



MANCHESTER  
MUSLIM  
PREPARATORY  
SCHOOL

FAITH • LEARNING • LIFE

# Curriculum Policy

## Document Control

<b>This policy has been approved for operation within</b>	Manchester Muslim Preparatory School
<b>Date of last review</b>	October 2021
<b>Date of next review</b>	October 2022
<b>Review period</b>	Yearly
<b>Owner</b>	MMPS

## **INTENT**

*Our school environment is rooted in Islamic values of tolerance, care, empathy and understanding, and strong religious belief is the foundation of the emotional, social and spiritual education of our pupils.*

*We offer a broad, balanced and ambitious curriculum which takes account of the requirements of the Early Years Foundation Stage and the Primary National Curriculum - complemented by lessons in Quran recitation, Islamic Studies and Arabic/Urdu (in Key Stage 2) - and is designed to challenge and nurture pupils of all abilities to realise and achieve their real potential. High priority is given to developing the fundamentals of literacy and mathematics and our cross-curricular, themed approach allows pupils to make meaningful links with their learning, build on prior knowledge and achieve across the entire curriculum.*

*We expect our pupils to demonstrate a passion for learning and ambition to achieve excellence in their studies. The school curriculum promotes British values of tolerance, mutual respect, democracy, rule of law and liberty and encourages pupils to play an active part in school and community life and make a positive contribution to British society.*

*We strive to fully prepare our pupils for the next stage of their academic journey and become well-rounded and educated role models and future leaders of their communities.*

(See Appendix 1 for full curriculum statement)

### **Curriculum Aims:**

*Rich opportunities to achieve academic excellence*

Our curriculum intends to be broad and balanced with strong foundations in English and Mathematics. Pupils are fully supported to develop their full potential and achieve academic success.

We expect pupils to demonstrate a passion for learning and an ambition to achieve excellence in their studies. Our children are articulate, determined and confident. They go on to become the well-educated role models of their communities.

A diverse and rich curriculum based on play and exploration provides memorable experiences and an enjoyable high-quality education. It is designed to provide pupils with their full learning entitlement and can be customised to meet the changing needs of individuals and groups.

The school follows the National Curriculum, which is complemented by lessons in Quran recitation, Arabic and Islamic Studies and Urdu. Computing lessons develop technical skills. Creativity is encouraged through Art, Drama and Design Technology, whilst Science and History build practical knowledge and an inquisitive mind. Religious education and Citizenship lessons develop a sense of responsibility and understanding. A range of PE and sporting activities are accessible both within school time, and on an extra-curricular basis.

## **Introduction**

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at MMPS. 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**

Our school curriculum at MMPS is underpinned by the values that we hold dear. 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.

MMPS is in full agreement with the statement of aims included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main aims of our school, upon which we have based our curriculum:

- 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 pupil 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.

## **Aims and Objectives**

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The aims of our school curriculum at MMPS are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers / learners who are able to seek solutions creatively and cooperatively
- Develop an enquiring mind and be able to ask questions
- Be confident enough to take risks in their learning
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Understand and respect diversity
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self-esteem: be well balanced and healthy individuals

## **IMPLEMENTATION**

*Our Islamic ethos permeates all areas of school life and daily prayer is an integral part of the school timetable. Skills and knowledge are taught discretely in subject areas so that our pupils gain a broad understanding of each subject; wherever possible links are made to class topics so that skills can be applied across the curriculum.*

*Children are expected to work hard and demonstrate positive learning behaviour to both maximise their own individual learning potential as well as contribute to the school and wider community.*

*We are committed to working in partnership with parents and believe that when home and school work closely together, the best outcomes for pupils will be achieved.*

*Our pupils have access to a wide range of extra-curricular activities and visitors are regularly invited into school. Educational visits are carefully chosen to extend and deepen pupils' understanding of themselves and the world they live in.*

*MMPS is a UNICEF Rights Respecting School with pupils actively involved in whole-school decision making through our School Ambassadors and other positions of responsibility.*

*We believe that one of our fundamental tasks is to develop pupils' love for reading during their time at MMPS that will ultimately enable them to become independent and self-driven lifelong learners.*

(See Appendix 1 for full curriculum statement)

### **Implementation of the Curriculum**

Our yearly curriculum map indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways.

Medium term plans are written to ensure coverage of the foundation subjects. They include learning intentions and activities.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson with differentiation identified.

## **Inclusion**

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

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 in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation with the support of the Sendco.

## **The Role of the Subject Leader**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books. Subject leads conduct a yearly audit/ self-evaluation of their subject and a subject development plan which feed into the school Self Evaluation Form (SEF) Improvement Plan (SIP).

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

## **Monitoring and review**

Planning is monitored by the subject leaders to ensure that planning is current and used as a working document. Work scrutinies are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are stored and managed.

SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

Policies to be read in conjunction with The Curriculum Policy:

- English
- Maths
- Science
- Assessment Policy
- History
- Geography



## **IMPACT**

*The impact of the curriculum is monitored through pupil voice, assessment outcomes, planning, monitoring of books and displays, learning walks, discussion with teaching staff, pupils and parents.*

*Teachers plan their lessons with clear learning objectives and expected outcomes based on the teacher's detailed knowledge of each pupil and tasks are set at appropriate levels of ability. Teachers make note of individual pupils who do not achieve at the expected level for the lesson and use this information when planning the next lesson.*

*Day-to-day, ongoing teacher assessment is a crucial method which provides instant feedback to the teacher and ensures progress within every lesson. Assessment for learning is used to inform planning for subsequent lessons.*

*Progress is assessed regularly. At the end of each half term, assessment data is discussed with Lead for Teaching and Learning (SLT) and SEND-Co and shared with Subject Leads and the Assessment Lead. In cases where pupils are identified as making 'slow progress' in English or Mathematics, rapid interventions are put in place to address gaps in learning and targets are set and monitored. Equally, we ensure that pupils who are making more than expected progress are challenged and stretched further.*

*The desired outcomes of the curriculum are that pupils grow into ambitious, tenacious and outward-looking children, confident in their Muslim identity and equipped with solid foundations and skills to embark on the challenges of the secondary school curriculum and continue to achieve and excel in the later stages of their education.*

(See Appendix 1 for full curriculum statement)

### **Impact**

At MMPS we aim to create and model the ethos of hard work, commitment and development in all areas of school life and instil a positive work ethic in all our pupils. We reward achievement as well as effort and encourage all our pupils to strive for their personal best.

Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts.

## **Aims and Principles of Assessment**

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning strategies and use of resources and plan intervention
- Inform parents and the Trustees about progress and attainment
- Ensure consistent approach to measure progress toward and against national standards

Early Years and Foundation Stage assessments, tracking and reporting are carried out as scheduled in their policy document.

## **Recording and Tracking**

Teachers keep an accurate and regular record of all assessments carried out, using BROMCOM and a mid-termly excel tracking sheet. Outcomes of assessments are used to inform planning and also highlight pupils that have not reached age related expectations or are exceeding them.

If a pupil is working below age related expectations, the class teacher needs to liaise with the SEND / Learning Support Team.

End of year exam results are entered into an "End of Year Results Sheet" as well as a final summative sheet online; and data is evaluated and analysed by the assessment lead and reported to the SLT.

## **Key Groups**

All individuals and cohorts are tracked throughout the year and discussed at "Pupil Progress Meetings". Focus groups will be:

- SEND
- More able
  - Based on teacher assessments
  - Flagged up "blue" on termly results sheet
  - Frequently scoring "GDS" (Greater Depth) on BROMCOM sheets
- Lower attainers
  - Based on teacher assessments
  - Flagged up "red" on termly results sheet
  - Consistently not meeting targets on formative tracking sheet

Targets for each pupil set by the SEND / Learning Support Team are discussed with pupils and are monitored termly/half termly.

## **End of Key Stage Tests**

Assessment data is recorded on BROMCOM and Excel sheets shared on Google Drive. Each class teacher is directly responsible for completing the tracking sheets correctly and passing on all the relevant information to the next class teacher and the assessment coordinator. This information includes results of tests and assessments for the class as a whole. The data gathered will be used as a tool by the class teachers to:

- Identify pupils who are not making adequate progress and ensure that the pupils have been identified and strategies, and where necessary intervention, has been introduced
- Make predictions for SATs
- Help to identify children with SEN
- Track children's progress to ensure that pupils make good progress

## **APPENDIX 1 – Curriculum Statement**

### **CURRICULUM STATEMENT**

In a continually changing world, our fundamental aim remains the same: to ‘create a caring and warm atmosphere in which pupils can develop their full potential’ through our Trust-wide shared values of *Faith, Learning* and *Life*.

Under the guidance of Islam, pupils are able to explore their own humility and discipline which promotes integration and social harmony with the wider community. It is our unwavering belief that during their early years our children benefit from a solid foundation. At our school we strive to instil confidence in themselves and their faith as British Muslims to serve them well throughout the rest of their education and ultimately become people with purpose, who are proud of their identity and able to impact positively on the world around them.

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