 9		Y10	Y11
English	7	English	7	English	8	9
Maths	7	Maths	7	Maths	8	8
Science	6	Science	6	Science	8	9
PE	4	PE	4	PE	4	2
PSHE	2	PSHE	2	PSHRE	2	2
RE	2	RE	2	MFL	5	5
French	6	French	6	Hums	5	5
History	3	History	4	Arts	5	5
Geography	3	Geography	4	Option	5	5
Art/DT/FT	4	Arts Option	4			
Music	2	Open Option	4			
Drama	2					
Computing	2					
<b>Total</b>	<b>50</b>		<b>50</b>		<b>50</b>	<b>50</b>

## 6 Impact

- 6.1 The following skills have been deemed 'key skills' in the revised National Curriculum:
- communication;
  - application of number;
  - information technology;
  - working with others;
  - improving own learning and performance;
  - problem-solving.
- 6.2 We have added a seventh key skill that we feel is of great importance that is Application of the Deen (Religion).
- 6.3 In our curriculum planning we consider these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

## 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.

- 7.2** The school gives subject co-ordinators non-contact time, so that they can carry out the necessary duties involved with their role. 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 curriculum 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-ordinator monitors 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. Subject co-ordinator also have responsibility for monitoring the way in which resources are stored and managed.

**Signed:**

**Date: 2<sup>nd</sup> September 2024**