

Hafs Academy

Curriculum Policy

Last review date: 1st March 2018

Next review date: 1st March 2019

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. Hafs Academy aims to provide our pupils with an education that compares with the best from the National Curriculum together with excellent *Tarbiyyah* in Islam. Additionally, we aim to provide a range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school. We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own

The aim of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- Involve pupils in each of the following areas of learning and experience in
- all years:
- Aesthetic and creative, Linguistic, Mathematical, Human and social, Moral, Physical, Scientific, Spiritual and Technical
- 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 help children understand Britain's cultural heritage and values
- To enable children to be positive citizens in society
- To teach children to have an awareness of their own spiritual development, Islamic values, ethos and to understand right from wrong.
- To help children understand the importance of truth, justice and fairness, so that they grow up committed to equal opportunities for all.

- To enable children to have respect for themselves and high self-esteem, self-worth and self-confidence,
- To be able to live and work co-operatively with others

- To instil a sense of enquiry, the ability to question, solve problems and argue rationally;
- To have a recognition of their own and others' achievements, in school and beyond;
- To acquire the skills of working as an individual and as a member of a group or team;
- To develop moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect and tolerance;
- To develop an awareness of the pupil's place in the community and opportunities for service to each other and to the community.

Curriculum principles

Pupil entitlement

As a school, we are committed to the principle that all pupils, regardless of ability, race, sexual orientation, age, ability, religion and cultural background and so on, have a right to the highest quality of education we can provide. This means that we try to ensure:

- breadth and balance for all ;
- appropriate levels of expectation and challenge;
- relevance, continuity and progression in learning;

By providing courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our pupils. It also means that many features of the curriculum are common to all pupils. No pupil is denied access to any part of the curriculum on grounds of ability.

Access

The principles above present us with a responsibility to find ways of ensuring that all pupils are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that, wherever possible, pupils who are having difficulty or becoming de-motivated are identified early on and provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they might continue to participate at the most appropriate level for them. The responsibility of finding means of access to the curriculum for all is a result of our stated intention to include, not exclude.

Expectations of staff

Putting principles into practice:

Staff are expected to actively promote and seek to secure the curriculum aims (above) and, in particular to:

- have high expectations of pupils;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, pupils are found means of access to the curriculum and given opportunities to succeed;
- deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum;

- provide work which meets their pupils' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;
- develop pupils' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, as well as parents/carers to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of their children.

Curriculum Structure

The timetable

The school operates a 40 period week. There are 8 periods per day, each of which lasts for 50 minutes. This means that teaching time is 34 hours and 10 minutes for KS3 and KS4 pupils. The primary school operates 40 periods a week which last for 40 minutes. Teaching time is 26 hours and 40 minutes.

Assemblies are held for 20 minutes, a week and tutorials are held for 20 minutes every Tuesday for KS2, KS3 and KS4 pupils. The school provides a variety of subjects taught according to the National Curriculum. At KS4, the pupils have an option of whether they want to learn Geography, History, Further Science or Statistics. Most courses lead to GCSE examinations. The majority of pupils therefore can achieve 9 GCSEs (see appendix A).

Curriculum Matters

Mixed ability teaching, setting and differentiation

All classes have mixed ability groups, although will be sets. In addition, individual pupils have preferred learning styles: some work well in groups while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer.

To take account of these differences and the range of ability in any class, all staff have a responsibility, when planning work, to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. In educational jargon, this approach is known as differentiation.

Class sizes

In all National Curriculum classes, the usual teaching group is the tutor group (the maximum pupils in a class is twenty- two).

For all Quran classes the maximum class size will be 15.

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 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 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 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 department 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 departmental staff and their delivery monitored by the School Development Officer / Director of Education. 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 organised. Teachers plan individual lessons, or sequences of lessons, in different ways.

The school has introduced a common format of planning: Long Term Plan [LTP], Medium Term Plan [MTP] and Lesson Planning [LP]. It does expect that such planning takes place to ensure quality and uniformity, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential.

Assessment

Assessment is the continuous process of gathering information about children's achievements over time. Assessment should be in two main forms:

- formative assessment: to recognise 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.

The school encourages teachers to use the various assessment strategies to help pupils make progress and to assist in planning (see school's assessment and marking policy). 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

Hafs Academy 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).

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 20 mins per subject per week. This rises to about half an 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.

Pupils in Years 10 and 11 prepare for GCSE examinations and undertake a wider variety of homework tasks. 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 one hour homework per week will be needed in each subject.

Special educational needs

All pupils have the right to have access to the curriculum, regardless of their ability or disability. Whether pupils have special educational needs or not, they have an equal opportunity to participate in the full school curriculum and all activities. Pupils with special educational needs are encouraged to become independent and take responsibility within the school. The school will however, support pupils with additional needs, including those pupils who have a 'statement' of special needs.

Most Able and Talented (Gifted and Talented) pupils

'Gifted' learners are those who have high level abilities in one or more subjects in the school 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 some students at the school, English is their additional language. The school aims to make provisions for all EAL pupils, in all subjects, with particular focus on improving pupils' literacy skills. Currently, form tutors encourage pupils to read books in school and at home. Teachers display key concepts on 'Word Wall' in their classrooms so that pupils can make use of these in lessons.

Equal opportunity & Equality Act 2010 in National Curriculum

Hafs 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 the school is regarded as of equal worth and importance, irrespective of their **age, religion and belief, culture, class, race or ethnicity, disability, pregnancy and maternity, gender, gender reassignment, marriage and civil partnership and sexuality**. The school expects every aspect of activities held in class and out to have an equal opportunities dimension.

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, 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 school has set periods for when exams are set and taken by pupils (see appendix B).

Planning for curriculum links

Literacy and numeracy

The school aims to implement literacy and numeracy strategies throughout the school. 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. (*see Literacy and Numeracy policy*)

Information and communication technology (ICT)

The school aims to implement ICT strategies across the school. 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. The development of ICT at Hafs Academy is guided by the following principles:

- All pupils have an entitlement to the use of ICT, as detailed in the National Curriculum, throughout key stages 2, 3 and 4. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT lessons.
- Staff are also strongly encouraged to make full use of opportunities for professional development in ICT.

Islamic Studies

Islamic Studies is taught 3 times a week for Key stage 2 and 3. 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 the school. Islamic Studies is also taught to pupils 3 times a week for year 10 and 11. The aim of the Islamic Studies 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 Economic Education (PSHEE) and Citizenship

PSHEE is an important part of the school 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.

PSHEE will be taught across both key stages. Hafs Academy will follow the PSHEE curriculum developed by Hodders Education for both key stages. In Islamic Studies and Science teachers cover topic areas such as teaching about manners and etiquettes, cleanliness, respect, telling the truth, keeping promises etc. as puberty, nutrition, reproduction, health and fitness etc.

In addition to this, the school would like to continue to implement its Citizenship curriculum to increase more awareness of citizenship issues such as democracy, rule of law, individual liberty, respect, tolerance, local and global issues, the law, human rights, the environment and the protected characteristics. Teachers are made aware of the Citizenship curriculum so that they can build aspects of citizenship into their Schemes of work. Further to this, school will teach KS4 pupils Citizenship and will be expected to sit an exam.

Spiritual, moral, social and cultural development

Spiritual development is accomplished in a variety of ways, other than through Islamic Studies and RS and tutorials. 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 all subjects, notably perhaps in PSHEE, RE, 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.

Moral development is promoted through all subject areas (particularly in Islamic and Religious Studies). There is emphasis of moral education in Geography, Science, PSHEE, English, Qur'an, Citizenship 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 the school encourage pupils 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 moral, ethical, environmental and social issues.

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 the School Council, roles as Prefects helping in the Tuck shop, assisting at Raising Achievements Day and Parents' Evenings, assemblies and special events such as fund raising activities for national and international causes.

Cultural development is promoted through the assemblies, activities and events held in the school. The school 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 the school aims to promote more cultural development in other areas of the curriculum such as PSHEE, Islamic Studies and English. It will look for opportunities and events where Hafs students can interact with people who come from various backgrounds.

(refer to the SMSC policy)

Areas of experience required are covered in the following ways:

Linguistic (in addition to English): At all Key Stages pupils study Arabic Language; In KS4 pupils study at English Language, and English Literature.

Mathematical & Scientific: At all Key Stages, pupils study Mathematics and all three sciences, which are taught as discrete subjects. In KS4 students will follow a GCSE Science course which will result in two or three qualifications. In addition, Geography which is compulsory until the end of KS3, includes some mathematical and scientific aspects.

Technological: At all Key Stages, all pupils study Information Communication Technology.

Human & Social: History, Geography and Religious Studies are compulsory until the end of KS3. At KS4 pupils have to choose at least one of these Humanities subjects.

Aesthetic & Creative: At all Key Stages all pupils study Art and Music – Nasheed using Drums. Drama (cross curricular such as role plays and hot seating) and the study of literature are an integral part of the English curriculum.

Physical Education (PE): The school teaches PE for pupils across all key stages through once a week double lesson. The current programme for PE will be reviewed and suggestions put forward possibly holding PE for pupils at a local Sports and Leisure Centre. It takes part in UMC football and athletics competitions where they compete with seven different schools.

Careers Education

The school's careers programme focusing mainly on years 7-11. The careers programme is designed to meet the needs of pupils at the school. 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. The school aims to work closely with pupils, parents/carers, the sixth form and other outside agencies, to deliver a careers service that meets the needs of our pupils (*see our careers policy*).

Hafs Academy has subscribed to Careerssoft, the producer for careers information and guidance. This programme will be delivered through workshops to both KS3 and KS4. At KS4 all pupils will receive one-to-one independent careers advice.

Educational Visits

The school aims to have a plan that allows pupils in different year groups to go on an educational visit at least once a year or any other visits that will enrich and enhance students' learning.

The school also aims to develop the more creative aspects of the curriculum and hold more extra-curricular activities, such as after school clubs, homework support sessions etc.

Monitoring, reviewing and evaluation

Curriculum Management

The Director of Education 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 PSHEE and Citizenship programmes of study.

The Director of Education will liaise with the SMT 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

Timetabling

The School follows a 35 period week lesson times of 50 minutes at Key stages 3 and 4. For

Break and lunch times

Key stages	Break	Lunch
Key stage 3	30 minutes	1 hour and 10 minutes
Key stage 4	30 minutes	1 hour and 10 minutes

Subject offer & pupil setting – Key Stage 3

During Key stage 3 (Years 7-9) all pupils study the same subjects as required by the National Curriculum, in addition to Islamic Curriculum, Arabic & Quran. PSHEE & CEIAG will be studied through normal lessons in all 3 years. Years 7 & 8 are taught in one/two forms and Year 9 is taught in **two forms** for all subjects allocated according to abilities except, Qur'anic studies which is taught as target based.

Key Stage 3 Curriculum model

	Year 7		Year 8		Year 9	
	Lesson	% Curriculum Time	Lesson	% Curriculum Time	Lesson	% Curriculum Time
Maths	3	10.35	3	10.35	3	10.35
English	3	10.35	3	10.35	3	10.35
Science	3	10.35	3	10.35	3	10.35
ICT	1	3.45	1	3.45	1	3.45
Quran	5	17.25	5	17.25	5	17.25
RE	1	3.45	1	3.45	1	3.45
Creative & Aesthetic	1	3.45	1	3.45	1	3.45
Citizenship	1	3.45	1	3.45	1	3.45
PSHEE & CEIAG	1	3.45	1	3.45	1	3.45
Humanities (His & Geo)	1	3.45	1	3.45	1	3.45

PE	2	6.90	2	6.90	2	6.90
MFL (Arabic R&W)	2	6.90	2	6.90	2	6.90
Spoken Arabic	1	3.45	1	3.45	1	3.45
Aqidah	1	3.45	1	3.45	1	3.45
Fiqh	1	3.45	2	3.45	2	3.45
Seerah	1	3.45	1	3.45	1	3.45
Nahwa	1	3.45	1	3.45	1	3.45
Total	29	100%	29	100%	29	100%

Key Stage 4

During Key stage 4 (Years 10 &11) all pupils follow English, Maths, Science, Arabic, RE, ICT, History, Creative & Aesthetic, Personal Development including CEIAG, Citizenship, PSHEE & PE. Part of Islamic curriculum will include: Seerah and Aqidaah (belief)

All pupils choose 3 optional subjects which is currently available within the options pool.

KS4 Curriculum

	Subjects		Year 10	Year 11
1	Maths	GCSE	4	4
2	English	GCSE	4	4
3	Science	GCSE	4	4
4	ICT	Core	1	1
5	RE	GCSE	1	1
6	Citizenship	GCSE	2	2
7	History	GCSE	2	2
8	Arabic	GCSE	2	2
9	PE	Core	2	2
10	Creative & Aesthetic	Core	1	1
11	PSHEE & CEIAG	Core	1	1
12	Seerah	Core	1	1

13	Fiqh	Core	1	1
14	Option 1 Further Science	GCSE option	2	2
15	Option 2 Further Math	GCSE option	2	2
16	Option 3 Geography	GCSE option	2	2

Examination Entry

It is school policy to enter all pupils for public examinations in the courses they have been following.

The tier of entry whilst it will be discussed with the pupil & parents remains the decision of the departments.

Appendix B

ASSESSMENT PERIODS

YEAR GROUP	TYPE OF EXAM	DATES
KS3:	Baseline assessments	Within 2 nd week of September
	End of Year Exams	1 st week of July
KS4: Year 10	Mid-year Exams	February
	End of Year Exams	1 st week of July
KS4: Year 11	GCSE Mock Exams	December
	GCSE Exams (final)	May/June

Plans for Assessment:

The school promotes regular ‘meaningful marking’ to be carried out in all subjects and this is monitored during “book reviews” by Director of Education & School Development Officer.

Please refer to “marking Policy”

GL Assessments

The school has subscribed to a nationally recognised assessment body. All year 7 pupils will be sitting their exam during the first few weeks of September. Pupils in year 8 and 9 will sit their exams before the first half term. PT (progress test) will take place in January.

Appendix C

Careers Development Programme

(see CEIAG policy)

Year 7	SELF ASSESSMENT OF SKILLS- STRENGTHS AND WEAKNESSES. PERSONALITY TYPES, CAREERS PROFILES
Year 8	KEY SKILLS IN WORK HEALTH AND SAFETY LAW AT WORK [1974 ACT] MORE QUALIFICATIONS EQUALS MORE PAY? SCHOOL AND THE WORLD OF WORK
Year 9	SKILLS IN WORK (1) SKILLS IN WORK (2) SUBJECTS AND JOB DISPLAYS CAREER SEARCH YEAR 9 OPTIONS
Year 10	YOU AND YOUR CAREER YOUR CV APPLYING FOR JOBS APPLICATION FORMS JOB INTERVIEWS WORK EXPERIENCE ONE-TO-ONE INDEPENDENT ADVICE
Year 11	CAREERS INTERVIEWS, MOCK INTERVIEWS CAREER SOFT ONLINE; DIFFERENT CAREER PATHS; UCAS, UNIVERSITY GUIDES, O2 CAREERS' FAIR.

Hafs Academy are following the Careersoft Curriculum in KS3 now and will follow the same Careersoft curriculum for KS4.

<https://www.careersoft.co.uk/>

Curriculum Enrichment

At Hafs Academy we believe that the academic life of our school should include much more than what happens in the main stream curriculum.

We offer a wide range of experiences and challenges that enrich our curriculum. This is to ensure that our students are inspired to learn outside of the classroom and develop the skills required for the world beyond their secondary education.

Through our Curriculum Enrichment programme we use the talents and experiences of others from outside of the school, in combination with the talents and interests of staff within our school, to enrich our student's education.

The activities offered vary from the physically challenging and cultural, to school based activities, including Music (Nasheed), workshops on Study Skills, Financial Awareness (PSHEE).

Current programmes available at Hafs Academy.

- Pool & table tennis club- every Friday after school
- Homework club – Saturday 10am to 12pm
- Maths and English intervention classes:
 - Maths – in class
 - English – in class