



MANCHESTER
MUSLIM
PREPARATORY
SCHOOL

FAITH • LEARNING • LIFE

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.

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.

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.

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.