

# CURRICULUM POLICY

## Ofsted Part 1: Quality of Education

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## **Curriculum Policy**

The policy outlines part of the ethos and philosophy of Iqra Academy and also seeks to support Iqra Academy's academic aims. Therefore, its implementation will also promote the fulfilment of many of the spiritual, moral and social aims.

Iqra academy aims to actively promote the principles of having a character that encourages good morals and values, manners, honesty and truthfulness, individual human worth, achievement, equal value, co-operation, and respecting differences. This policy expresses a key way in which Iqra Academy can fulfil its role as a pupil-cantered school, concerned with the whole pupil, which works at being inclusive.

### **AIMS**

- To provide rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, to encourage a love of learning and a desire for lifelong learning.
- To encourage the best possible progress and the highest academic achievement for all, by setting suitable learning challenges and fully recognizing the diverse learning needs of each of our pupils.
- To personalise our curriculum ensuring it is flexible and appropriate, preparing pupils for the challenges of a fast changing world, and their futures as workers and citizens.
- To develop literacy, numeracy and competence in the use of information technology;
- To develop self-esteem, self-worth and self-confidence
- To promote pupils' self esteem and emotional well being through our curriculum, offering opportunities for pupils to develop their knowledge, understanding and appreciation of their own and different beliefs and cultures.

### **OBJECTIVES**

#### **For Pupils**

To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, completing all tasks set including homework and by engaging with the systems in place for self evaluation and review.

#### **For Parents and Carers**

To become actively involved in working with the Academy to support their daughter's academic progress, through consistent and regular communication and full involvement in the advice and guidance process at all stages.

**For Teachers**

To plan teaching effectively, allowing for the diverse learning needs of each group. Setting clear learning objectives linked to assessment criteria and planning for a range of activities to encourage understanding and increase motivation.

**For Year Heads /Coordinators**

- To ensure quality schemes of work and resources are in place to support lesson planning and delivery at all key stages.
- To monitor, evaluate and review the quality of teaching and learning across the subject area, as in Academy self evaluation and review policy, putting in place mechanisms for support where necessary
- To monitor the academic progress of pupils across the curriculum and ensure any potential barriers to learning are recognized and strategies are put in place to remove them

**For the Academy Leadership Team**

- To ensure statutory requirements are met by the curriculum offered
- To be responsible for the management of change in curriculum content over time
- To ensure the procedures for self-evaluation and review are consistent across the Academy and effective in raising achievement through sustained and continuous improvement of teaching and learning.
- To offer a program of professional development that will ensure a quality education for all our pupils.

## **For the Governors**

- 1 To annually review and agree the Curriculum Policy.

## **CURRICULUM ORGANISATION**

### **The Timetable**

Pupils will be taught in blocks of 60 minute lessons each day, some of which will be double periods. The curriculum offer will be reviewed annually in line with new statutory requirements and recommendations from external agencies. Decisions will be made based on the needs of our pupils in each year group, as we recognize that each separate cohort will have different strengths and weaknesses.

Registration will take place in lessons every morning and in tutorial/assembly in the afternoon. Assembly is done once a week and we have themes for pupils and teachers (see attached assembly programme). After the assembly, pupils and staff pray together. The order may change dependent on prayer timings.

Personal, Social and Health Education (PSHE) and Citizenship will be taught throughout in all years. The course is designed to help pupils to lead confident, healthy responsible lives in a democratic and tolerant society. Pupils have the opportunity to reflect on their own experience and development, whilst at the same time showing understanding of others. PSHE is also developed through other curriculum areas, through the pastoral system, and through Iqra Academy's overall ethos and it will be delivered in a variety of ways including assembly time, a discreet PSHE lesson each week integrated cross the curriculum and during tutor time.

See timetable on AIMS (**SEE OVERVIEW DOCUMENTS**)

### **The Learning Environment**

The academy is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to emphasize good display in their areas and contribute to displays in public areas of Iqra Academy.

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 and departments, it is expected that classrooms are orderly environments where pupils can work effectively and pupils are advised to treat classrooms and study areas with respect.

### **Schemes of Work and Lesson Planning**

Each subject is required to have schemes of work for all of its courses/programmes of study related, where appropriate, to the national curriculum and or examination board requirements. These schemes of work are followed by all staff and their delivery monitored by the Head. Schemes' of work set out how the course is structured, so that pupils' skills, knowledge and understanding are developed progressively. They also show how the teaching is organized. Teachers plan individual lessons, or sequences of lessons, in different ways.

Iqra Academy does not prescribe a single method for short-term or long-term planning. It does however, expect that such planning takes place, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential.

### **Assessment**

Schemes of work should be supported by assessment strategies and marking policies. Assessment is the continuous process of gathering information about pupil's achievements over time. Assessment should be in two main forms:

- formative assessment: to recognize pupil's positive achievements; providing the pupils 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 pupil's overall achievements in a systematic way, useful for the next teacher/school, for parents and to meet legal requirements.

Iqra Academy encourages teachers to use the various assessment strategies to help pupils make progress and to assist in planning. Some of these methods might include qualitative methods, such as marking a piece of work thoroughly and giving pupils specific targets to work towards. Another method of ensuring success is to have more meaningful marking whereby teachers use National Curriculum Attainment levels in lessons, when marking work, setting targets for pupils and checking progress (making sure pupils are aware of what these learning targets and informed of at what stage they are at and what they need to do to improve). Teachers will be advised to use this method to track pupils' progress.

### **Homework**

Iqra academy recognizes 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. In outline, pupils 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. Homework can take a variety of forms, including reading, research, planning and evaluating, as well as the more-familiar written work.

Quite often, teachers set homework which extends over more than one week. It is impossible, therefore, to timetable homework rigidly. It is expected that up to two hours homework per week will be needed in each subject.

### **Gifted and Talented Pupils**

'Gifted' learners are those who have high level abilities in one or more subjects in Iqra Academy curriculum (and even beyond), for example in English. 'Talented' learners are those who have abilities in for example PE and creative areas of study. A number of pupils may display such special skills, expertise and understanding in particular areas. It is the responsibility of all staff to identify such pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such pupils, and additional challenges and experiences offered through for example discussion groups.

### **EAL Pupils**

For the majority of the pupils at Iqra Academy, English is their second language (most pupils mother-tongue is Punjabi/Urdu). Iqra Academy aims to make provisions for all EAL pupils, in all subjects, with

particular focus on improving pupils' literacy skills., Form tutors will encourage pupils to read books during tutorial sessions for year 7-11 and some display key concepts in their classrooms so that pupils can make use of these in lessons.

### **SEN (Special Education Needs)**

At the Iqra Academy we believe that all pupils have learning differences rather than learning difficulties and it is our policy to identify and assess these differences and ensure that learning is supported and differentiated to ensure that good progress is made by all pupils.

We assess all pupils and the following steps will be taken to identify and assess whether pupils are considered to have extra needs. This can take place on the request of following:

- subject teacher's request;
- pupil self request;
- parental request;
- management request;
- following information from previous school (eg primary school), including progress made within the National Literacy and Numeracy Frameworks;
- following evaluation of ability data;
- following diagnostic tests/baseline testing;
- following individual interviews;
- following a TA tracking and observing individual pupils in lessons.

We will then use individual learning plans to monitor pupil's progress. (Last year we did not use formal forms but tutors have record of 1:1 discussion of each pupil needs. Booster and subject support sessions were run to support pupils who needed extra support.

### **Equality of Opportunity**

Iqra academy is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip pupils with an awareness of our diverse society and to appreciate the value of difference. Every member of Iqra Academy is regarded as of equal worth and importance, irrespective of her creed, culture, class, race or disability. Iqra Academy expects every aspect of activities held in class and out to have an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and pupils.

### **Examinations**

It is expected that all pupils who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board's requirements in relation to coursework, attendance or other criteria. Departments are expected to identify, at an early stage, pupils who are in danger of failing to meet the requirements, so that they can be supported, guided and encouraged. The academy will have end of term exams for year 7-9 and public exams for year 10-11 for which set period will be set.



## **Planning for Curriculum Links**

### **Literacy and Numeracy**

The academy aims to implement literacy and numeracy strategies throughout Iqra Academy. The English and Maths departments will be working closely with other subject teachers to demonstrate how literacy and numeracy strategies can be used in lessons in a variety of ways to enhance pupils' skills.

### **Information and Communication Technology (ICT)**

The academy aims to implement ICT strategies across Iqra Academy. We believe that the development of the 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.

### **Islamic /Religious Studies**

Islamic Studies is taught twice a week for years 7, 8 and 9. The aim of having Islamic Studies in school is to enable pupils to learn about Islamic principles and practices, as part of the spiritual and moral education of Iqra Academy. The aim of the IS for pupils to understand the nature of Islam, its religion, its beliefs and practices and to be able to make some comparisons to other religions.

### **Personal, Social and Health Education (PSHE) and Citizenship**

Personal, Social and Health Education is an important part of Iqra Academy curriculum. We aim to develop pupils' knowledge, values; personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society.

PSHE is currently taught to year 7, 8 and 9 once a week and is currently taught from an Islamic perspective, as part of the ethos of Iqra Academy. To help us to integrate Islamic ethos into the PSHE curriculum we have started using the Islam and Citizenship program of study. The kinds of topics covered in PSHE are manners and etiquettes, cleanliness, respect, truth, and keeping promises. In Islamic Studies and Science teachers cover topic areas such as puberty, menstruation, nutrition, reproduction, health and fitness. Iqra Academy has developed (and allow more scope in) PSHE lessons to cover topic areas, such as drugs education, careers, the environment and democracy.

In addition to this, Iqra Academy would like to continue to implement its Citizenship strategies to increase more awareness of citizenship issues such as democracy, local and global issues, the law, human rights, the environment etc. Teachers are made aware of the Citizenship curriculum so that they can build aspects of citizenship into their Schemes of work. Further to this, Iqra Academy aims to teach KS3 pupils Citizenship lessons during tutorials.

### **Spiritual, Moral, Social and Cultural Development**

**Spiritual Development** is accomplished in a variety of ways, other than through Islamic Studies and RS. There are talks in assemblies from both teachers and pupils. Religious Studies and Islamic Studies lessons encourage pupils to examine the nature of Islam, its beliefs and practices as well as those of other religions. Pupils are also encouraged to be tolerant and respectful of other religious viewpoints.

Pupils are encouraged to reflect upon their own attitudes and values, in Islamic Studies, Religious Studies and other lessons. In some subjects, notably perhaps in PSHE and English, pupils explore their feelings and responses to wider issues and beliefs.



Many lessons and extra-curricular experiences allow pupils to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose. We are currently partaking in a project with the Fitzwilliam Museum in Cambridge on Islamic art and Islamic manuscripts and the conservation of manuscripts.

**Moral Development** is promoted through various subject areas (particularly in Islamic and Religious Studies). There is emphasis of moral education in Geography, History, Science, PSHE, English, Qur'an, etc. 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 Iqra Academy encourage pupils to learn to distinguish between right and wrong. We seek to promote good relationships throughout Iqra Academy community and genuine tolerance and understanding of all cultures. In addition, the assemblies address many moral, ethical, environmental and social issues. We have worked on an environment project alongside Peterborough City Council.

**Social Development** is promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons. Pupils have extensive opportunities to take responsibility through activities such as Iqra Academy Council, roles as Prefects and Head girls, helping in the Tuck shop, assisting at Raising Achievements Day and Parents' Evenings, assemblies and special events. Recently all of the students took part in a local radio project where they hosted segments of a radio show which was aired live.

**Cultural Development** is promoted through the assemblies, activities and events held in Iqra Academy. Iqra Academy holds Fun days, fund raising and charity events which allow pupils to experience and share each other's culture (including different types of food, clothes, traditions and ways of life). Staff and pupils have the opportunity to interact with members of the community as well. There are also elements of cultural awareness in Geography and History and Iqra Academy aims to promote more cultural development in other areas of the curriculum such as PSHE, Islamic Studies and English. Our students have taken part in a Pakistani heritage project working alongside Peterborough Museum. We hold assemblies on religious festivals of our own faith as well as other major religions.

### **Physical Education (PE)**

Iqra Academy currently teaches PE for pupils in year 7, 8 and 9 once a week. Iqra Academy is aware that the PE department needs more development in terms of planning and resources. The current programme for PE will be reviewed and suggestions put forward possibly holding PE for pupils at a local Sports and Leisure Centre. In 2012/13 students were offered a martial arts and fitness club after school. This year Years 7, 8 and 9 will be attending the local gym for their PE lessons where they will be given individual fitness plans and circuit training.

### **Careers Education**

Iqra Academy's careers programme will be developed for years 7-13, focusing mainly on years 9-11. The careers programme will be designed to meet the needs of pupils at Iqra Academy in line with the Islamic ethos. It will ensure progression through activities that are appropriate to pupil's stages of learning, planning and self development in careers. The programme will include careers in education lessons, careers interviews, action planning and recording achievement. All staff will be expected to contribute to the programme through their roles as teachers and form tutors and careers education will be integrated into the whole school curriculum. Iqra Academy aims to work closely with pupils, parents/carers, the sixth form and other outside agencies, such as Connexions to deliver a careers service that meets the needs of our pupils.

### **Educational Visits**

Iqra Academy aims to have a plan that allows pupils in different year groups to go on an educational visit once a term or at least once a year. Iqra Academy also aims to develop the more creative aspects of the curriculum and hold more extracurricular activities, such as after school classes, homework support sessions etc.

### **Curriculum Management**

#### **Monitoring, Reviewing and Evaluation**

The Head/ designated person will be responsible for monitoring all the areas concerning curriculum and assessment, including:

- planning and implementation;
- monitoring and reviewing;
- sharing experience and practice.

Particular focus will be placed on the promotion of the spiritual, moral, social and cultural development of pupils; implementation of literacy, numeracy and ICT strategies and the development of PSHE and Citizenship programmes of study.

The Designated person will liaise with the Principal and Management Committee when reviewing the curriculum policy and feedback and discuss any changes to the staff team. In particular, Physical Education, Careers Education and Educational visits will be priority areas for planning and implementing.