

Al-Khair School Oldbury

Curriculum Policy

Approved by:	Mohammad Chaudhry	Date: June 2020
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Last reviewed on:	27 TH October 2020	Sajad Akram
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Introduction:

Al-Khair school aims to facilitate holistic development of every child in a way that will allow them to develop the attitude that they can continuously raise the bar of excellence in all areas of learning and achievement. Our school motto "There is more in you" is a key factor in motivating our students and staff in continuously striving to improve in the following areas of self development: physical, spiritual, religious, academic, practical and communal. We are absolutely committed to developing a nurturing and safe environment not only physically but also intellectually and spiritually. Our school is built on the values of self improvement through **reflection**, collective **responsibility**, intellectual **endeavour**, **truthfulness**, **transparency**, **compassion**, mutual **respect** for all people regardless of differences and respect for the earth itself.

This document sets the framework in which Al-Khair Primary School is based upon. It covers the subjects offered as well as the extra-curricular planning that the school believes in, to promote individual, national and global citizenship.

SMSC (Spiritual, Moral, Social & Cultural Development):

The students are given Qur'an (liturgical phonics, prayer memorisation and litany development), Islamic studies (beliefs), PSHE, Citizenship and Arabic lessons. Morals and manners (Muslim, Abrahamic, Universal & British) are infused throughout the school week via supplications, hadith/reminders of the week, weekly religious and non religious assemblies and constant reminders of good actions. The teaching staff are expected to be exemplary role models at all times. Students also have PSHE & Citizenship lessons to allow them to contextualise the expression of their religious faith in a manner that allows them to be healthy citizens particularly in the British context. The PSHE & Citizenship lessons encourages students to think about what being a British Muslim is about and how there are no contradictions between being a Muslim and British. For example the contribution that muslims from the british commonwealth countries made in the world wars and the war on terror is celebrated. It also allows them to understand what unites people of different faiths or no faith. The Quran lessons, help students to develop in Arabic phonics and then to develop in applying the classical rules of liturgical recitation (tajwid) and **rhythm** (tarteel). This allows them to develop an **aesthetic** appreciation of the Quran and also promotes spirituality. Students also develop their ability to read, comprehend and speak modern standard Arabic. Students begin a graded reading programme in modern standard Arabic and then are facilitated to apply those skills in their understanding of the Quran.

The National Curriculum:

In this section, an outline is briefly sketched highlighting the subjects taught at each key stage, as well as, the different approaches and the mannerism in which topics and themes are introduced at each ascending key stage. It is hoped through this systematic plan that the students acquire good language skills, excellence within the different subjects, and most importantly confidence and the development of a healthy and balanced personality.

Foundation Stage:

The early years foundation stage (EYFS) covers 7 areas of learning where the children are expected develop skills which will prepare them for future learning. They are expected to be reading by the end of Reception class and have a familiarity with the number system where they can do basic addition and subtraction. They have an understanding of grammar and basic punctuation. They have learnt fine motor skills through variety of activities. The physical activity will enable them to develop gross motor skills. Circle time activities and show and tell will help them develop relationships and develop confidence. Another unique component to our EY curriculum are STEAM (Science, Technology, Engineering, Art & Mathematics) projects - these overlap with EYFS areas of learning. STEAM introduces children to the STEM subjects whilst facilitating **aesthetic development** through the Art component. Students reflect on a variety of STEM and other professions/careers through role play. Students also begin Arabic phonics and familiarise themselves with the arabic alphabet.

Key Stage 1:

At the end of key stage one the students are expected be able to read with understanding and fluency, they will be **beginning** to write creatively and structure stories using connectives and complex sentences. They will have been using the column method for addition and subtraction and will be expected to have memorised their timetables (2, 5 and 10) and they will be able to both read and write **basic** sentences in the Arabic language. The rest of the curriculum time will slowly build an appreciation for the subjects that will be studied with more depth in Key Stage 2, for example Science and Humanities. English Literature is also introduced as subject where

the children study texts within class. Students will be assessed with internal exams every term. The students are expected to reach a level that will enable them to be well equipped when they enter Key Stage 2. Students continue from an introduction to STEAM (Science, Technology, Engineering, Art & Maths) in the early years. STEAM is approached as a stand alone subject to facilitate for them to make connections between the STEM subjects or concepts through application which facilitates their aesthetic development. This can help students consolidate their understanding of abstract concepts acquired in Science and Maths by applying it through pictorial or concrete methods whilst having fun and therefore facilitating for students to grasp the purpose of learning the scientific and mathematical concepts and methods particularly in creative problem solving. This is further reinforced during playtime; students are provided with a scrap pack and teachers facilitate creative problem solving and play with everyday readily available items. The scrap pack play facilitates in learning the muslim religious requirement of not being wasteful and being grateful for what you have to counter some negative aspects of excessive materialism.

Key Stage 2:

By the end of Key Stage 2 students are expected to reach a level that is in line with the National Curriculum, in the areas of Literacy, Numeracy and Science. Moreover, Students continue from KS1 STEAM (Science, Technology, Engineering, Art & Maths). STEAM is again approached as a stand alone subject to facilitate for them to make enhanced connections between the STEM subjects whilst facilitating aesthetic development. Each term students will complete a range of STEAM projects. Students will be assessed via internal examinations every term. By the end of this stage, the students are expected to be at a level that will prepare them entry exams in secondary schools.

Academic & Tutorial time

Another key aspect of our curriculum is to facilitate time for the students to reflect on their learning (KS1 and KS2) and also to facilitate teachers to facilitate 121 support for students in achieving the next steps in their learning for literacy and numeracy. This for example is done through student reflection on the AFL (Assessment for Learning) done on their work (BigWriting feedback).

Student performance & Progression into secondary education

The significant number of our students in the Primary school either pass the admissions tests for the local Grammar schools, or they proceed on to other Secondary Schools of their parents choice.

The majority of students predominantly come from various ethnic minority backgrounds. The vast majority of them are 3rd generation British citizens from british commonwealth countries and hence speak English at home and share a significant british heritage even from the lands of their ethnic origin. They typically belong to a cross section of the wider socio economic groups of Britain and therefore their parents attitude to educational responsibility varies. Parents are typically opinionated on various issues of education and some are at least PGCE qualified and subsequently parents belong to a variety of educational communities or philosophies. Some of these communities or philosophies include alternative education ones (steiner, kahn, outdoor education - greenschool from bali/newzealand) other belong to the traditional religious boarding schools (darulooms) and others to mainstream schools or from prominent private independent schools. The views of formal high stakes testing vary and the school does not conduct external high stakes tests. However the school does use standardised NFER termly tests for the core subjects to inform their practice.

A major target for the future would be to further develop the mentoring scheme (IPP) in order to further facilitate learning. Once underachieving or high achieving students are identified, teachers work closely with the student using the school's Individual Progress Plan to provide them the appropriate support.

Enrichment, Empowerment and Leadership:

Outdoor learning through school trips and outdoor education

School trips are planned to enrich the curriculum by providing context to the children's learning and to facilitate consolidation of understanding through active learning. Our students visit historical and contemporary places. These can typically include visiting STEM centres like Thinktank or spending a day out working on Mary Arden's or Willowbrook farm. Local history and geography are explored through trips to places like the Black country museum, Sandwell valley park, the Botanical gardens, Sarehole Mill. Traditional english heritage sites in the world of academia are typically visited like Oxford university and students learn about how universities contribute to society and how they facilitate career development and self actualization. Another school priority is to facilitate teachers to use the outdoor environment as a learning environment to promote learning on a day to day basis.

The school has enrolled in the Green tree award and the RHS School gardening award. The early years also runs a forest school session on a weekly basis.

Fostering a community spirit

One of the school's priorities is to ensure that students are positive members of the local community and the wider community. Part of the process in making a positive contribution includes being aware of society, both in terms of its principles and its structure. The school understands that it is important for students to be aware of their community and in order to be positive citizens they must have a strong sense of community cohesion.

Al-Khair school aspires to:

- Promote spiritual, moral, cultural mental and physical development of students.
- Prepare students at the school for opportunities, responsibilities and experiences of later life.
- Promoting student wellbeing and student safeguarding
- Community cohesion
- Inculcate the servant leadership to the communities
- Inculcate unity between the different communities we all belong too

Students are given the chance to take part in activities which make a positive difference to the community. One of the aims is to develop skills which will be of use in adult life. Activities include, volunteering, representation (e.g. student council, or running events etc.), and fundraising.

Charity work plays a vital role in the school. The students have been involved with raising money for charities.

The participation of the students and their willingness to dedicate their time and effort under periods of short notice is a reflection of their willingness to make a positive contribution towards the wider community. Often these activities take place in hours outside the school day, but this does not deter students from attending and making a positive contribution.

In ISLAMIC STUDIES students learn about the concept of monotheism (e.g. The story of Abraham); the unity of mankind (e.g. that all humans are descended from common ancestors); the concept of a prophets and revelation (divine guidance), the concept of having a covenant with God to live a virtuous and ethical life (e.g. Prophets Noah, Moses and Muhammad - pbut), the concept of miracles (e.g. The miracles of Jesus and Moses - pbut); the concept of 'servant leadership' to the wider community including the earth itself. Students also learn about vices and their negative effects (greed, envy, arrogance..) in preventing humans achieving transcendental experiences or harmony.

In PSHE & Citizenship students learn about living as a muslim in modern Britain, social responsibility, making a positive impact through politics and the media, living and dealing as an ethical muslim and life skills for enterprise and employment.

The school's ethos is part of an Muslim one; therefore the primary bond is a religious one. Harmony and inclusion are promoted during prayer times which is at least once a day. Every Friday students also take part in the Congregational Friday prayer. The prayers help the students to experience a sense of community that is separate from an educational community, but the unity felt will aid the educational aspects of the school. The school works to promote harmony amongst different groups by participating in team building days, inset days, and extra-curricular trips. Racism goes against the school's Muslim ethos, as the school aims to nurture Muslim and wider community bonds of unity between the students. If there are instances of racism in the school, this is treated with utmost seriousness on the school's part. Appropriate disciplinary procedures will be carried out depending on the nature of the incident.

Policies related to this policy:

- EYFS
- Primary English
- Primary Maths
- Whole school tracking