



Madni Primary Curriculum Policy

Islam attaches great importance to education, knowledge and learning. The very first word of the Quran to be revealed to the Prophet Muhammed was 'Iqra' which means 'read' and there are numerous references in the Quran and sayings of the Prophet that emphasise the importance of knowledge and learning.

"O my Lord! Advance me in knowledge." (Quran 20:114)

Say (Muhammad), "Are those who know equal to those who do not know? It is those who are endowed with understanding that receive admonition. (Quran 39:9)

Curriculum Statement

The curriculum at Madni Muslim Primary School consists of all that the school consciously offers by formal or informal means. It is the medium through which the school's aims and objectives are pursued. It also includes that which the children learn from the way they are treated and expected to behave.

All that is presented, as the curriculum must seek to promote the development of the individual in Islamic values and as a full member of society. We are committed to providing equal access and opportunities to all our children.

At Madni Primary we aim to create a caring environment that promotes learning and personal growth as part of the development of the Islamic personality. The school aims to provide a sound Islamic education together with the National Curriculum. The curriculum will equip children with a solid foundation in Islam and prepare them both for secondary education and their lives ahead Insha'Allah.

The core and foundation subjects are taught through the English language. We teach Arabic essentially because it is the language of the Qur'an, Allah's divine revelation. The children are assisted in learning the recitation of the Qur'an in Arabic, understanding its meanings, examining its significance and relevance to their lives to enable them to put it into practice.

Aims and objectives

The aims of our school curriculum are:

- To educate every child in a secure, caring and stimulating Islamic environment.
- To nurture children in the Islamic faith teaching them Islamic values and principles, encouraging them to implement them in their daily lives.

-To integrate a solid Islamic criterion and promote discipline, excellent personal manners and mutual respect for all.

-To enable all children to become successful learners who enjoy learning, make progress and achieve.

-To enable children to be creative and to develop their own thinking;

-To teach children about their developing world, including how their environment and society have changed over time;

-To enable children to be responsible Muslim citizens in society who make a positive contribution to society.

-To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;

-To enable children to have respect for themselves and of other cultures and traditions

-To develop them into confident individuals who are able to lead safe, healthy and fulfilling lives.

Curriculum Coverage

- ❑ The curriculum gives pupils experience in the following areas of learning: Islamic, Linguistic, Mathematical, Scientific, Technological, Human & Social, Physical, Aesthetic and creative. (see Appendix 1 for further details)
- ❑ The core subjects are allocated more time for Maths and English the school currently uses the Abacus Evolve and Hamilton Trust schemes of work which are based on the National Literacy and Numeracy Strategies for schools.
- ❑ The Foundation subjects have broad programmes of study and consequently are covered on a two-year basis. The content of these programmes directs and influences topic choices and planning. We use the QCA schemes of work for much of our short term planning in the foundation subjects, as well as LCP schemes of work. (See Curriculum Overview)
- ❑ At Key Stage 1 and Key stage 2 we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas

Curriculum Organization and Planning

1. We plan our curriculum in 2 phases. We agree a long-term plan (curriculum overview) for each key stage. This indicates what units are to be taught in

each term, and to which groups of children. We review our long-term plan on an annual basis.

2. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
3. At Key Stage 1 and 2 the core national curriculum subjects such as ICT, Geography and History are taught separately. This means that, for example, a child may concentrate in one term on a Geography topic, and then switch to a greater emphasis on History in the next term. Over the three terms of the academic year, each child has the opportunity to experience broad range of National Curriculum subjects
4. English is applied in all subject areas and enables children to articulate their understanding and learn with enthusiasm and independence. Applying English across the curriculum also aids EAL children.
5. Personal and Social Health and Citizenship Education is taught as a discrete subject. This is also applied cross-curricular and is a key focus through the Islamic studies curriculum.
6. Literacy, Numeracy and Information Technology are skills that run through the whole of the curriculum. ICT is applied across the curriculum as well as in specific ICT lessons.
7. Arabic and Islamic Studies are core subjects in our curriculum and help develop strong Islamic personalities.

Extra curricular activities

The school is committed to developing a full programme of extra curricular activities to enhance children learning and to challenge and expand our children' creativity. Currently children are able to participate in the following lunchtime clubs- reading, drama, Maths, games, crafts, booster sessions, ICT, textiles among others.

The Learning Environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations.

Staff must always be mindful that all displays support the Islamic ethos of the school. All departments are expected to emphasize good display in their areas and contribute to displays in public areas of the school.

The structure and organization of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers, it is expected that classrooms are orderly environments where pupils can work effectively and in comfort, that adequate resources are provided and are accessible, and that students treat classrooms and other specialist rooms with respect.

Homework

Madni Muslim Primary School recognizes the importance and value of homework as an extension of classwork, and a vehicle to practice skills, acquire new ones and develop good study habits. Children will be given homework on a weekly basis usually on a Friday to be completed over the weekend.

Information and Communication Technology

We believe that the development of capability in the use of ICT is an essential requirement of pupils' education and that they have an entitlement to IT resources and teaching of the highest possible quality. To this effect the school has a fully refurbished IT suite with internet access for all student and staff. Children have a discrete lesson of ICT every week and some classrooms have a computer to enable children to make frequent use of technology in their learning.

Islamic ethos

In line with the Islamic ethos of the school, Islamic concepts and ideas will be built into every aspect of the curriculum –planning and delivery. Staff will endeavor to inculcate love for Islam through their teaching and conduct.

Children with special needs

1. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.
2. If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organization. If a child's need is more severe, parents are advised to approach the LA for further support and assessments..

Children with EAL needs

The curriculum at Madni Primary School is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. In most cases the teacher is able to provide resources and educational opportunities which meet the child's needs within

the normal class organization. Children will be put on the intervention programme where they will receive targeted support

Gifted and Talented children

These children will be identified through classroom observations, and attainment data. Teachers will ensure these children are challenged appropriately; provision will be made for these children to partake in additional activities.

Roles and Responsibilities

The Headteacher has responsibility for the leadership of the curriculum, 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.

A newsletter is sent out each term notifying parents what their child will be studying over the term, and will include suggestions on how parents can be involved. We also hold a parent review day twice a year, a written report is sent out once a year. Parents are often invited to attend weekly assemblies on a Friday where children talk about their achievements throughout the week. Parents are also invited into school for Wow days (extended learning days)

In addition the school operates an open door policy so parents are free to speak to their child's teacher whenever they feel the need.

Curriculum Complaints Procedure

The 1988 Education Reform Act requires the trustees to have in place procedures for the consideration of complaints that the school is failing to meet its statutory obligations in relation to the curriculum and various other matters.

In summary, parents/carers may make representations if they feel that the school or the trustees are failing to

- follow the law on charging for school activities;
- Offer only approved qualifications or syllabuses;
- provide religious education and daily collective worship;
- provide the information that they have to provide;

- carry out any other statutory duty relating to the curriculum

The general complaints procedure should be followed to make a complaint about the curriculum.

Monitoring and review

The headteacher is responsible for the day to day organization of the curriculum. The headteacher monitors the short term plans of teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

This monitoring is carried out through classroom visits, lesson observations, scrutiny of planning, scrutiny of work sample and discussions with children and staff.

Review

This policy will be reviewed every 2 years.