

Al-Madani Independent Grammar School



Curriculum Policy

**AL-MADANI
INDEPENDENT
GRAMMAR SCHOOL**

September 2024

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1. Curriculum aims

The aims of our curriculum can be categorised into four broad purposes:

1. Personal empowerment

- Students will develop a sense of enquiry, the ability to question, solve problems and argue rationally
- Students will develop a willingness to apply themselves and an aptitude for learning
- Students will develop literacy, numeracy and competence in the use of information technology
- Students will develop their creativity, critical awareness, empathy and sensitivity
- Students will develop recognition of their own and others' achievements, in school and beyond
- Students will develop higher self-esteem, higher self-worth and higher self-confidence

2. Cultural transmission

- Students will appreciate and understand our rich cultural heritage and its development
- Students will be able to identify the civilizational building aspects of Western and Islamic Culture and
- Students will understand how to harness both to develop knowledge and skills for their own sake and adult life

3. Preparation for citizenship

- Students will develop character that encourages good morals and manners, honesty and truthfulness, individual human worth, achievement, equality, co-operation, and respecting differences
- Students will develop appropriate moral and spiritual values and tolerance of others, to value each individual and learn to live together in an atmosphere of mutual respect
- Students will develop an awareness of belonging in the community and explore opportunities for service to each other and to the community

4. Preparation for work

- Students will develop knowledge and skills relevant to adult life and employment
- Students will develop the skills of working as an individual and as a member of a group or team

2. Legislation and guidance

This policy takes into account obligations and advice from the following legislation and guidance:

- The Independent School Standards
- The National Curriculum
- The Equalities Act (2010)

3. Roles and responsibilities

The Proprietor

The proprietor is responsible for ensuring that the school has documentation which covers three areas:

- the school's overall approach to its curriculum (ie the subjects it teaches), covering each of the matters in paragraph 2(2) of the Independent School Standards
- proposals for how that written policy on curriculum will be implemented ('plans')
- detailed specifications for each subject of what is to be taught throughout the year for each year group taking that subject ('schemes of work')

The proprietor is responsible for actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The proprietor is responsible for ensuring the encouragement of respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The Governing Board

The Governing Board is responsible for monitoring the effectiveness of the policy, for supporting and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for implementing the policy effectively across the school.

4. Curriculum design principles

Our curriculum is designed using Dylan Wiliam's principles of curriculum design:

Appropriate	Our curriculum matches challenge to students' maturity and knowledge.
Sequenced	Our curriculum is carefully sequenced - the curriculum is the progress model.
Balanced	Our curriculum includes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development.
Focused	Our curriculum prioritises the most important knowledge and concepts.
Coherent	Our curriculum encourages explicit connections between schemes of work, subjects and experiences.
Relevant	Our curriculum meets the needs of the AMIGS community.
Rigorous	Our curriculum includes disciplinary knowledge as well as substantive knowledge.

5. Subjects taught

We follow the National Curriculum at Key Stage 3 for the following subjects:

- English Language
- English Literature
- Mathematics
- Computer Science
- Science
- History
- Geography
- Physical Education (PE)
- Religious Studies
- Personal, Social, Health and Citizenship Education (PSHCE)

In addition to the National Curriculum subjects listed above, in line with our Muslim Ethos, we also offer:

- Arabic Language
- Islamiyat and
- Quran reading proficiency

Karate is also offered at KS3 in addition to Physical Education

At Key Stage 4, students sit for GCSE examinations in the following National Curriculum subjects:

- English Language
- English Literature
- Mathematics
- Biology
- Chemistry
- Computer Science
- History
- Physics
- Religious Studies

We meet the requirements in the Independent School Standards to give students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The then Qualifications and Curriculum Authority (now Ofqual) advises 3 hours weekly in each of the core subjects and a comparatively lesser allowance for the other subjects. Notwithstanding this, AMIGS' minimum allocation for each subject is significantly more, as hereunder:

Linguistic education

English Language and Literature are taught through 4 and 5 periods each week in Key Stage 3 and in Key Stage 4.

Arabic is the selected Modern Foreign Language. The Key Stage 3 Component focusses on Arabic Grammar in order to speak correctly and access more academic and religious literature needed for daily use. This is taught over 2 lessons per week in Key Stage 3.

Mathematical education

The minimum allocation for mathematics is 5 periods weekly for each year in Key Stage 3 and Key Stage 4.

Scientific education

The minimum allocation for science is 4 periods weekly for each year in Key Stage 3; and increases to 6 periods in Key Stage 4.

Technological education

Computing is taught over a minimum of 2 periods each week in each of the Key Stages. The other subjects also require a high degree of computer literacy for students' drafts, research, homework, projects and presentation of work. Students work with subject leads to deliver real-life STEM-focus activities that build on the National Curriculum and serve to enrich our student body with the requisite knowledge and skills they will need and use for life.

Human and social education

Religious Studies and History are both taught over 2 periods each per week. Religious Education broadly follows the pan-Berkshire Syllabus in line with KS4 AQA. It is further complemented by Islamiyat / Islamic Studies, which is one of the two components tested at GCSE. History at AMIGS follows and builds upon the National Curriculum aims at each of the Key Stages.

PSHCE and **Form Time** are scheduled twice weekly. These are indispensable aspects of the curriculum at AMIGS. They complement the traditional academic subjects by addressing areas that are crucial for personal development and social integration but might not necessarily be covered in them. Both PSHCE and Form Time play vital roles in shaping well-rounded, informed, and socially conscious individuals. Key components addressed therein, are:

- essential life skills such as decision-making, problem-solving, and effective communication.
- physical and mental health, promoting healthy lifestyles and emotional wellbeing.
- understanding and navigating various types of relationships, including friendships, family dynamics, and responding to personal feelings.
- understanding of democracy, law, rights, and responsibilities, preparing students to be active citizens.
- internet safety, substance abuse prevention, and personal safety.
- career education, helping students explore future paths and develop employability skills.
- understanding and respect for diversity in society, including different cultures, beliefs, and identities.
- managing personal finances and understanding economic systems.
- thinking critically about social issues and reaching informed opinions, and making informed decisions.
- elements of character education, focusing on values like honesty, respect, and responsibility.
- preparation for the challenges and responsibilities of adult life.

Physical education and Karate

PE is taught to all students for 3 periods each week in Key Stage 3 and 2 period Key Stage 4. Students learn classic invasion team sports and are offered others that include, but are not limited to, swimming, archery, martial arts and fitness. We are particularly keen to offer Karate at the Key Stage 3 level in order to help our students improve both physically and mentally. Karate offers numerous benefits for the youths, combining physical fitness with mental and social development. It improves strength, flexibility, and cardiovascular health while teaching valuable self-defense skills and boosting self-confidence. The discipline instills focus, respect, and goal-setting abilities, helping young people manage stress and develop better social skills. Additionally, karate provides a structured, engaging way for inactive youth to become more physically active, setting the foundation for a healthier lifestyle and offering a skill that can be practiced throughout life.

Aesthetic and creative education

Students are taught the creative and expressive arts such as drama, art and craft. Through visits to museums and theatres, they can gain invaluable cultural capital and insights and emulate them in the avenues provided to showcase their skills in competitions, displays, presentations, creative writing, oration, elocution, debates, and performances at assemblies, parents' evenings and open days.

Examinations

Most courses lead to GCSE examinations. The majority of students therefore can achieve 9 GCSEs (see appendix A). It is expected that all students who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfill the examination board's requirements in relation to coursework controlled assessment, attendance or other criteria. Departments are expected to identify, at an early stage, students who are in danger of failing to meet the requirements, so that they can be supported, guided and encouraged.

6. Organisation and planning

Key Stages

The school operates a 3 - year Key Stage 3 and a 2- year Key Stage 4.

Timetable

The school operates a 32 periods week from Monday to Friday

Schemes of work

Each department is required to have schemes of work for all of its courses/programmes of study related, where appropriate, to the national curriculum, examination board and DfE guidelines. Schemes of work set out knowledge (both substantive and disciplinary), skills and understanding are progressively developed towards curricular goals. AMIGS makes use of the work of subject associations to develop high quality plans which are beyond the exam specifications at Key Stage 4 to provide a rounded education.

Schemes of work are supported by assessment strategies and marking policies. Assessment is the continuous process of gathering information about children's achievements over time. Assessment at AMIGS are both 'formative' and 'summative'.

Formative assessment to recognize children's positive achievements; providing the children with clear and understandable feedback and targets; providing the teacher with information to help planning the next stage of learning and **summative assessment** to record children's overall achievements in a systematic way, useful for the next teacher/school, for parents and to meet legal requirements.

Both are complemented by a variety of assessment methods that are crucial for creating an inclusive and comprehensive evaluation of student learning.

Homework

AMIGS recognises the importance and value of homework as an extension of class work, and a vehicle to practice skills, acquire new ones and develop good study habits (see school homework policy).

Students in Years 7, 8 and 9 should expect homework to be set once or twice a week in most subjects. In Year 7, the demand is approximately half an hour per subject per week. This rises to about one hour per subject per week by Year 9. In Key Stage 4, the expectation is two and a half hours of daily study. Homework can take a variety of forms, including reading, research, planning and evaluating, as well as the more-familiar written work.

Educational Visits

Students undertake different, age-appropriate, educational visits throughout the school year to develop their love of arts, experiential learning and profundity of thought and altruistic actions.

Extra Curricular Activities

The school provides more creative aspects of the curriculum and hold extra curricular activities, during club time to develop students' creative, social and aesthetic skills that would support their learning and develop their knowledge, skills and aptitude.

7. Inclusion

Equality and protected characteristics

We are committed to the principle that all students, regardless of ability, race, cultural background and any other protected characteristic have a right to the highest quality of education we can provide. AMIGS is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip students with an awareness of our diverse society and to appreciate the value of difference. Every member of the school is regarded as of equal worth and importance, irrespective of their creed, culture, class, race or

disability. The school expects every aspect of activities held in and out of class to have an equal opportunities dimension.

Catering for Special Educational Needs and/or Disabilities

We are committed to high quality education for all children and fulfill our responsibilities as described in the SEND code of practice. For further information, please see our accessibility policy.

Students learning English as an additional language

The school aims to make provisions for all students in all subjects, with particular focus on improving students' literacy skills.

8. Fundamental British Values

Preparing students for a life in British Society

Wherever AMIGS students choose to study at Key Stage 5, whether they choose to enter the world of work or apprenticeships, our aim is to prepare them for the choices that they make. Fundamental British values are central to our curriculum and our practices. Class contents and assemblies are underpinned by shared British values that encourage respect for others, paying particular regard to the protected characteristics as set out in the 2010 equality act.

Careers guidance

The careers programme is designed to meet the needs of students at the school. It ensures progression through activities that are appropriate to student's stages of learning, planning and self development in careers. The programme includes careers in education lessons, careers interviews, action planning and recording achievement as well as interactions with invited professionals from different backgrounds and specializations. All staff are expected to contribute to the programme through their roles as teachers and form tutors and careers education is integrated into the whole school curriculum. The school works closely with students, parents/careers and other outside agencies to deliver a careers service that meets the needs of our students, including allowing Year 10 students to carry out work experience during the autumn term.

9. SMSC

SMSC learning is embedded where appropriate in the curriculum specifically to be taught in each subject and through assemblies.

Social learning is concerned with living in a community rather than alone. It is promoted through many opportunities for students to work together, in a variety of situations, both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as formulating rules, regulations, procedures, choice of timetable content, roles as Prefect, assisting at Raising Achievements Day and Parents' Evenings, assemblies and community events. Staff foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, ability, persuasion and religion can flourish. Staff help pupils to develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for differences, moral principles, independence, interdependence, self-respect. Staff provide a conceptual and linguistic framework within which to understand and debate social issues.

Moral learning is related to human behaviour, especially the distinction between good and bad or right and wrong. It is promoted through all subject areas, there is emphasis of moral education throughout the whole school. We also stress this through consistent application of the behaviour code of conduct and by positive reinforcement of good behaviour. The ethos and practices of the school encourage students to learn to distinguish between right and wrong.

We seek to promote good relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assemblies address many relevant moral, ethical, environmental and social issues. Staff provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school. Staff promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other protected characteristics. Staff encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour. Staff provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.

Spiritual learning is accomplished in a variety of ways, other than through Religious Studies. Students are reminded that 'spirituality' and 'religiousness' are not confined to formalized ritual worship, but through all aspects of life. Students are encouraged to reflect upon their own attitudes and values, and they lead reflective assemblies. RS lessons and trips encourage students to examine the nature of religious beliefs and practices as well as those of none, and the way in which they affect peoples' lives. Students are also encouraged to understand and respect other worldviews and viewpoints, and to explore their feelings and responses to wider issues, practices and beliefs. Many lessons and extra-curricular experiences allow students to develop a sense of awe and wonder and to reflect upon inner feelings and ask deeper questions about meaning and purpose. Staff encourage pupils to relate their learning to a wider frame of reference- for example, asking 'why?' 'how?' and 'where?' as well as 'what?'

Cultural learning is concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action. It is promoted through the lessons, assemblies, activities and events held at AMIGS. The school holds Fun days, fund raising and charity events which allow students to experience and share each others culture (including different types of food, clothes, traditions and ways of life). Staff and students have the opportunity to interact with members of the community as well. There are also elements of cultural awareness in the humanities, English Language and in learning a modern foreign language. Staff provide opportunities for pupils to explore their own cultural assumptions and values; and extend pupils' knowledge and use of cultural imagery and language. Students are presented authentic accounts of the attitudes, values and traditions of diverse cultures. Staff recognise and nurture particular gifts and talents and provide opportunities for pupils to participate in expressive arts, crafts, literature and other cultural events thereby encouraging students to reflect on their personal and wider societal significance.

10. Preventing political indoctrination

The Staff Code of Conduct explicitly states that staff should not express political views. Taught content are always presented in a non-partisan way to enable learners to consider issues from all points of views. Concerns around extremist views are dealt in line with the school's safeguarding policy.

11. Monitoring arrangements

The senior leadership team is responsible for monitoring all the areas concerning curriculum and assessment.

Curriculum intent

Regular subject audits are used to check on the extent to which plans match or exceed the aims, purpose of study and subject content of the national curriculum:

- How does the subject content of each year group build on what has been taught before?
- How does it help towards clearly identified end points?

Curriculum implementation

Through lesson observations, scrutinizing students' work and discussions with both staff and students, leaders analyse the quality with which curriculum intent is being implemented.

Curriculum impact

Through a collegial, lesson-study approach, referencing curriculum maps, lesson plans, scrutinizing students' work, discussions with both staff and students and assessment results, leaders analyse the extent to which students know, remember and understand the intended curriculum.

12. Links with other policies

- Teaching and learning policy
- Assessment policy
- Subject policies
- Homework policy
- Careers policy

Appendix A

SUBJECT TIME ALLOCATIONS

Key Stage 3 and 4:

SUBJECTS:	NO. OF LESSONS
English Language & Literature	4-5
Mathematics	5
Science	4-6
RS	2
History	2
Computing	2
PE (Individual, Team Sports and Fitness)	3
Arabic	2
PSHCE	2
Islamiyat	2
Art	1
Geography KS3	1