

CURRICULUM POLICY

RATIONALE

Al Huda Primary School is committed to unlocking the potential of all learners. This policy aims to help all learners achieve academic success through a broad, balanced and intellectually stimulating education. It seeks to provide learners with opportunities to fulfil individual potential both through independent effort and collective endeavour. The curriculum will embed the love of learning and support learners in developing enquiring minds.

The aim of our curricular provision is, ultimately, to enable learners to benefit from the opportunities of life and to face its challenges. Learners will be encouraged to take on responsibilities in school, offered guidance and counselling to prepare them for the transition to the world of work. They will develop essential communication and interpersonal skills before they leave school.

A great deal of emphasis will be laid upon the spiritual and moral development of all learners. The curriculum will enable learners to differentiate between right and wrong. This will help them become responsible citizens and productive members of society.

CURRICULUM AIMS

The school's curriculum aims to:

- Equip learners with a strong skills base in numeracy and literacy
- Help them acquire strong speaking and listening skills
- Develop learners' skills in the use of Information and Communication Technology
- Develop their knowledge of Science and the environment
- Develop their creativity through arts and crafts
- Support learners in becoming independent individuals who will have the ability to think critically and develop their own opinions
- Develop learner's intellectual capacities
- Guide learners into becoming confident and healthy individuals
- Enable learners to differentiate between right and wrong
- Build on learners' awareness and respect of the diverse community in which they live
- Instil religious and moral values, cultural awareness and tolerance of other faiths and cultures
- Support them into becoming positive role models and productive citizens

To achieve the aims of the curriculum, teachers will:

- Provide well planned lessons, matched to learners' needs, recognising their different learning styles and incorporating effective teaching methods, suitable activities and wise management of class time
- Giving learners increasing independence and responsibility for their work as they mature and maintaining high levels of learners' involvement in tasks
- Showing a good understanding of the aptitudes, needs and prior attainments of the learners and ensuring that these are taken into account in the planning of lessons
- Demonstrating appropriate knowledge and understanding of the subject matter being taught in order to provide challenge for all abilities

- Utilising effective teaching methods with suitable activities and wise management of time and resources including ICT
- Providing stimulating and appropriate homework
- Encouraging learners to behave responsibly through the good discipline and encouragement promoted by our behaviour policy

Teaching methods will take into account the multiple intelligences of learners. Teachers will plan lesson that are tailored to different learning styles. Activities will include:

- Investigation and problem solving
- Research using a variety of media
- Group and paired work
- Independent and whole-class work
- Question and answers including open questions
- Fieldwork and educational visits
- Links with outside agencies and guest speakers
- Creative and artistic work
- Discussion, debate, role play and oral presentations
- Designing and making
- Participation in sports and physical activity

Effective learning takes place when:

- Learners are made aware of the lesson objectives at the start of the lesson are directed towards the outcomes at the end
- Learners are enthused by their learning experiences
- Lessons are linked to prior knowledge
- There is good interaction and collaboration between teachers and learners
- Learners are encouraged to take responsibility for their own learning
- Learners are involved in reviewing the way they learn and set their own individual targets for improvement
- Learners reflect upon their progress
- Learners are focused on tasks set by the teacher

Differentiated tasks will be set where appropriate. Teachers will plan for each learner so that they are stretched and challenged appropriately. The following subjects will be taught to provide a comprehensive education:

- Literacy
- Numeracy
- Science
- Arabic
- Personal, Social, Health and Citizenship Education
- Information and Communication Technology
- Physical Education
- Topic
- Art and Design
- Religious Studies

- Nasheed

ASSEMBLIES

All learners will participate in weekly assemblies. The topics will reflect national and international days. Learners will also take part in delivering some sessions. The achievements of hardworking learners will be celebrated during these sessions.

PLANNING

To support staff in providing high quality teaching and learning staff will use Hamilton Trust as a guide. Planning will be adapted to suit the needs of individual learners.

HOMEWORK

Homework is an essential part of the teaching and learning process. Homework will be set to allow learners to take responsibility for their own learning and help them to meet deadlines. This will develop their ability to learn independently and cope under pressure.

Purpose of homework:

- Provides opportunity to develop organisational and self study skills
- Develops skills of research and time management
- Sustains learning outside class and helps preparation for future lessons
- Encourages reading
- Enables use of adults other than teachers in the learning process

PROCEDURE

- Pupils will be provided with clear guidance on homework requirements
- Homework tasks will be appropriate to the level and ability
- Differentiated tasks will be set appropriately
- Staff may set a variety of tasks including written work, reading, research etc

DIFFERENTIATION

Teaching staff may wish to make use of the following advice:

TEACHING STRATEGIES

- *Work should be produced in stages in each lesson, each task getting a little more challenging than the first*
- Questions both oral and written, asked in escalating forms of difficulty. Care taken by the teacher to target the right level to each learner using Blooms Taxonomy
- Open ended questions that can follow a range of responses from all ability levels, without there being an obvious 'right' or 'wrong' answer
- Sometimes group work can be used to allow either a mini-set within a class or the pairing of more /less able

- Work that requires problem solving often seems to be an effective way of getting the full ability range to understand tasks

RESOURCES

- Use of appropriate material, textbooks and media
- Encourage the use of learner experience/own knowledge to try and set work into a more recognisable context
- Using more than one approach in a lesson
- The use of class assistants other than teachers can broaden perspectives
- Sensitive staffing policies can help, by matching teachers and classes carefully

PREPARATION

- Setting clear standards for each group may lessen the feeling that lower ability learners 'fail' because they don't reach the same level as higher ability learners
- The arrangement of the furniture or classroom can affect learners' a teacher for help
- Adequate supply of resources are necessary to prevent a more able learner being 'hindered' by a slower working partner, or the slower learner being ridiculed by the more able

MONITORING AND REVIEW

The curriculum will be review by the school leadership on an annual basis to ensure that learners are receiving the best possible learning experience.

This policy was adopted at a meeting of:

Al-Huda Primary School

Held on:

September 2023

Date to be reviewed:

September 2024

Signed on behalf of Al-Huda Academy:

Zeinab Bhikha

Name of signatory:

Zeinab Bhikha

Role of signatory:

Headteacher