



Madni Academy

A quest for faith and knowledge

EARLY YEARS PRIMARY SECONDARY

Curriculum Policy (Primary)

Approved by: GB

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Last reviewed on: January 2022

Next review due by: January 2024

Our Mission and Vision statement

Mission Statement

***'A father can confer on his children nothing more valuable than the gift of education; it is better that a man should secure a good education for his children than he should leave a treasure of gold and silver for them.'* (hadith)**

Vision

To prepare and equip our children with the values and skills needed to develop them into confident young Muslims, proud of their identity and ready to make a positive contribution to wider society.

Aims

In order to meet our vision we aim to:

Build a firm foundation in our students for future development and involvement as active and confident members of the Islamic Sunni faith and of Society as a whole, according to the Quran and Sunnah.

Equip our students with skills to face the challenges of today's changing world by encouraging communication, personal growth and confidence at all levels.

Develop an understanding and respect of other faiths and cultures existing in our society

Madni Academy (Primary) aims to offer a holistic curriculum to all students, endorsing equal access to learning for all and inspiring our pupils using appropriate levels of challenge and support, thus preparing them for the future.

Our curriculum also aims to:

- Support and enhance our core values of kindness, tolerance, respect and excellence
- Provide access and support to all students including SEAL/EAL
- Promote a positive attitude towards learning
- Enable all students to develop relevant knowledge, understand concepts and acquire skills needed for life and the next stage of learning.
- Provide a full range of subject choices to all students including: Phonics, Literacy, Maths, Science, History/Geography, Art/DT, PSHCE, P.E, Islamic Studies and Arabic.
- Provide in-depth, stimulating learning experiences that engage each student and provide appropriate levels of stretch and challenge
- Support students' spiritual, moral, social and cultural development

- Support and encourage healthy lifestyles
- Provide students with the knowledge and skills required to keep themselves safe at school and in the wider world
- To prepare students for the world of work and lifelong learning
- To ensure the Islamic faith is embedded throughout the curriculum.
- To create holistic well rounded Muslim citizens that have the confidence to benefit wider society and create an impact beyond the walls of the classroom, mosque and their homes.
- To shape confident and well-rounded Muslim citizens for the modern world.

What is the purpose of our curriculum? (Intent)

Our 'all-through' transdisciplinary curriculum is designed to meet the needs of students from the ages 3-11 to ensure we create well-rounded students that are fully prepared for life beyond Madni Academy. Our curriculum follows elements of the National Curriculum and students gain key knowledge, skills and understanding across all the phases. We match our curriculum to the abilities, interests and aspirations of our students, to give every student the opportunity to aspire for excellence. We value the contribution that creative and practical learning brings to a child's development alongside the traditional academic subjects.

How will it be taught? (Implementation)

Through our unique PACE Curriculum students will be given the opportunity to express their knowledge, skills and understanding through Participation, Application, Communication & Exploration. The PACE framework;

Participation	<p>Engagement in the lesson. Good attitude to learning. Pupils playing an active role in their learning. Development of speaking and listening skills. Team work. Perseverance.</p>
<p>Examples: starters, challenges on board at start of lesson, valuing opinions of others, active reading together, competitions, challenges, pair work, group work, sharing ideas and completion of classwork and homework.</p>	

Application

Demonstrate learning through written and verbal responses.
Applying key knowledge and linking ideas.
Applying skills and knowledge across a range of subjects.
Linking learning to real life experiences.

Examples: Work in books / folder, creating a performance, debating, reading stories, reading to others, competitions, letter writing, Reading logs.

Communication

Presentation of self and work.
Use of voice - tone, volume, pitch.
Management of self.
Adapt behaviour for different roles.
Use more complex vocabulary.
Listening attentively.
Expressing opinions, emotions and ideas.

Examples: talking partners, speaking and listening, answering questions in class, social situations and role play, turn taking, the art of conversation, different reasons and styles of communication, standard and non-standard English, body language, eye contact.

Exploration

Investigating ideas and knowledge.
Thinking independently.
Questioning and source analysis.
Research and interpretation of data, knowledge and content taught. Create, problem solve, analyse, evaluate and be inquisitive.

Examples: Science experiments, source analysis in history, creation of ideas in art and drama, exploring issues in PSHCE, trying new activities, getting things wrong, engaging in extra-curricular activities.

How do we ensure students are making progress (Impact)

The impact of the curriculum will be evaluated by school leaders by monitoring the progress of all children over time, within all pupil groups. In so doing, subject leaders will ensure that:

- Teaching matches or exceeds the breadth of the national curriculum;
- There is necessary time allocated for the meaningful coverage of their subject area;
- That the teaching in the subject area is closely matched to the skills and knowledge which all pupils, need to succeed in life;
- That opportunities are taken, when presented, to promote reading and writing during lessons;
- Pupils can articulate, at an appropriate level, learning that has taken place;
- Pupils progress is monitored in an appropriate way with timely feedback provided;
- There are opportunities for learning in their subject area to be enriched beyond formal classroom teaching.

The impact of the curriculum is monitored through our End of Topic and End of Term Assessments. Core subjects are assessed both in a summative and formative manner. All students in each year group are assessed through both classwork and formal assessments three times a year. The data captured is scrutinized and feedback is given to staff, who amend planning accordingly. Foundation subjects are assessed through quizzes, target sheets, mind-maps, work produced to name a few.

Through a robust quality assurance process, senior leaders and subject leaders monitor the impact of the curriculum through regular meetings, book scrutiny's, lesson observations and through talking to students and staff to monitor appropriateness and rigour of assessments. CPD requirements are identified and put in place for all staff.

We also communicate to parents throughout the year of both concerns and progress through Class Dojo and Face-to-Face meetings. Parents also have an opportunity to speak to teachers directly whilst receiving feedback during Parent Review Meetings, whereby progress and target areas are shared. An end of Year report outlines progress made by the student and their End of Year Assessment results.

Roles and Responsibilities

Subject Leads have responsibility for the leadership of their subject area; for developing and updating the curriculum and for monitoring its provision. Class teachers are responsible for ensuring the satisfactory content and delivery of the curriculum and keeping up to date with curriculum developments. They ensure that the curriculum is well-planned and taught and that the aims are achieved for their class. They regularly review and, if necessary, update medium-term plans.

We regard education as a partnership between school and home, only through this will our children be nurtured physically, spiritually and morally. Just as the emphasis is given on Tarbiyah in school, we expect parents to uphold and maintain such values at home.

The Primary Manager and Curriculum Lead monitor the overall delivery of the curriculum and its effectiveness. The curriculum is reviewed regularly through discussions with pupils and staff.

Curriculum planning guiding principles

All teachers and leaders recognise the value of curriculum and its power to transform lives and our approach to curriculum planning is guided by the following principles:

- The curriculum is never finished. We must constantly review and revisit. The best teachers and the best schools practice curriculum planning regularly and review their plans systematically.
- Our curriculum is rich with powerful knowledge and teachers have absolutely clarity on what students need to know in the long term and at each stage of their education. The curriculum is sequenced to build pupil memory and cultural capital.
- In all lessons pupils are tasked to work hard and practice applying key knowledge deliberately.
- Our curriculum is tailored to the needs of our pupils. We are intentional about closing gaps through responsive teaching and planning.

Curriculum Organisation and Planning

The curriculum is subject based, with all students studying the full range of subjects in each year group. Curriculum documentation enables effective planning and intellectual preparation to take place. Great curriculum documents are simple to use and contain all of the key information a teacher needs in order to plan for progress over time and in the short term.

We plan our curriculum in three phases. We agree a scheme of work for each subject which indicates the intent, implementation and impact of the curriculum, as well as skills and knowledge base. This is supported by a curriculum map and a long term plan for each Key Stage, which indicates the units to be taught. For each long term plan or scheme of work there are accompanying central lesson resources in the form of a PowerPoint, meaning that teachers do not create their own lesson resources from scratch, but focus on how to adapt their teaching through delivery.

Spiral Curriculum

The curriculum has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils revisit key areas throughout Ks1 and Ks2 where possible (e.g. Maths/Literacy).
- ✓ Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Prior learning is revisited and new knowledge added that is age/ stage appropriate.

Key Stage 1 and 2

At Key Stage 1 and 2 students study the following subjects: Literacy, Maths, Science, History/Geography, Art/DT, Computing, PSHCE, PE, Islamic Studies and Arabic.

At Key Stage 1 students have an increased focus on Phonics in the form of daily sessions on a morning. Phonics is also embedded throughout lessons and opportunities to read. We use the Twinkl Phonics (approved by the DFE) curriculum, making adaptations as necessary to suit the needs of our students.

Our core subjects (Maths, Literacy and Science) are allocated more time to allow the curriculum to be taught fully and for the acquirement of key skills needed to progress on to the next stage of learning. We currently use the Power Maths and Wordsmith Schemes of work which are based on the National Numeracy and Literacy Strategies for schools. These are reviewed and adapted to better suit each co-hort.

The Foundation subjects have broad programs of study and are consequently covered over a two-year rolling programme. This ensures that we are able to allocate enough time for students to have the opportunity for in-depth study of a topic and to ensure no unnecessary repetition takes place.

History/Geography and Art/DT are taught in an alternating-cycle. This means that, for example, a greater-emphasis is placed on History in Term 1a, whilst the focus then switches to Geography in Term 1b. This allows a broad range of topics to be covered over the course of the academic year.

Literacy skills are applied and encouraged in all curriculum areas and enables students to articulate their understanding and learn with enthusiasm and independence.

Our curriculum in every subject is planned to ensure pupils leave with exceptional outcomes, both in their examinations and in their personal development. We ask every child to strive for personal excellence as well as leaving with the right qualifications to prepare them for the next stage.

Islamic Ethos

The taught and untaught curriculum is infused with Islamic principles to reflect the ethos of the school. Staff will endeavor to inculcate a love for Islam through their teaching and conduct.

Equality Act 2010

- To ensure that the curriculum incorporates statutory requirements, including the Equality Act of 2010, and the protected characteristics; disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, yet is flexible and relevant to student's needs. Our curriculum celebrates what we have in common and promotes respect for the different protected characteristics as defined in law.

Religious Education

- Religious Education (RE) makes a significant contribution to the personal development of young people. KS1 and KS2 have discrete Islamic Studies sessions each week.

Relationships Education

- Relationships Education is taught as a discrete session at the end of each half-term.
- The curriculum for RE meets the national and local guidelines and is inclusive and age appropriate; it reflects the Islamic ethos of the school. The school has adapted the Association of Muslim Schools RSE planning for primary schools.

British Values

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects, and reflected in our Islamic values of kindness, tolerance, respect and aiming for excellence.

Safeguarding

- The school teaches students through the curriculum, taught and untaught, and through special events how to keep themselves safe within school and in the wider world.

Beyond the curriculum

- The wider curriculum aims to engage all pupils with experiences that will enhance their love of learning, develop their cultural capital and nurture new interests and talents. Clubs, visits, guest speakers, assemblies, workshops, extra-curricular activities such as 'Bikeability', to name a few, all form the curriculum that is available to pupils at Madni Academy. The school's curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.
- The curriculum and the school's wider work supports learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.

Inclusion

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

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers receive regular CPD and will plan lessons so that students with SEN and/or disabilities can study National Curriculum subjects wherever possible, and ensure that there are no barriers to every student achieving. Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

All pupils study the full curriculum and teachers adapt lessons skillfully to scaffold and support learning for individuals with additional needs.

Grouping Primary Students

Our classes are mixed age classes with yr 1 & 2 grouped together, years 3 & 4 and years 5 & 6. The main teacher is supported by a TA, we follow a 2 year planning cycle with the TA taking responsibility for the teaching of maths to one of the year groups.

As far as possible, in both KS1 and KS2, students are taught with the same group of

pupils in their own classroom. This creates a strong sense of belonging and shared responsibility. We group students within the classrooms according to their abilities as well as providing them with opportunities to work in Mixed-Expert groups. Our teachers meet the varying academic needs of the children in their classes by providing scaffolding for those needing more support and stretch for those needing more challenge.

Curriculum and Setting Details

We believe that all students deserve access to a rigorous academic curriculum and that with the right support, all children can achieve all things. It is for this reason that we do not withdraw any students from the curriculum, ensuring every child has access to the full suite of subjects up to the end of KS2.

Home/School Communication

We aim for parents to be involved in their child's education as much as possible. Termly Curriculum Overviews are posted on Class Dojo so that parents are aware of the topics that will be covered each term. They can support their child appropriately in line with this. In Primary 1, we aim to send Phonics Parent Guidance sheets each week, so that parents are aware of the Phonics rule taught to their child.

Parents are also expected to support students with their homework as necessary, whilst also listening to their child read at least once a week. Homework is given on a weekly basis on a Thursday, providing students with sufficient time and opportunity to approach the teacher should they require support, before it is then returned to school on Monday.

We also promote an open door policy, where any parent is able to approach the school to discuss their child's learning. Along with this, parents are able to message their class teacher/Primary Manager via Class Dojo, where we aim to respond as quickly as possible. In addition to this, we host Review meetings twice a year and provide an annual report along with results slips at the end of the year. Where the need arises, individual parent meetings are held where deemed necessary.

Resources

Our teachers are supported by high quality resources, and as a result their planning is focused on intellectual preparation.

Links with other policies

Teaching and learning policy