



Curriculum Policy

Suffah Primary School & Nursery

Summer 1 2020

Review Date: Summer 1 2022

1. VISION, AIMS AND ETHOS

We aim to ensure that pupils emerge as intellectually curious, resilient, enterprising and independent lifelong learners.

1.1. Our Vision and Aims

The vision for our school is:

- To provide a stimulating, diverse and enriching curriculum
- To nurture pupils to have impeccable Islamic character and to be exemplary British citizens

This is realised through our school aims:

- To nurture respectful, responsible children who reach their full potential.
- To create an environment where every child is able to achieve, develop their self-confidence and nurture their self-esteem, whatever their starting point.
- To provide stimulating learning opportunities and environments that engages children and promotes passion for learning.
- For children to develop pride in their work and in all that they do.
- To celebrate all success.
- For children to behave in a way that promotes everyone's enjoyment in school.
- To create an environment where children feel safe and secure from bullying, racism and discrimination, and a place where they are assured of strong support from staff should they ever feel threatened.
- To create a place of study that encourages a healthy lifestyle, good behaviour and high expectations, and achievements.
- To embrace, value and celebrate all cultures represented in school.

In addition, we provide a wide range of opportunities outside the classroom which are designed to develop pupils who are well qualified, creative thinkers, caring and insightful.

1.2. Our Ethos

Our ethos cultivates an appetite for achievement, a determination to succeed and a lifelong love of learning. Within the classroom, we encourage pupils to strive for the highest academic standards, to seize the many learning opportunities provided and to celebrate their achievements and those of their peers. Academic learning is enriched outside the classroom with a wealth of activities that enable pupils to grow in confidence, work effectively in teams, develop leadership skills and gain a sense of service to others. Being a faith-based school, our ethos is Islamic but any child or staff from any background will find our ethos warm and welcoming.

2. MISSION STATEMENT

- To achieve excellence in an inspiring, safe and creative environment

This policy aims to:

- 1) Raise pupil achievement, support school improvement and staff development

- 2) Create and maintain a common approach to effective teaching and learning within a positive learning environment
- 3) Provide a foundation for much of the school's work in establishing consistency, continuity/progression and high expectations
- 4) Be an instrument for school self-evaluation

2.2. Objectives

This policy will help staff to:

- 1) Recognise and apply the features of an 'outstanding' lesson
- 2) Improve the learning environment
- 3) Apply the principles underlying 'how pupil's learn most effectively' in lesson planning
- 4) Understand/play their role in monitoring the quality of learning and teaching

3. Values

3.1 Suffah 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.

3.2 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, tolerance and equality for all categories of people with special regards to the protected characteristics set out in the 2010 Act (a).

4. ORGANISATION AND PLANNING

4.1 We plan our curriculum in three phases. We agree a curriculum overview for each key stage. This indicates what topics are to be taught in each subject over the whole year. We review this overview 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:

- English = 6 hours
- Maths = 5 hours
- Islamic studies = 1 hour
- Arabic = 1 hour
- Quran reading/memorisation) = 2.5 hours
- Science = 1 / 1.5 hours
- PE = 1 / 1.5 hour
- Geography & History = 1 hour
- Art = 1 hour
- Nasheed = 0.5 hour
- PSHE (Personal, Social and Health Education, (Sex and Relationship Education) = 1 / 2 hours (including Tarbiyyah Time)
- Religious Education (KS2), = 0.5 / 1 hour
- Computing & Design Technology = 1 hour
- Guided reading/Spelling, Punctuation and Grammar (SPAG) = 1 / 2.5 hours
- Assembly = 0.75 hour
- Golden time = 0.5 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 English or Science with Maths etc.

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. If a child displays signs of having specific needs, his/her teacher makes an assessment of this need and refers him/her to the SENDCo. 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 receive support from external agencies. Please refer to our SEND policy.

5.3 The school provides an Individual Learning Plan (ILP) 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.

5.4 The school provides for pupils who have an EHC plan.

6. The Early Years Foundation Stage

6.1 The curriculum that we teach in the reception class meets the requirements set out in 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. EFFECTIVE LESSON PLANNING LINKING IT TO ASSESSMENT

Lessons planned by teachers at Suffah Primary School should demonstrate the following characteristics: -

7.1. Learning objectives and outcomes of the lesson are clear (Learning Objective: LO & Success Criteria: SC) and are understood by pupils and adults.

- 7.1.1. The three-part lesson structure is used (starter / main activities in episodes / plenaries after each activity)
- 7.1.2. Resources are well prepared, in good condition, and used appropriately
- 7.1.3. Different learning styles (visual, auditory and kinaesthetic) are all planned for, resulting in high levels of engagement
- 7.1.4. Expectations are high for behaviour and quality / presentation of work
- 7.1.5. The pupils are given opportunities to develop as independent learners and make decisions and choices for themselves.

7.2. Continuous assessment for learning makes the lesson flexible and responsive to the individual pupil's learning needs. (ref Planning & Assessment policy)

7.3. Differentiation throughout the lesson challenges all pupils (including SEN/Higher Ability) and encourages creativity and reflection.

7.4. Effective use of assessment when planning.

- 7.4.1. A positive classroom climate is created through genuinely constructive praise, assessment feedback & rewards.
- 7.4.2. The teacher's subject knowledge is extensive to allow him/her to pick up any misconceptions and answer any pupil's question.
- 7.4.3. TAs involvement is well planned to allow them to support, reinforce and extend the lesson
- 7.4.4. Cross curricular themes are developed explicitly where appropriate (English, Maths, BV, SMSC, ICT, ToW etc)
- 7.4.5. Homework is integrated into the lesson plan to consolidate or extend learning (ref Homework policy)

The generic lesson planning proforma will be used to guide this process

8. EFFECTIVE LEARNING ENVIRONMENTS.

At Suffah Primary School, classrooms and other learning environments should demonstrate the following characteristics:

- 1) Well maintained & stimulating displays (including pupil's work) that reinforce learning across the curriculum area(s). They are regularly changed.
- 2) Resources are organised, respected, relevant and accessible.
- 3) Classroom and furniture layout promote learning and health & safety.
- 4) Rules, rewards and learning objectives/outcomes are clearly displayed.
- 5) The environment is welcoming and shows that adults and pupils respect each other.
- 6) The environment is clean and tidy

9. EFFECTIVE LEARNING

In planning for effective learning and teaching at Suffah Primary School, colleagues should apply the following basic principles about how pupils learn:

Pupils learn most effectively when: -

- the purpose of the learning is clear
- goals and targets for the learning are agreed
- they are involved in the planning and management of their learning
- they realise that there is something worth investing effort in
- the learning maintains an element of challenge
- the learning is surprising and spontaneous.

In planning the learning targets, tasks & activities will be carefully selected to take account of individual needs.

In this respect, it is important for Suffah Primary pupils that:

- schemes of work are designed for all pupils, catering for differing abilities
- activities and tasks are planned to allow pupils to progress at an appropriate pace
- individual targets are based on pupil's assessment and prior learning
- Individual Learning Plans (ILPs) are used in planning appropriate learning experiences where needed
- relevant skills are integrated in the SoW

We also believe that pupils need to develop the following personal skills to enhance learning:

- listening skills,
- use of time,
- use of the school environment,
- use of books and presentation skills,
- personal organisational skills,
- use of equipment

as well as these key learning (thinking) skills

- Information processing
- Reasoning
- Enquiring
- Creative thinking
- Evaluation;

and the 6 key skills which help pupils improve their learning and performance in education, work and life:

- Communication
- Application of number
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving.

10. MONITORING OF LEARNING & TEACHING

Monitoring of learning & teaching has the aim of raising attainment, encouraging the sharing of good practice, individual professional development and overall school improvement. A monitoring programme is set up to support the School Development Plan/ Post Inspection Action Plan using the following criteria:

Best practice suggests that when monitoring the quality of learning there should be evidence that all pupils in a lesson:

- Acquire new knowledge or skills, develop ideas and increase their understanding
- Apply intellectual, physical or creative effort to their work
- Are productive and work at a good pace
- Show interest in their work, are able to sustain concentration, and think and learn for themselves
- Understand what they are doing, how well they have done and how they can improve.

Learning & Teaching are monitored in the following ways:

- 1) the SMT through regular and planned classroom observation, sampling of lesson plans, monitoring of Schemes of Work, sampling of pupil's work & quality of marking, talking to pupils and by monitoring pupils' achievements in the analysis of internal & external assessment data
- 2) by subject leads through regular and planned sampling of lesson plans, talking to pupils, sampling of pupils work/marking, classroom observation within the agreed programme of monitoring and by monitoring pupils' achievements in the analysis of internal & external assessment data
- 3) by Governors through regular and planned reports by and discussions with subject leads and the Headteacher.
- 4) It will be ensured that all teachers are given feedback on their strengths and areas for development within their planning.