



AYESHA COMMUNITY SCHOOL

ACS Primary
Curriculum
Policy

April 24

2017

Primary Curriculum Policy

Revised by S. Ahmed

1. Statement of Values

At the School, we believe that teaching is the major factor under our control contributing to pupil's attainment, progress and response. The management of effective teaching and learning is not a simple matter and requires a great deal of sensitivity and careful planning.

2. Aims

The aim of curriculum is:

- To improve the quality of teaching provided to pupils.
- To improve the quality of learning experiences offered to pupils.
- To raise standards of achievement.
- To establish an agreed range of practice in respect of teaching and learning.
- To meet the needs of pupils more effectively by offering approaches to teaching and learning and the use of resources which are consistent across the school.
- To employ a wide repertoire of teaching strategies suited to the subject and needs of the pupils.
- To retain the best features of educational practice when seeking to implement the Early Years Foundation Stage (EYFS) and the Primary Strategy.
- To prepare pupils well for the next stage of their education by teaching them a broad range of subjects and promoting their spiritual, moral, social and cultural development; this includes actively promoting British values and meeting the SMSC standards for independent schools.
- To provide an agreed focus for monitoring the curriculum in action.

3. Equal Opportunities

Teachers will take full account of children's individual differences including cultural background, ethnicity, abilities, disabilities, age and gender. Teachers will plan and provide experiences appropriate to meet the children's needs and encourage them to reach the highest possible standards.

The School actively seeks to remove any barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This is achieved through the attention that the teachers pay to the different groups of pupils who may be represented within the school, including:

- girls and boys;
- minority ethnic and faith groups;
- pupils who need support to learn English as an additional language (EAL);
- pupils with special educational needs (SEN);
- able, gifted and talented pupils;
- pupils who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers;

4. Monitoring

This policy is monitored by the Heads of Department (HoDs). They will:

- look at schemes of work ;
- hold informal and formal discussions with staff;
- analyse the children’s work and ephemeral evidence;
- check resources;
- make observations in classrooms and other settings
- plan & carry out book trawls and learning walks where possible

The HoDs report their findings to the Headteacher, as often as dictated by the schedule of meetings.

In addition, this policy is used as part of an agreed focus for monitoring the curriculum.

5. Teaching and Learning

When referring to the programmes of study, attainment targets, desirable outcomes, early learning goals, schemes of work and learning expectations, staff plan their work so as to maximise the characteristics of good teaching and learning set out in Teachers Standards.

It should be noted that the list given below is not exhaustive.

6. The Learning Environment

The learning environment is organised:

- to enable pupils to develop their ideas through independent enquiry;
- to enable pupils to take increasing responsibility for the organisation and care of resources;
- to ensure that available space, resources and time are used to best advantage;
- to ensure that resources are effectively stored and accessible so that
 - pupils can take increasing responsibility for classroom display and care of the learning environment;
 - pupils can implement agreed ground rules;
- to support effective cooperation and group work;
- to enable pupils to use ICT as an aid to learning;
- to enable children to reach and maintain the highest possible standards of achievement.

7. Pupils’ Learning

Pupils’ learning experiences will:

- enable them to have first-hand experience and engage in practical and investigative work;
- enable them to communicate their findings in a variety of ways;
- enable them to engage in work as individuals and in a variety of groupings;
- encourage them to take part in collaborative projects;
- enable them to make choices and play an increasing role in organizing their learning;
- produce work for a variety of audiences;
- gain access to the key concepts and modes of enquiry associated with the different areas of the curriculum;
- practice and apply newly acquired skills and knowledge;
- select learning materials and tools appropriate to the work in hand;
- use technology as an aid to learning;
- reach the highest possible standards of achievement.

8. The Teacher

The teacher, as the constructor, interpreter and implementer of the curriculum:

- values every pupil irrespective of cultural background, ethnicity, abilities, age and gender;
- has secure knowledge and understanding of the subjects and areas s/he teaches;
- manages pupils well and achieves high standards of discipline;
- employs methods and organisational strategies which match the learning objectives and the needs of the pupils;
- is aware of the pupils' preferred learning styles and matches them with a variety of methods;
- systematically focuses on desirable outcomes for all groups of learners;
- gives clear, relevant, informative, lively and well-structured explanations;
- employs effective questioning techniques which probe pupils' knowledge and understanding and challenge their thinking;
- provides purposeful practical activity in which pupils are encouraged to think about what they are doing and what they have learned from it;
- deploys problem-solving activities and investigations which help pupils to apply and extend their learning in new contexts;
- engages in well-timed interventions based on accurate assessment of pupils' learning to promote the quality of learning experiences s/he offers to pupils;
- has high expectations and plans challenging and differentiated learning tasks;
- is clear about the skills, knowledge, concepts and attitudes which are the goals of the learning process;
- plans effectively by ensuring that s/he has clear learning intentions, sets out how these are to be achieved, for example by providing success criteria, and takes into account the differing needs of pupils;
- draws on a range of contexts and resources to make subject knowledge comprehensible to pupils;
- engages pupils in collaborative group work as well as independent learning;
- assesses the effectiveness of learning constructively by encouraging pupils, praising them, dealing with misconceptions, giving constructive verbal and written feedback, and steering pupils towards new learning (see Assessment Policy and Guidance);
- uses these assessments to inform the planning of future work;
- keeps effective records of assessments;
- evaluates his/her teaching and keeps effective records of the plans and outcomes;
- distributes her/his time appropriately between pupils;
- values and promotes partnership between home and school;
- uses homework effectively to reinforce or extend what is learned in school;
- forms positive relationships as part of a team;
- manages and deploys staff effectively;
- values the monitoring process and the opportunities which this provides for dialogue.

9. Continuity and Progression

Continuity is ensured by all members of staff employing the stated characteristics of good teaching and learning. Long, medium and short term plans ensure that pupils can progress in their learning.

10. Assessment and Record Keeping

The teaching and learning takes place within each classroom and is assessed on a daily basis by individual teachers (see relevant policies and guidance).

In addition, the teaching and learning taking place on a whole school basis is monitored by the HoDs and Headteacher/Principal. This monitoring follows the procedures detailed in the Assessment Policy and individual subject and area policies and guidance.

11. EAL

As stated in the admissions policy, since the school is still new and hence in its early developmental stages, the school will not be able to admit pupils in KS2 or above, who are at the early stages of English as an additional language (EAL).

The provision, for pupils in the foundation stage or KS1 who are at an early stage of EAL is:

- they have been assessed using the 'A Language in Common' framework which used NC levels; the school is now looking into more effective baseline assessments that are aligned with the new NC
- they have an initial programme of studies aimed at equipping them with the basic skills they need to access the full curriculum quickly;
- they are supported mainly in class;
- the provision for those who are at more advanced stages of EAL includes
 - in-class support
 - development of literacy across the curriculum
 - AfL which is being developed by the school
 - (the latter 2 are under development as a whole-school approach)

12. SEN

As stated in the admissions policy, the school does not admit pupils who have SEN, whether they have an Education, Health and Care (EHC) plan or not, from Year 1 onwards.

Should a pupil be identified as having learning difficulties after being admitted to the school, then the school will

- support parents in having the child assessed by the appropriate authorities, and follow the SEN Code of Practice;
- write an individualised educational plan (IEP)/curriculum map for the pupil which will be reviewed termly and this will be shared with parents and pupils

The school will use screening tests as part of its baseline assessment of low ability new pupils to diagnose common needs such as dyslexia and dyscalculia.

Children in the EYFS who have been diagnosed as having SEN will be supported with the help of specialist agencies as appropriate.

The SENCO's role will be to

- assess and monitor progress of the pupil
The SENCO will continually monitor and assess a pupil's progress through a regular cycle of observation, evaluation and both formal and informal assessments. This will be fed back to

parents through the review process, parent teacher interviews and end of year report. Information from parents is also sought and valued. Assessment information will be recorded termly and this will be monitored by the Head Teacher to ensure pupils with SEN make good progress.

- liaise with outside agencies, such as GPs and speech and language therapists
- inform IEPs and reviews (if applicable).

In the absence of a qualified SENCO, the Headteacher will take the responsibilities of the SENCO.

13. Subjects and Timetable

The timetable gives 26 hours per week of class room lesson time. This excludes time for daily lunch and breaks. The School starts at 08:30 every morning and will break at 15:00.

The following table shows the subjects that are taught and their number of teaching hours per week. There are curriculum overviews showing, for example, cross-curricular links between IS and PSHEE, and how the school has planned to meet the SMSC standards for independent schools

EYFS teaching is based on the 7 areas of learning

- Communication Language and Literacy
- Physical development
- Personal, social and emotional development
- Literacy development
- Mathematics
- Understanding the world
- Expressive arts and design

which are mostly integrated throughout the day with some focus lessons in Literacy & Numeracy

Subject	Yr 1, Yr 2 Hours of teaching /wk	Yr 3 Hours of teaching /wk	Yr 4 Hours of teaching /wk	Yr5/6 Hours of teaching /wk
Arabic	integrated with Qur'anic Studies	integrated with Qur'anic Studies	1	1
Art	2	2	2	1.5
Design Technology	1	1	1	1.5
Humanities	1	1	1	2
ICT	1	1	1	1
Literacy	5	5	5	5
Numeracy	5	5	5	5
Physical Education	1	1	1	1
Islamic / Qur'anic Studies	4	4	4	3
Science	2	2	2	2
PSHEE/CZ	1	1	1	1

14. Strategies to Develop Skills

14.1 Reading

- Read on a regular basis
- Use Letters & Sounds to develop Phonic and decoding skills
- Help with specific skills (e.g., phonics or comprehension).
- Ask Open Ended Questions to check if pupil understands the text.
- Play Language games like Trugs to develop vocabulary
- Encourage Silent Reading, Guided Reading
- Read with class e-books
- Read a novel to whole class
- Encourage prediction skills to develop thinking

14.2 Writing

- Using talk to clarify and present ideas
- Using role plays and hot seating to develop ideas
- Character thoughts
- Shared writing
- Active listening to understand
- Talking and thinking together
- Using writing as a tool for thought
- Structuring and organising writing
- Developing clear and appropriate expression.
- Making connections between pupils' reading and writing, so that pupils have clear models for their writing;
- Using the modelling process to make explicit to pupils how to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.

14.3 Maths

- Provide lots of opportunities for Practical learning
- Develop mental maths strategies by providing a range of questions
- Encourage pupils to use resources when stuck in problem solving.
- Teach Basic skills first using 100 square & number lines
- Give pupils buddies to work with
- Limited use of work sheets
- Provide activities that enrich the learning of mathematical skills in all areas of the curriculum e.g. Science/ Geography etc.
- Use plenary to clarify any misconceptions.

15. Extracurricular Activities:

Extracurricular Activities enhance pupils learning. At the school such activities are:

- Educational Visits: These include visits from specialists to the school and visits to
 - Museums,
 - Science & Art Exhibitions

- Places of Worship
- Parliament
- The local area
- Others places to enrich the curriculum.
- Focused learning Days/weeks including:
 - super learning days each half term,
 - Book week, Art week, Science week, Sports Week
 - Qur'an Celebration, Ramadhan Celebration, Hajj week,
- After school clubs: Qur'anic Studies, taekwondo, SATs booster club in spring term to accelerate learning for SATs in KS2.

16. Management and Responsibilities/Monitoring and Evaluation

All staff are responsible for ensuring that their teaching and learning incorporates the above characteristics. HoDs give support and advice on how to further develop teaching skills through the monitoring process and training as appropriate. HoDs report weekly to the Headteacher through scheduled meetings.

The Headteacher is responsible for ensuring that the whole primary school follows the guidance for teaching and learning stated above. Information is gathered through the monitoring process.

The effectiveness of the curriculum in meeting all standards for independent schools and enabling pupils to achieve highly is monitored half-termly by HoDs who check that teachers follow the SoW and other curriculum plans, and cover the curriculum in appropriate breadth and depth within the set timescales.

The effectiveness of teachers' interpretation of the curriculum is evaluated against pupils' work, achievements and progress. This may lead to modifications of the curriculum and review of resources and their use.

Next review: July 2017.

17. Staff Development

We believe it is important for all staff to be familiar with and confident with Teachers Standards so that children are able to achieve the highest possible standards. We address this through the School Development Plan, the monitoring process, teachers' appraisals and Continuous Professional Development (CPD). Information, knowledge and skills are disseminated amongst the staff in planned INSET and as appropriate. HoDs may engage in team teaching and observation of outstanding teaching in local schools jointly with colleagues.

The school also has a programme to develop the skills of TAs. This is achieved mainly through the dual approach of employing a highly skilled TA, coaching by class teachers and HoDs, and tailor-made CPD.

Appendix A - HOME LEARNING POLICY PRIMARY SCHOOL

Aims

This policy aims to ensure that:

- There is a consistent approach to home learning throughout the school.
- Learning is fun at home as well as in school.
- Home learning builds upon, consolidates and extends what is taught in school.
- Tasks are sensitive to the different needs of the children.
- Parents are supported so they are able to help their children with their learning at home.
- Teachers, parents/carers and children have a clear understanding of expectations.
- Teachers, parents/carers and children are fully aware of the role they play with regard to home learning.
- Older children are prepared for the home learning demands set in secondary school.

The role of the teacher

- To plan and set a programme of home learning that is appropriate to the needs of the child.
- To ensure all children understand the home learning they have been given.
- To mark and give feedback about home learning.
- To be available to talk to parents/carers and children about home learning.
- To inform parents/carers if there is a problem.

The role of the parent

- To support the child in completing home learning in accordance with the teacher's direction.
- To ensure the child completes home learning to the best of their ability.
- To ensure that home learning is handed in on time.
- To provide the appropriate conditions and resources for the child to complete tasks set.

The role of the child

- To ensure they have everything they need to complete home learning each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected in school.
- To hand tasks in on time to be marked
- To take on board any feedback about home learning.

How much should parents/carers help?

In FS2 & KS1 it is generally expected that parents/carers will fully support children with their home learning.

In KS2 the parent/ carer should monitor the completion of tasks and provide additional support when required.

Parents/carers should encourage their child to complete the task/s to the best of their ability without feeling that they need to mark or correct the task themselves.

Parent/carers should try to provide a quiet and peaceful place for their child to complete the task/s and try to accommodate the needs of the child: eg. are they a child that would prefer to get a large amount done in one go or would they prefer to do a little every day?

We recommend that children have the basic equipment that they will need in a pencil case which is specifically used for their home learning tasks. There is a comments box for parents/carers on each task sheet should parents/carers wish to communicate with the teacher about the tasks.

What is set in each year group?

Across the school we have a creative approach to home learning. Tasks are directly linked to topics being taught in school. They may be set to consolidate something already taught or to prepare children for a future area of learning. Task are often open ended and parent/carers and pupils can decide together how far to develop the task.

Key Stage One

For Key Stage One the emphasis is on developing a partnership with parents/carers and involving them actively in their child's learning. Every week the teacher will send home the child's Home Learning Book with a new tasks sheet. The children are set a maximum of one or two tasks. One task will always have a maths focus. The other task could have a literacy focus or a topic focus. In Year 2 children are set a maximum of three tasks. The teacher will always set a maths task. The other two tasks may have a literacy or topic focus.

In addition to the Home Learning Book, teachers may send home on a weekly basis:

- words of the week to learn to read and spell;
- number facts (e.g. number bonds to 10 or 20) to memorise.
- Surahs to revise and learn from the Qur'an

Across Key Stage 1, we recommend that parents/carers read together with their child for 10 to 15 minutes a night.

Key Stage Two

As children get older, tasks are chosen to enable the children to develop independent learning skills. As the children move up the school, it is important that children get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 6, their home learning programme will cover a wide range of tasks and curriculum content. This will ensure that, in relation to home learning, their transition to Year 7 will be as smooth as possible.

- Children in KS2 should be encouraged to read for at least 20 minutes each night.
- The teacher will set a maximum of three tasks (one of which will be a challenge task).
- There will always be a maths task; the other tasks will be linked to other learning in class.
- Children may be set weekly words to learn (linked to a spelling rule).
- Surahs to revise and learn from the Qur'an

We also ask parents/carers to support their child to memorise their times tables as this supports many aspects of mathematical development. In Year 6, children may be provided with revision tasks to prepare them for end of year assessments.

When are tasks sent home?

Children's Home Learning books/ folders will be sent home every week. Home learning tasks run for a week and are always handed in on a day suggested by the class teacher usually a Friday.

How will home learning be marked?

Tasks will always be acknowledged by the class teacher. A comment may be added to give credit for a particular aspect of the work or to move the child's learning forward. **Tasks handed in late will not be marked.**

How long should my child spend on home learning?

It is difficult to recommend a set amount of time that should be spent on home learning each week as it depends on the child and the tasks set. The School aims to set homework for which the time allocation is:

Years 1 and 2	1 hour per week
Years 3 and 4	1.5 hours per week
Years 5 and 6	30 minutes per day

What about children who don't complete tasks?

When a child is consistently failing to complete their home learning tasks, the teacher will make an appointment to speak to the parent/carer to decide how the school and the parent/carer can work in partnership to ensure that tasks get done and are handed in on time.