

AL-IKHLAAS PRIMARY SCHOOL



Curriculum Policy

Intent

The bespoke curriculum at Al-Ikhlaas reflects the overarching goals of the school's vision. We aim to develop a love for learning whilst nurturing pupils to become ambitious, independent and effective learners in a secure learning environment that promotes diversity and equality. It is imperative and such a successful environment is based on positive relationships and is based around an enriched curriculum that is full of opportunities for all pupils to develop and blossom. We are committed to providing the highest quality of educational provision for all our children - which will enable them to reach their full potential and exceed the levels of knowledge, understanding and skills that British and International society demands for their future lives. We strongly focus on developing a strong sense of community and aim for each pupil to take responsibility seriously in making positive contributions to society.

Al-Ikhlaas Primary School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of School life.

Our aim is to meet the needs of young people by preparing them for adult life in the 21st century.

Al-Ikhlaas Primary School is built upon Five Pillars:

1. Achieve the highest standards in education, behaviour and morals.
2. Create a safe, caring, and stimulating environment that is well organised and comprehensively resourced to facilitate effective learning.
3. Provide opportunities to develop social skills to enable children to work with the diverse groups British society is composed of, and to demonstrate a caring attitude towards others and the world around them.
4. Develop a partnership with parents and the wider community to provide the best for their children, both in their learning and character development.
5. Provide the children with a sound knowledge of Islam which is founded upon the methodology of the pious predecessors; knowledge which will encourage children to adhere to their religion in a noble and dignified manner that prioritises social harmony.

Curriculum: Intent, Implementation & Impact

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Our curriculum is purposefully focused around excitement and love for learning and is carefully tailored to the needs (to become successful) of our pupils. It has been carefully developed to ensure we:

Develop characteristics of effective learning. In order to develop pupils' attitude and behaviour of learning it is imperative that as educators, we succeed in fostering a love and lasting enjoyment for learning, an enthusiasm which empowers learners to develop their curiosity, cooperate and feel secure to explore the unknown. They should acquire skills to enable them to concentrate and persevere in an opportunistic environment that allows them to exercise resilience, collaboration and self-improvement. Our unique curriculum aims to ensure provision for equal access for all pupils to a full range of learning experiences beyond statutory guidelines. As the pupils prepare for secondary school, it aims to develop lively, enquiring minds with an ability to question and argue rationally and apply themselves to tasks. Our curriculum is broad and balanced, differentiated and easily allowing progression and continuity, coherence and cultural capital. It will play a vital role in equipping our pupils access to skills and experiences that will prepare them for a bright future)

Develop character building, achieving excellence in education, behaviour and morals. Al-Ikhlaas curriculum promotes pupils' spiritual, moral, cultural, emotional and physical development at school level as well as at wider community level. It encourages pupils to understand spiritually as a whole, in themselves and others whilst celebrating differences. It nurtures pupils to develop social skills to enable them to effectively interact and engage with all its diversity, particularly the diverse groups British society is composed of, and to demonstrate a caring attitude towards others and the world around them. The curriculum enables them to become confident and ambitious individuals holding a strong sense of morality who are able to live safe, healthy and fulfilling lives. It will enable pupils to view learning as enjoyable and rewarding and at each stage will firm the foundations for further learning.

Each subject will have its own intentions.

Implementation (Also refer to Appendix A)

The curriculum is implemented with our aims at the forefront. How we implement it will reflect the overarching aims of the school. It will ensure pupils develop and acquire effective learning styles. Pupils will strive to achieve excellence in education, social skills and behaviour via a wealth of opportunities provided for them.

All statutory elements of the curriculum reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.

The basis of teaching is derived from the national curriculum but our curriculum is certainly not confined by it.

Our curriculum provides enriching experiences that prepares our young pupils for a bright future. It provides excitement and motivation and maintains pupil enthusiasm throughout their years at Al-Ikhlaas. Below are some examples of initiatives we do at Al-Ikhlaas:

Work experience for y6 pupils, Al-Ikhlaas Enterprise, Magistrates debate, Interfaith workshop, International day, transition days, Clean the Streets day, hospice and hospital visits, tea party for hospice patients, various clubs promoting skills from computing to sports, visiting homeless shelter with gifts for Winter, animal visits, fundraising for charities both on a local and global level, parents fusion breakfasts, Science workshops, swimming, MMA, kickboxing, extra arts, visits from Police; road safety; local MP; fire brigade, careers fair with up to 50 professionals to showcase their professions and inviting local schools, reunion parties for previous students, open day for partner school, excursions – a minimum of 6 excursions per child per year ranging from museums to canoeing, residential trips for upper KS2, Maths boosters, Science sessions in Secondary school, professional PE coach from a youth worker, Sports tournaments with other schools, sports lessons from Blackburn Rovers, holiday activities, sports day, spiritual leader assemblies, class performance assemblies, literacy numeracy workshops for parents, 4 progress meetings per pupil per year, work experience for previous students and other students, creative holiday projects, opportunities to go live on air reading poetry on Pendle Radio and much more.

Topics in Geography, History, Science, Character development/PSHE etc are carefully selected to emphasise the theme. (See curriculum maps) Assemblies are also based around the theme. Trips are organised every half term and are also based around the theme to ensure each pupil acquires a deep holistic understanding of the theme. Additional experiences are carefully planned to enhance learning, to instil responsibility and help our pupils grow and ensure a smooth transition into the next stage of their life

The amount of time provided for teaching the curriculum is adequate and is reviewed by the Head Teacher and governors annually. The individual needs of some students are met with enhancing parts of the curriculum via intervention programmes.

The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve at least 4 times a year.

Further meetings are arranged as necessary

The governing body is fully involved in decision making

processes that relate to the breadth and balance of the curriculum (reviewed annually).

The governing body is advised on statutory targets in order to make informed decisions.

The governing body will ensure that:

it considers the advice of the Head teacher when approving this curriculum policy

progress towards annual statutory targets is monitored.

It contributes to decision making about the curriculum.

The Head teacher and the subject leaders will ensure that:

they have an oversight of curriculum structure and delivery within their key stage

detailed and up-to-date schemes of learning are in place for the delivery of subjects within their key stage.

schemes of learning are monitored and reviewed on a regular basis.

levels of attainment and rates of progression are discussed with subject teachers on a regular basis and that actions are taken where necessary to improve these.

The Head teacher together with subject teachers will ensure that:

- o Long term planning is in place for all subjects. Such schemes of work will be designed using the school pro-forma and will contain curriculum relevant detail
- o schemes of work encourage progression at least in line with national standards.
- o There is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff.
- o there should be consistency of approach towards assessment.
- o They keep the Head teacher informed of proposed changes to curriculum delivery.
- o all relevant information/data is shared with the Head teacher.
- o student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- o Shares practise with other colleagues in terms of curriculum design and delivery (during planned cooperative planning meetings)
- o oversee cpd needs (together with governors) with regard to curriculum planning and delivery.

Teaching staff and learning support staff will:

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

keep up to date with developments in their subjects.

have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students

share and exchange information about best practice amongst their colleagues in different schools and through external networks (including relevant online forums), resulting in a dynamic and relevant curriculum.

participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

work in partnership with other agencies (Local businesses, mentors, volunteers) to provide an appropriate range of curriculum opportunities.

Students will:

be treated as partners in their learning, contributing (where appropriate) to the design of the curriculum (Via annual pupil voice surveys as well as elected school council representatives).

have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.

be given additional support if they start to fall behind in their learning, helping them get back on track quickly (through planned intervention where appropriate – during lunch and quran sessions).

Parents and carers will:

be consulted about their children's learning and in planning their future education (via parents' evenings, yearly open evenings, x3 reviews over the year and end of year reports etc.).

be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.

be informed about the curriculum on offer and understand the rationale behind it (Parents will be given updates via whatsapp and class dojo)

have the opportunity to raise any issues, concerns or positive feedback by speaking to the Head teacher in person before or after school or by appointment during school hours. In addition, their views will be canvassed via an annual questionnaire.

Impact

Monitoring, evaluation and review

The governing body will receive an annual report from the Headteacher on:

- The standards reached in each subject compared with national and local benchmarks. Regular analysis of review/report data measured against targets.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students.
- the number of students for whom the curriculum was dis-applied and the arrangements which were made.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school

Islamic Education

As a faith school we are committed to support the personal faith journey of our pupils through an exciting, relevant and inspiring programme of Islamic Studies and Religious Education throughout all seven years of their education. This aspect of the curriculum will result in a programme which supports both the individuals' understanding of their own and others' faith (or indeed those of no faith) and their spiritual, moral and social development (PSHE).

Extra curricular

We have after school clubs and lunch time clubs running throughout the year.

Our teachers will be supported by mentors from our University partnership tutors to ensure standards of delivering the curriculum remains high. Pupils will also be able to get advice and support from these mentors.

Pupils will have ample opportunities to become familiar with public institutions. Visits will be organised to local magistrate courts. We will also organise for the local MP, police community support officers and the fire brigade to come in as speak to children during extended assemblies through the academic year. In addition, pupils will learn about democracy and parliament through the PSHE curriculum and through

opportunities to question the local MP and/or elected councillors. We will also establish links with the multifaith forum in Lancashire and arrange visits to places of worship belonging to other faiths.

Appendix A: Class sizes and subject periods

In years R -6 the number of students in each class/year group will be an average of 21.

The school day begins at 8.40am and ends at 3.30pm. On Fridays we will finish at 11.30am.

| SUBJECT | PERIODS |
|------------------------|----------------|
| English | 5 |
| Maths | 5 |
| Science | 2 |
| PE | 2 |
| Art | 2 |
| Qur'an/Islamic Studies | 3 |
| Computing | 1 |
| Arabic | 3 |
| History | 1 |
| Geography | 1 |
| PSHE | 1 |

NOTE: If needed some students may have a personalised timetable that includes a more concentrated focus on core subjects to improve their literacy and numeracy.

Last updated in Oct 2024.

This policy will be reviewed annually by the Head Teacher and governors.