



Curriculum Policy

2022-2023

Darul Hadis Latifah Curriculum Plan 2022/23

Intent:

Darul Hadis Latifah is an independent Islamic secondary school and sixth form in the heart of Bethnal Green, East London. It was opened with the intention of producing the next generations of British Muslim leaders. Towards this end, the school has developed, and is continually adapting, its curriculum in order to fulfil this ambitious goal.

Our curriculum has been designed with the intention of preparing our students for the world around them and to inculcate within them the skills which will enable them to continually learn and develop themselves throughout the rest of their lives.

The curriculum has been further designed to teach our students critical thinking skills, the ability to communicate confidently and clearly in all scenarios as well the ability to use their knowledge effectively in different situations.

Alongside this, our intention for our curriculum is to develop our students into model British citizens. We aim to inspire them to become respectful of all differences and tolerant to every person they meet. We aim for them to become the best students, sons, husbands, fathers and whatever other role they may play in life.

Our intention is also to develop our students to fit in seamlessly with the world around them. As such, we want our students to be aware of, amongst other things, their physical and mental health; to understand how British institutions work and how to manage their relationships with one another, as well as all future relationships.

Islamically, we aim to equip all of our student with the understanding of the basic fundamentals of worship and morality so that they will be able to take ownership of their own faith practices and so that they may become a source of guidance for those who rely on them. At the same time, our intention is to facilitate their development into figureheads of the British Muslim community, successful in their professional fields as well as in their spirituality.

We are well aware that the vast majority of our students are from Black and Ethnic Minority backgrounds, with most being of Bangladeshi heritage. We are located in one of the most deprived boroughs in London and as such we realise that our students may not come from a background which is rich in cultural capital. Thus, our curriculum has been designed to enable our students to be exposed to these experiences so that they can flourish and achieve to the best of their potential. We are also aware that our students may not have many outstanding male role models in their communities who they can relate to and aspire to be like. Thus it is our school's goal to make our students the best of men so that they can go on to become these role models for their future generations. As such, our curriculum has been designed to give our students opportunities – in all subjects – to develop the skills and character traits to lead their

communities, their families, their neighbourhoods and become the role models of the future.

Implementation

The school utilizes a number of strategies to achieve its curriculum goals:

- Firstly, through carefully planned lessons based on long term plans and schemes of work. These long term plans are shared with students so that they are also aware of the learning journey they are going on in the academic year. This enables students to understand the end points that they are working towards as well as to gauge to pinpoint where they currently stand.
- Student-led learning is regularly used to foster research, work-ethic, responsibility and leadership skills.
- Work is marked regularly and students are provided with clear feedback on how to improve.
- Emphasis is given on improving written and oral communication skills through demonstration and correction by staff members throughout the school year, as well as through competitions to improve spoken and written English.
- Assessments are used strategically to find out how well students are progressing as well as to plan future 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
- Assemblies, drop-down days and visiting speakers are used explore SMSC and PSHCE topics in greater depth.
- 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 Priests and Rabbis from local communities. Towards this end, the school has developed a strong working relationship with the Faith & Belief Forum.
- To promote literacy across the whole school, we will use the following strategies:
 - All teachers make effective use of the keywords
 - 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 providing opportunities to write using paragraphs
 - Regular opportunities for extended writing
 - Termly essay competitions
 - Opportunities to contribute to the school's newsletter
 - The Big Debate every half term to give pupils the opportunity to talk in public
 - Student-led assemblies every half term
 - Teachers will insist on the use of professional language in class and pick up on slang
 - Trips/workshops to encourage writing and creative writing.
 - English Day
 - National writing competitions
- The Islamic curriculum is bespoke and has been fine-tuned over 20 years, with schemes of work and long-term plans in place in order to develop our students' spirituality.
- 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 the Equality Act 2010, 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.
- Trips and other outside classroom experiences are organized to supplement classroom learning as well as to build cultural capital.
- 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) leadership and 3) academic.

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
- Options workshop with local authority for students going on to KS4
- Progression workshop with local authority for students going on to KS5
- All KS5 students will have an induction day at the beginning of the year
- UCAS and progression workshop with local authority for students finishing A-Level and BTEC courses.

Staff CPD

In order to deliver the best curriculum provision, the school regularly evaluates staff training needs and tailors training to individual teacher's requirements. CPD needs are assessed through a continuous dialogue between the staff and the SLT. Wherever and whenever staff feel the need for further CPD or when the SLT deems that further training is needed, the SLT will arrange for appropriate, quality CPD opportunities. For example, some of the ways that CPD is provided at Darul Hadis is as follows:

- Mentoring from more experienced teachers in the department
- Regular feedback and mentoring from designated SLT members
- Lesson observations of good and outstanding teachers in the school (the school operates an open classroom door policy – all teachers are allowed to observe any lessons)
- Signposting to appropriate online CPD courses
- Lesson observations in partner schools
- Shadowing departments in partner schools
- CPD sessions external to the school
- The school will sometimes bring in external CPD providers
- Inset sessions at specific times throughout the year
- Designated staff meetings that have a CPD agenda
- Any other CPD which teachers or SLT members have identified.

Impact

To measure how effectively our implementation strategies are working, the school uses the following methods to measure impact:

- Regular formative and summative assessments to measure short-term and long-term progress.
- Analyse performance in national public examinations.
- Regular book monitoring across the school to assess how well learning is taking place.
- Senior Leaders and Governors will regularly speak to students to assess how they are learning.
- 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.
- SLT and Governors will speak to students regularly to gauge how much of their learning they are remembering and how much of the curriculum they have accessed.

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	

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	2	2
Hifz	1	1
Arabic	3	3
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 at A-Level:

Maths
Biology
Chemistry
Bengali
Religious Studies
Arabic

We also offer a BTEC Business course.

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.

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:

Darul Hadis Latifah is committed to providing support for the all pupils who have English as an additional language, the school will work together with the English teachers and other agencies to provide additional support for these pupils in the following ways:

- 1) In class support to facilitate access to full curriculum.
- 2) Withdrawal for intensive work on basic literacy skills.
- 3) Ensure that the programme of study and the materials used to deliver them are suited to the pupils needs enabling them to achieve and progress.
- 4) The school will arrange additional support classes where necessary
- 5) The school has a dedicated Literacy Coordinator who will be working with the Heads of Departments and the Headteacher to have a whole school approach to support EAL students.

These systems allow students to progress and reach their expected progress levels and or sometimes exceed these.

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 may end at 4.05pm 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: 1st September 2022

Signed by Chair of Governors

Next Review Date September 2023

