

CURRICULUM POLICY

2018 -2019

CURRICULUM PLAN

Our aims:

At Darul Hadis Latifah our aim is to offer a broad and balanced programme of education which includes subjects from the National Curriculum and Islamic education in an environment that is conducive to the Islamic faith.

Our Objectives:

Our aim is to achieve through standards and practice of Islamic values in a safe and healthy environment. The uniqueness of each pupil is acknowledged and their ability, aptitude and talents developed to the full.

All pupils at our school shall be given the opportunities to explore their full potential.

Broad and Balanced Curriculum:

Consequently, our concept of education is based on a broad and balanced curriculum. Equal emphasis is placed on all aspects of education - spiritual, moral, cultural and social, in an effort to promote a balanced and integrated view of life.

Throughout their entire school life, we aim to instil the confidence, the Islamic and Citizenship values and the understanding that will develop each and every one of our learners to be a good British Citizen.

Bias in the presentation of political views is not tolerated, and teachers are expected to ensure that, where controversial views are discussed, views are not promoted which are inconsistent with the requirements of treating all ethnic or faith groups with respect, or which are actively in opposition to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Teachers are expected to adhere to the principles stated in the DfE Teachers' Standards July 2011 – updated in June 2013(particularly the code of conduct).

Personal, Social and Health Education:

This is cross curricular, with dedicated PSHE lessons in KS3 as well as contributions from all subjects taught. This provision is mapped in the PSHE cross-curricular grid. The school also has an agreement with the local authority to provide workshops on certain aspects of PSHE, for

example Sex and the Law; Consent; Sexual Exploitation; Relationships; Harm Reduction; General Substance Misuse; Cannabis Training; Alcohol Training

Some of the topics to be covered include:

- Healthy Lifestyles, including healthy eating and safe use of medicines and substance abuse, promotion of exercise, personal hygiene with significant contributions in PE, Science and Islamic Studies.
- Personal Development including relationship with others, making right choices and anti-bullying. Significant contributions will be made in Islamic Studies and PSHCE.
- Public Institutions and Services in England, including NHS, Police, Fire Service, road safety, democracy and the law. Significant contributions in history, PSHCE and Islamic Studies.

Differentiated learning:

Differentiated learning methods will be exercised in all areas of learning to support the learners at all levels of ability to take full advantage of the curriculum. The short-term plan shall have the provisions to support this.

Assessing Pupils' Progress (APP):

Assessing pupil's progress will be integral part of teaching and learning, this shall take place by way of tests and observation by the teachers while they shall follow the assessment policy to mark the pupil's work.

Written reports shall be given to the parents/guardians two times a year. Also subject teachers shall discuss the pupil's progress with the parents/guardians in the parents' evening. Parents/guardians will be encouraged to co-operate with the school by monitoring their child's work and activities, by frequent inspection of the homework diary and by attending meetings arranged for the purpose of discussing pupil's progress.

Organization and planning

We plan our curriculum in three phases. We agree a school development plan for each key stage. This indicates what subjects are to be taught in the academic year. We review **our long-term plan** on an annual basis.

With our **medium-term** plans, we give clear guidance on the topics, lesson objectives, lesson outcomes and teaching strategies that we use when teaching each topic, these are the schemes of work and the teachers shall prepare them every term before the term starts.

Our **short-term** plans are those that our teachers write on a weekly or daily basis. The lessons are usually delivered in three phases; Starter, main and plenary. We use these to set out the learning objectives for each lesson, and this gives us a clear indication in identifying what resources and activities should be implemented in lessons in order to challenge/stretch and support each child's full potential.

In Key Stage 3 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that this is coherence and full coverage of most aspects of the National Curriculum subjects and learning goals, and this is planned progression in all curriculum areas. Each subject makes a contribution to the personal development and wellbeing of pupils in line with the Islamic ethos of the school. An overview of topics is presented in a cross curricular PSHCE chart.

Over the three terms of the academic year, each child has the opportunity to experience a range of National Curriculum subjects supplemented by Islamic subjects such as Qur'an, Hadis, Fiqh, Islamic History, Tajweed, Qirat and Hifz.

Curriculum:

Key Stage 3:

The Key Stage 3 curriculum is designed to offer an all-round education to all our pupils during years 7 – 9. During these years, all pupils study English, Mathematics, Science, Religious Education, ICT, History, Geography, PSHCE, Creative Studies, Physical Education, Modern Foreign Languages (Arabic & Bengali).

The Islamic Studies programme includes Qur'an, Hadis, Fiqh, Islamic History, Qirat, Tajweed and Hifz. All subjects taught are supported by schemes of work for topics covered in years 7, 8 and 9.

Curriculum model for Key Stage 3: Each lesson is 50 mins.

Subject	No. Lessons Taught at KS3		
	Yr 7	Yr 8	Yr 9
English	3	3	3
Maths	3	3	3
Science	3	3	3
Islamic Studies	3	3	2
Hifz	2	2	2
Qirat & Tajweed	2	2	2
Arabic	3	3	3
PSHCE/RE	1	1	1
History	1	1	1
Geography	1	1	1
ICT	1	1	1
Creative Studies	2	2	2
PE	2	2	2
Bengali			2
Reading	1	1	

Curriculum:

Key Stage 4:

The Key Stage 4 curriculum is designed to offer an all-round education to all our pupils during years 10 – 11. During these years, all pupils study English, Mathematics, Science, Religious Studies, ICT, History, Physical Education, Modern Foreign Languages (Arabic & Bengali)

The Islamic Studies programme includes Qur'an, Hadis, Fiqh, Qirat, Tajweed and Hifz. All subjects taught are supported by schemes of work for topics covered in years 10 & 11.

Curriculum model for Key Stage 4: Each lesson is 50 mins.

Subject	No. Lessons Taught (KS4)	
	Yr 10	Yr 11
English, English Language and Literature	3	4
Maths	3	4
Combined Science	3	4
ICT	1	1
R.E	3	2
Islamic Studies inc. Islamiyat	4	2
Hifz	1	1
Arabic	3	4
Bengali	2	2
History	2	2
PE	2	2
Qirat & Tajweed	2	2

Curriculum model for key stage 5

In KS5, we will offer the following subjects:

- Maths
- Further Maths
- Biology
- Chemistry
- Physics
- Economics
- Bengali
- Btec Business
- Religious Studies
- Arabic
- All KS5 students will begin their BA programme on Islamic theology (Non Standard degree) covering all Islamic sciences subjects.

Gifted & Talented

We will identify G&T students from the KS2 results. This list will be shared across the school. To cater for the needs of G&T students, we will use some of the following methods:

- Differentiated lessons
- Differentiated questioning
- Differentiated homework
- Extended writing projects
- External programmes (e.g. maths competitions, poetry competitions, etc)

The achievement of the G&T students will be reviewed once a term to ensure that they are not falling behind.

Literacy

We believe that promoting literacy is the key to ensuring that all our students are able access the curriculum and become confident users of the English language. To promote literacy across the whole school, we will use the following strategies:

- All teachers make effective use of the keywords
- All teachers provide differentiated work
- All teachers insist on full sentences when students answering questions
- All students must have a reading book
- Year 7 and 8 will have dedicated reading lessons
- Teachers insisting on writing using paragraphs
- Regular opportunities for extended writing
- Regular essay competitions
- Opportunities to contribute to the school's newsletter
- Harkness project: an academic oracy competition
- Teachers will insist on the use of professional language in class and pick up on slang.

Transition

To ensure a smooth transition of our students from one stage to another, we will use the following strategies:

- Induction interview for KS2 students joining the school
- Induction activities for all new year 7 students
- Induction week for all year 7 students
- Induction assembly for year 9 students going into KS4
- All KS5 students will have an induction day at the beginning of the year.

Extracurricular activities:

As part of the curriculum all our learners will pursue a series of compulsory extra-curricular activities to enrich their lives; these include work experience, sports activities, charitable activities, educational and recreational trips. Pupils at Key Stage 3 and 4 are expected to attend extracurricular activities every week. The extra-curricular activities are divided into themes: 1) active 2) creative and 3) academic.

School trips:

At Key Stage 3 and 4 pupils will go on school trips throughout the academic year to supplement and extend the curriculum. Trips will be related to English, Maths, Science, Islamic Studies or humanities, Career fair and once at the end of the year where they will visit another country or theme park for recreation.

Weekly assembly:

The weekly assemblies are on Thursdays Each week's assembly focuses on a specific PSHCE/SMSC theme and each week's assembly is led by a different year group. Pupils do activities such a reciting Qirat, singing Nasheeds, role play and giving presentations on the week's theme. It is envisaged that on occasions, visiting guests may be invited to take part in assembly time. These will include representatives of faiths such as local Christian priests and Rabbis from local communities. Towards this end, the school has developed a strong working relationship with the Faith & Belief Forum.

Organisation of Learning:

The classes in Key Stage 3 and 4 are taught in 'mixed ability' classes with appropriate 'differentiation arrangements' in place to support their learning and regular assessment.

All the pupils sit an assessment at the end of every half term in every subject that they study. This enables teachers to monitor the pupils' progress. Details of assessment methods and tracking systems are given in the assessment policy.

At Darul Hadis Latifah we put parents at the centre of their child's education. Every parent is expected to attend the parents meetings, check the progress their child is making and support them in achieving beyond targets set by teachers.

Special Educational Needs (SEN):

Darul Hadis Latifah aims to provide the best education for all its pupils. It will endeavour to work with parents to organise support for pupils who have different needs as far as is possible for the school to do so.

Pupils for whom English is an additional language:

The majority of our pupils are fluent in English and have additional language(s) of their family heritage. Darul Hadis Latifah admits pupils who are bilingual or at various advanced stages of learning English.

School Days, terms and year:

At Darul Hadis Latifah we have 190 school days (38 weeks) which gives us 380 sessions of teaching and learning, the school day starts at 8.45 am and finishes at 3.15pm but some days it will end at 4.05 pm due to extra-curricular activities or extra classes for year 11. The academic year shall follow the comprehensive model in line with other local schools starting in September and finishing in July with a 5-6 weeks summer holiday. The school may close for some Islamic religious holidays.

Date Policy Approved: 5th September 2018

Signed by Chair of Governors

Name: Maulana Muhammad Abdul Jalil

Next Review Date **September 2019**

Responsibility for review: Principal/Governors