



# Curriculum Policy

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## **Curriculum Policy**

### **Productivity, Integrity, Excellence, Courage & Resilience**

At Tarbiyyah Secondary Boys School our Islamic values permeate all that we do and stand for. It is the platform and the guide that allows our pupils to thrive in a safe and nurturing environment whilst giving them the space and confidence towards independent learning and thought. Our teachers and staff show passion towards education which is something that our pupils absorb and together with the broad and exciting curriculum opportunities allow them to deepen their knowledge and understanding of each subject. Above all we show our pupils that integrity is of moral value and provides happiness and honour through mutual respect and tolerance. We demand the highest levels of discipline and commitment from the students towards their education and to have the courage to unlock their true potential and rise to any challenge.

Our vision is a world where all people are safe, enlightened, educated, and free to make the best decisions for themselves, their environment and those people who are near to them or far away.

We have created an Islamic secondary school that focuses on tarbiyyah (spiritual and moral education) with an aim to instil a strong sense of Islamic identity and practice in our students. Our Mission is comprehensive in developing well rounded and capable students as follows:

1. To provide a comprehensive education that integrates Islamic knowledge with academic subjects.
2. To nurture students' spiritual and moral growth through Islamic teachings and practices.
3. To cultivate a sense of social responsibility and service to the community.
4. To prepare students to become responsible and ethical leaders who can positively contribute to society.
5. To promote environmentalism and encourage students to be stewards of the Earth.
6. To create a culture of social entrepreneurship and innovation that aligns with Islamic values.
7. To develop a sense of global citizenship and to prepare students to be leaders in a globalised world.

## Aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social, and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils, so that all our pupils attain the English Ebacc before leaving Tarbiyyah.
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.

## Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#)

## Roles and Responsibilities

### The school Trustees

The school trustees will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The school trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 16 that lead to qualifications, such as GCSEs, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The school trustees are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The school trustees are advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The SEN coordinator will ensure

- The proper provision is in place for pupils with different abilities and needs, including children with SEN and those with an EHCP>
- Subject leads to ensure effective implementation and sequencing of curriculum overviews and objectives.

## **Organisation and Planning**

### **The Curriculum Principles**

The principles underpinning the curriculum are:

**Balanced** - Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.

**Coherent** – Makes explicit connections and links between the different subjects/experiences encountered, to help transfer knowledge into long-term memory.

**Vertically Integrated** – Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at the subject means. This further ensures pupils are aided in transferring knowledge and skills into their long-term memories.

**Focused** – Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.

### **Literacy including speaking and listening**

Literacy is recognised in school as a foundation for all subjects. The skills needed for good oral and written communication are taught and encouraged across the curriculum; learning through talk is strongly promoted in all curriculum areas with speaking and listening featuring as a cross curricular tool to develop literacy skills. The school makes use of the library within the area that enables our pupils to take full advantage of their services, and to expand their love of literature. Information about individual pupils and their literacy requirements is shared between departments. Literacy in the school is coordinated and is taught as a cross-curricular topic. All teachers and support staff in school understand that the development of literacy is a collective responsibility.

### **A Curriculum to suit local context**

Pupils at the school come from diverse cultural backgrounds. The school offers the students opportunities in studying Arabic and Islamic studies all the way up to GCSE's if they wish. Our Islamic studies curriculum is one that prepares pupils for life in modern Britain with their faith and identity. The Islamic Studies curriculum also enriches pupils with knowledge about other faiths and beliefs as well as addressing issues of extremism, citizenship and British values.

The local curriculum subjects are streamlined with the core and foundation subjects, to ensure equal access to learning and with high expectations for every pupil.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

Spiritual, moral, social and cultural development is promoted in a variety of ways. The assembly programme includes contributions from a range of people from the local community. Religious Education lessons actively encourage students to examine the nature of religion, its beliefs and practices.

Students are encouraged to reflect upon their own attitudes and values, in both religious education and other lessons. In some subjects, PSHE and English, students explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences contribute to students a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral development is promoted through the use of praise and rewards; and discussion in many subject areas (e.g., History, Religious Education, SMSC and Citizenship) and through the consistent application of the code of conduct and by positive reinforcement of good behaviour. The ethos and practices of the school encourage students to learn to distinguish between right and wrong. We seek to promote good relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues.

Social development is promoted through many opportunities for students to work together, in a variety of situations, both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as the Student Council, working groups (e.g., road safety), representing the school at meetings, work in support of charities, and aiding parents'/carers' evenings and events.

Cultural development is encouraged both within lessons and through a very wide variety of extra-curricular activities such as celebration of cultural day, exploring local communities, and celebrating foods from around the world. Students also take part in a wide range of visits and trips to museums, buildings of historical importance, and foreign visits and exchanges. The range of cultures represented in the school is valued and celebrated, with regular educational displays of cultural artefacts and explanations of traditions.

## **British values**

The curriculum upholds and will not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. British values are embedded in the PSHE and Islamic Studies curriculums and are addressed in assemblies and all subjects.

## Regard for Protected Characteristics

We as a school ensure that the curriculum has a direct regard for Protected Characteristics in line with the Equalities Act 2010.

## **Schemes of learning and lesson planning**

Each subject area is required to have Schemes of Learning for all year groups. These schemes of learning are consistently followed by all teachers in their subject areas and their delivery is checked by the curriculum leaders. Schemes of Learning supply the content of the course and how it should be structured, so that students' skills, knowledge and understanding are developed progressively and consistently. These schemes of learning are supported by assessment opportunities and methods for ensuring standardisation of the student's achievements. Subject areas have marking policies that all staff who teach that subject follow. These strongly link to the whole school assessment processes and principles. Teachers plan individual lessons, or sequences of lessons, in different ways in order to match the needs of the students.

## **Curriculum content and delivery**

All children are taught in mixed ability classes, with children of the same age. Smaller groups are also created if support is needed.

### **Subject lesson allocation**

The school works a 32-lesson week with Monday and Wednesday Period 1 dedicated to an Assembly split by key stage. Lessons are 55 minutes long with two breaks and lunchtime.

### **Lunch Period and Break**

The school has a morning break and an afternoon break with lunch lasting 55 minutes. During the afternoon break pupils offer their afternoon prayers.

## **Key Stage 3**

At Key Stage 3 the school offers a broad and balanced curriculum, with students studying a core EBacc offer of Maths, English, Science, Languages (Arabic/French), Geography, History and Computer Science alongside PE, Creative Arts, Islamic Studies and PSHE.

There is extensive provision and, where needed, intervention through years 7 & 8 for the development of core numeracy and literacy skills, particularly in reading, writing, speaking and listening.

Pupils are set according to ability in Maths, English, Science, Languages and Humanities from Year 7, providing opportunity to target support for less able students and ensure stretch and challenge for the more able. Maths and English have added staffing resources distributed at KS3 to allow for smaller classes.

### **KEY STAGE 3 PROGRAMME OF STUDY (YEARS 7, 8 & 9)**

<b>SUBJECT</b>	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>
English Language	2	2	2
English Literature	2	2	2
Maths	4	4	4
Biology	2	2	2
Chemistry	2	2	2
Physics	2	2	2
Arabic	2	2	2
French	2	2	2

Computing	2	2	2
History	1.5	1.5	1.5
Geography	1.5	1.5	1.5
Art & Design	2	2	2
Islamic Studies	2	2	2
P.E	2	2	2
Qur'aan	3	3	3
PSHE	1	1	1

**Note:** A small group of students may have a personalised timetable that includes a more concentrated focus on core subjects to improve their literacy and numeracy.

#### KEY STAGE 4 PROGRAMME OF STUDY (YEARS 10 AND 11)

SUBJECT	GRADING	YEAR 10	YEAR 11
<b>CORE CURRICULUM:</b>			
EDEXCEL iGCSE Maths	9-1	4	4
EDEXCEL iGCSE English Language	9-1	2	4
EDEXCEL iGCSE English Literature	9-1	2	4
EDEXCEL iGCSE Science (Double Award)**	9-1	6	6
EDEXCEL iGCSE Islamic Studies	9-1	2	2
PSHE	1	1	1
<b>OPTIONS:</b> (Students choose 1 subject from Option 1 and 1 subject from Option 2)			
EDEXCEL iGCSE Business St/ AQA GCSE Computer Science (Option 1)	9-1	3	3

EDEXCEL GCSE History / AQA Geography (Option 2)	9-1	3	3
EDEXCEL Arabic	9-1	3	3
EDEXCEL GCSE Further Maths***	9-1	2	2
EDEXCEL GCSE Science (Triple Award)**	9-1	3	3
GCSE ART & DESIGN / Business Studies	9-1	2	2

\*\*Pupils will sit either the GCSE Science (Double Award) or the GCSE Science (Triple Award) dependent upon their End of Key Stage 3 Science Assessment.

\*\*\*Further Maths is offered as an added subject for the most able Mathematicians. All courses lead to a GCSE.

We have an ambitious target of entering all pupils for the English Baccalaureate. The majority of students can achieve 9 GCSEs. Whilst most students will complete 9 GCSEs, some students may complete up to 11.

**Note: We do give opportunities for pupils to sit their exams early provided the pupils on track to be achieving a grade 7 or above and is done at the discretion of the teacher only and evidence-based judgement.**

## **EBACC SUBJECTS**

We expect 100% of our students to study the EBACC Subjects. The only exception will be based solely upon teacher judgement after their Mock Exams in Year 11 or a judgement of the students abilities in Year 9. The teacher's judgement will be a combination of Mock Exam results and judgement of academic ability. If a teacher feels that a pupil would be struggling to achieve a pass grade at GCSE then the parents will be notified by the school.

## **Taking GCSE Exams in Year 10**

There is a possibility for pupils who are high performing to have the option of sitting some of their exams in Year 10. However, there are a set number of conditions that the school ensures are in place before students can be exposed to this option:

1. The pupil must be a higher ability student and be able to achieve a grade 7 or above in a full mock exam.
2. The judgement for a student to sit their exams is made solely by the teacher based upon the mock exam and prior attainment
3. Students can sit a maximum of 3 GCSE's in Year 10.

## **Careers education**

A structured programme of learning is planned through the PSHE curriculum. We expect students to develop an understanding of the demands and challenges of the workplace; the rewards and

satisfaction that work can bring; the rights and responsibilities of employers and employees; and knowledge of the requirements of employers and educational institutions and sources of information and guidance.

The programme operates from year 7 to year 11. Its principal features include:

- External agency support and careers advice
- awareness-raising;
- personal strengths analysis;
- job application and interview skills;
- research skills;
- action planning;
- careers interviews;
- information and guidance about post-16 and post-school education and career routes;
- work experience and work placements
- various events e.g., STEM activities

In Year 10 pupils are required to take part in Work Experience for one week at the end of the third term. Year 11's are given guidance to help them make A Level or Apprenticeship choices. Form times are used by teachers to speak to pupils about work and careers; a brochure of sixth form courses is provided; and pupils can make individual appointments with the Careers Lead for advice on further education choices and careers. Pupils are afforded the opportunity to visit the Annual Skills Show and for Year 7 and 8 there is the visit to the annual Big Bang Fair.

A dedicated part of the PSHE Curriculum focuses on Careers along with a Careers Lead to offer support, advice and updated information. The activities we offer are in line with the Gatsby Benchmarks.

At appropriate times throughout the year professionals of various industries; engineering, medicine, food, are invited to speak to pupils, to inspire and help them see the world of work and to discuss routes into those fields and alternative pathways.

The curriculum and wider school experience encourage pupils to acquire skills essential for adult life. Students are encouraged to take on student leadership roles in the form of school Prefects or acting as representatives on the student council.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment - intervention in year 7 (English and Maths)
- Pupils from disadvantaged backgrounds
- Pupils with SEN/EHCP – Coordinator to hold regular meetings with teachers.
- Pupils with English as an additional language (EAL)

- Phonics support by using a validated SSP; Little Wandle and Lexonik.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## **Monitoring arrangements**

School trustees check whether the school is following the teaching of a “broad and balanced curriculum” Which includes the required subjects, through:

- school visits,
- meetings with the school council,
- Learning walks

Subject leaders/curriculum leaders check the way their subject is taught throughout the school by:

- Planning Scrutinies,
- Learning Walks,
- Book Scrutinies

Subject leaders/curriculum leaders also have responsibility for checking the way in which resources are stored and managed.

This policy will be reviewed every July by the headteacher. At every review, the policy will be shared with the schools' trustees.

## **Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy
- Equal Opportunity Policy