

Curriculum Policy

1 Introduction

The curriculum refers to the planned activities that we organize in order to promote learning, 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 organizes 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

Our school 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.

Our school is in full agreement with the following 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 organize 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 without any form of discrimination. 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 children in our school.
- We tailor learning for our children, providing an inclusive curriculum with differentiated lessons throughout the curriculum
- 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 are aware of the dangers of extremism and radicalization and provide a safe and secure environment for pupils away from all forms of extremism
- We value debate and open discussion and actively discourage the expression of partisan political views
- We actively promote fundamental British values within the school developing fully rounded individuals, ready for life in modern Britain.

3 Aims and objectives

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 through art, music, drama and design technology
- 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 fulfill all the requirements of the National Curriculum in all core subjects,

- 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;
- to guide the learning of children so that they grow to becoming proud citizens of British society and embed within children British values;
- to meet the needs of all pupils and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation);
- to ensure a smooth and informed progression through all stages of primary education and through the transfer to secondary education;
- encourage inclusion in our diverse school and wider community;
- provide a safe and secure learning environment and ensure our pupils know how to stay safe;
- nurture an awareness of the need for a healthy lifestyle;
- provide opportunities for everyone to make a positive contribution to the community and wider world;
- encourage our pupils to take pride in themselves and act in a polite and well-mannered way;
- help children to understand Britain's cultural heritage;
- help children understand the roles of British institutions and how they contribute to our lives
- help children understand the benefits of a democratic system
- ensure people are aware of the importance of being law abiding citizens and understand the implications of criminal activity
- encourage pupils to make independent choices, with the knowledge that they are in a safe, secure and supportive environment
- ensure that pupils understand social responsibilities, know their boundaries and are mutually respectful and tolerant of others;
- encourage pupils are aware of their place in a culturally diverse society and to have respect for others with different beliefs, practices and ways of living;

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. 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 Hamilton schemes of work to help guide our medium-term planning in English and Science. We use the Abacus schemes of work to help guide our medium-term planning in Maths.
- 4.3** Our short-term plans are those that our teachers write on a weekly or daily 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** In the Foundation Stage we adopt an inter-disciplinary topic approach in some subjects and some are taught separately.
- 4.5** At Key Stages 1 and 2 the curriculum at our school places a greater emphasis on the core

and foundation subjects, 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 a range of subjects. Teaching programmes encourage the use of cross-curricular links.

4.6 Our curriculum covers the core subjects of English, maths, computing and science, together with the foundation subjects of history, geography, creative arts & design, PE, PSHE, Islamic & religious studies and Arabic language.

4.7 Homework is given to all pupils from year 1 onwards. Children are encouraged to read daily and to practice spelling and tables.

5 Equality

5.1 The basic equality between all human beings has always been fundamental to Islamic belief and teaching. Al Ameen Primary School acknowledges and welcomes diversity among pupils, staff, governors and visitors. Our Equality statement, which includes our Accessibility Plan, outlines the commitment of the staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

Every member of the school community should feel safe, secure, valued and of equal worth. At Al Ameen Primary School, equality is a key principle for treating all people the same.

The school does not discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

(These are called 'protected characteristics' under the Equalities Act 2010.)

We promote the principles of fairness and justice for all through the formal and informal school curriculum that we provide in our school.

6 Inclusion and special needs

6.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so.

6.2 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special 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 organization. If

a child's needs are more severe, we consider the child for an Education Health Care Plan (EHCP), and we involve the appropriate external agencies when making this assessment and discuss action with parents. Where a child has an EHCP, we will work with appropriate external agencies to meet the needs of the child.

- 6.3** We consider our Gifted and Talented pupils to have special educational needs. Our special needs coordinator, along with the class teacher identifies these pupils and they work together to plan a challenging curriculum to extend and inspire pupils so they play a more active role in improving their own performance. In addition wherever possible, we use external agencies and our wider community to provide enriched and differing learning experiences for these pupils.

7 The Foundation Stage

- 7.1** The curriculum that we teach in the early years meets the requirements set out in the revised EYFS guidance. Our curriculum planning focuses on the seven areas of learning from the Early Years Framework and on developing children's skills and experiences, as set out in this document.
- 7.2** 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 other providers in the area.
- 7.3** During the children's first term in the reception class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.
- 7.4** At the end of the year, Reception children are assessed as Emerging, Expected or Exceeding in each of the 17 areas. A yearly analysis is completed and work continues, with the Early Learning Goals into Year one, as required, to aid transition for our pupils.
- 7.5** 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.

8 Key skills

- 8.1** We aim to develop the following skills throughout the whole curriculum:
- communication;
 - application of number;
 - information technology;
 - working with others;
 - improving own learning and performance;
 - problem-solving.
- 8.2** In our curriculum planning we plan to help children develop these skills, so that the children's progress 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.
- 8.3** Children are encouraged to be expressive and we value debate and discussion. The curriculum provides a range of opportunities for pupils to engage in debate and discussion around matters that are important to them or that revolve around current issues.

9 Monitoring and review

- 9.1** The governing body is responsible for monitoring the way the school curriculum is implemented.
This body reviews each subject area in its bi-annual cycle of review and development.
- 9.2** The Headteacher is responsible for the day to day organization of the curriculum. The Headteacher along with the senior leadership team monitors the teaching and learning, ensuring that all children have appropriate access to breadth of the curriculum.
- 9.3** Where there are subject leaders for specific subjects, they will monitor the way that subject is taught throughout the school. Where there isn't a subject leader for a specific subject, this responsibility is allocated to the curriculum coordinator. Subject leaders also have responsibility for a full review of their subjects.
- 9.4** Staff monitor the way they teach the subjects and are responsible for monitoring the way their resources are stored and managed. Where necessary, they work with the Headteacher to ensure relevant resources are made available.

Date agreed: 25/02/17

Review date: January 2019

Signed: 

On behalf of the Governing Board