



CURRICULUM POLICY

1. AIM (INTENT)

Our Aim is to provide our students with;

- A high standard of academic and Islamic education
- A safe and secure learning environment in which all members of the school community can achieve their best
- An outstanding broad and balanced Curriculum, within the tenets of Islam, which inspires and enables all our students to acquire understanding, knowledge and skills appropriate to equip them for the 21st Century
- Learning experiences, which challenge, build self-esteem and confidence and so enable our students to take up their responsibilities as adults and members of society they live in

Rationale

The Curriculum consists of all that the School consciously offers by formal or informal means. It is the medium through which the School's aim and objectives are pursued. All that is presented as the Curriculum must seek to promote the; Intellectual, Physical, Cultural, Social, Emotional development of the individual, Islamic values and as a member of the British society.

The highest priority is given to the achievement of excellence, that education extends beyond the 'purely academic' and students develop real Islamic moral values and practice etiquette's in their daily lives.

Purposes:

- To ensure provision fully encompasses and promotes the fundamental British values of: democracy; the rule of law; freedom of religion; freedom of choice; freedom of thought; freedom of speech; freedom of association; tolerance and respect; fairness; liberty; social reasonability; and equality for all in line with the Faith, Values and Ethos of the School
- To provide a variety of activities which will enable each child to develop Islamic attitudes and values for a multi-cultural British society and as global citizen's
- To provide a programme of learning activities, in a safe and secure environment, which will engage, support, challenge, increase knowledge, understanding, independence, develop skills and attitudes of the pupils in accordance with the aims of the School
- To cater for the needs of all its pupils
- To ensure that each pupil develops greater self-esteem and confidence to become successful life-long learners
- To ensure a coherent progression from one educational stage to the next through a progressive learning programme
- To offer each pupil the breadth, depth, balance and relevance of education to which every child is entitled
- To ensure every pupil has the highest level of respect and tolerance for people of their own other, or no faith
- To offer a balanced political view point which will be non-partisan

Roles & Responsibilities

The Governing Body will monitor the effectiveness of this Policy and will hold the Headteacher accountable for its implementation.

The Governing Body will ensure that:

- All courses provided are appropriate and of national accreditation
- A framework is in place for setting Curriculum priorities and aspirational targets
- Adequate allocation of lessons are set for each year group to complete the programme of Study
- Provision is in place to cater for the needs and abilities of all pupils
- Assessments are in place that provide accurate monitoring of pupils performance
- The Curriculum provides breadth, depth and balance at KS3 & KS4
- Students are provided with well-resourced career's programme and opportunities for impartial careers guidance

The School Development Committee (SDC) will be responsible to fulfil the above responsibilities as delegated by the Governing Body.

Under the Guidance of the SDC, The Headteacher is responsible for ensuring this Policy is adhered to and will report to the Governing Body on a Termly basis.

All Staff will ensure that the School Curriculum is implemented in accordance with this Policy. Heads of Department and Subject leads will ensure:

- They have clear aims and objectives for their subjects in line with the School aims and objectives as outlined in this Policy
- They have appropriate Schemes of work in place for each year group
- The Schemes of work provide the right level of challenge, allow for progression from Year to year for all pupils and abilities
- They set out the knowledge and skills pupils will gain at KS3 & KS4

Curriculum Documentations are produced by each subject consisting of;

- Curriculum Maps for each year group
- Curriculum planners in detailed of what is taught each Term and lesson by lesson
- Assessment frameworks and how progress is measured

Monitoring Arrangements

The Headteacher and SDC will monitor the coverage and compliance of these Policy requirements through:

- Termly HT Reports to Governors
- Curriculum planning meetings with HOD & Subject leads
- Subject Specific School improvement plan Reviews

Curriculum Coordinator monitors the teaching & learning of subjects through;

- Learning walks/Visits
- Book monitoring
- Pupil focus group interviews
- Subject Audits (Deep Dive)
- SMT meetings
- Parent Surveys

Curriculum

Subjects Offered

Year	Key Stage	Subjects	Assessments
7-8	3	English, Mathematics, Science, History, Islamic History, Geography, Islamic Studies, Quran Studies, Religious Education, Arabic, Art, P.E, Computer Science & PSHCE.	GL Assessments Unit Assessments End of Year Final Assessment.
9	3/4	GCSE's -English Language, English Literature, Mathematics, Science Combined, Single Science (Biology, Chemistry, Physics) Computer Science, History, Quran Studies, Religious Studies, Arabic Non GCSE's -Geography, Art, P.E & PSHCE	GL Assessments Unit Assessments End of Year Final Assessment. DofE Bronze award
10	4	GCSE's -Arabic, English Language, English Literature, Maths, Science Combined, Single Science (Biology, Chemistry, Physics), History, Computer Science, Psychology, Religious Studies. Non GCSE's - P.E & PSHCE Work Experience Programme – 2 weeks	GL Assessments Mock GCSE's DofE Bronze award Expedition completed DofE Silver Award starts
11	4	GCSE's –Arabic, English Language, English Literature, Maths, Science (Double/Triple Award), History, Computer Science, Religious Studies Non GCSE's - P.E & PSHCE.	Mock GCSE's& GCSE Exams Finals. DofE Bronze / Silver Award completed

Allocation at Key Stage 3

Subject Year groups 7-9	Number of Periods per week
Mathematics	4
English	4
Science	3
Quran Studies	4
Year 9	3
Religious Studies	3
Year 9	4
History	1
Geography	1
P.E	2
Arabic	3
Computer Science	1
PSHCE	1
Art	1
Total	28

Allocation at Key Stage 4

Subject Year Group 10	Number of Periods per week at Present
Mathematics	4
English	4
Science	4(+1)
Religious Studies	2(+1)
Islamic Studies	1
History	2
P.E	2
Arabic	3(+1)
Computer Science	1
Psychology	2
PSHCE	1
Total	28

Subject Year group 11	Number of Periods per week at Present
Mathematics	5
English	5
Science	4(+1)
Religious Studies	2(+1)
Islamic Studies	1
History	2(+1)
P.E	2
Arabic	3
Computer Science	2
PSHCE	1
Total	29

Delivering the Curriculum (IMPLEMENTATION)

The broad and balanced curriculum at Tawhid aims to provide moral and academic excellence for all its pupils. Pupils follow closely the National Curriculum subjects as well as Arabic language and Islamic History & Studies. Students are taught in mixed ability groups and with work being differentiated to cater for all abilities. Emphasis is much focused on pupils knowing more and remembering more by revisiting and mastering the learning before they move on to the next topic to build a secure foundation for learning.

Additional subjects may also be offered on a one-year course. Classes are smaller allowing more time for one to one teaching. Booster classes are timetabled throughout the year for all classes taking external examinations in various subjects. An intensive programme of Boosters will run for Year 10 & Year11 from Term 1 until GCSE exams in June.

As well as traditional subjects, the school offers a range of skills based and leadership programmes to allow pupils to develop real-life functionality. At KS3 emphasis is on pupils to develop core functional Skills in English, Mathematics and ICT. Pupils are also offered to take part in the Youth Travel Ambassadors Programme, STEM workshops, a range of subject specific and Citizenship Trips. At KS4, pupils complete a range of Work Skills and Career development programmes; Work Experience and the Duke of Edinburgh Bronze & Silver Awards.

National Strategies and Schemes of Work

All common core subjects are taught broadly in line with the Programmes of Study set out in the National Curriculum (NC) end of Key Stage targets. In year's 9-11, all subjects are taught to GCSE syllabuses in line with the QCA classification in each subject. The schemes of work for Islamic Studies and Arabic have been developed broadly in line with NC targets in RE and MFL respectively. All resources are mainstream produced by leading publishers and regularly updated in line with NC or Specification for GCSE changes. All digital resources are updated by publishers on an on-going basis to enrich the curriculum.

All pupils will be entered for all subjects at their appropriate level at GCSE's in line with the School's Exam Policy. There will be no gaming or off rolling at any stage, this is totally contrary to the School Ethos. In Science, pupils will be entered for either Combined or single Sciences.

PE

All pupils undertake P.E. throughout their school life. The lesson is divided into four activities warm up, stretching, game skills and short games. A range of activities are planned including athletics, basketball, badminton, biking, swimming, canoeing, football, volleyball, hockey, rugby, tennis, cricket, handball and rock climbing. A range of high quality venues are used for PE. The School also runs an 11 aside and 5 aside football House competition, Sports Days, Activity trips and takes part in inter Schools competitions such as Salaam Peace and Association of Muslim Schools.

Promoting ICT, Literacy & Numeracy

Literacy, Numeracy and ICT are not only taught as subjects, but also developed across the wider school curriculum. To raise the literacy levels of our pupils who come from various backgrounds, promoting reading is a School priority. One Tutor period a week is dedicated for reading where pupils and Tutors read a book of their choice or from the class book box. The School Library is well promoted and a scheme to target all readers is put in place to ensure all pupils in the early years develop an interest in reading.

Homework

Homework which may take many forms, including that of continuing class work or projects and assignments, will be set on a regular basis and must be carefully and thoroughly completed and handed in on time. Homework timetable requirements will be sent to parents during the autumn term.

The approximate time that is to be devoted to homework per subject is:

Key Stage 3	45 minutes per day
Key Stage 4	60 minutes per day

In addition, pupils will be required to complete control assessments at key stage 4, and other set projects as required (during weekends and holidays).

Equally, students must be ready to undertake extra homework, which may not be timetable, if it is appropriate to a particular stage of a subject. The support of parents in ensuring that homework is conscientiously completed and in appropriate surroundings is much appreciated. The ability to study independently becomes increasingly important, as student's progress through the school and good habits established at an early age is a foundation for good self-discipline in later life.

Reports & Assessments (IMPACT)

A full academic report and assessment of the student will be given to parents at the end of each academic year. Parents will be invited to discuss their child's progress twice a year at the Pupil Progress Review Evenings in September/October and January/February.

Parents are also welcome to arrange an appointment to discuss their child's progress during the course of the year.

Reports are distributed according to the following schedule:

Pupil Progress Review Meeting Year 7- Year10	October & February
Termly Interim Reports to Parents	October, February & April
End of Year Report Year 7- Year10	Summer Term
Pupil Progress Review Meeting Year 11	September
Year 11 Parents Evening	January

Pupil's attainment level in each subject is updated termly in the School Database. Parents can access subject specific attainment of their child through the School 'MyChild' secure portal.

PSHCE (Personal Social Health, Citizenship and Economic Education)

Special emphasis is on developing the spiritual and moral aspect of pupils. Emphasis is also on promoting respect and tolerance of the community we live in and our pupils gaining a full understanding of fundamental British values and customs. Each week, pupils are presented with a theme by their form tutor that focuses on developing an aspect of pupils' life. Theme is put into context that pupils can relate to bringing learning into reality. Also, an extended tutor period and guest speakers are invited each half term to further develop pupils understanding of the Theme and its underlying morals and values. Pupils are very receptive and the experience enriching and engaging.

All students throughout their school life at Tawhid are given the opportunity to develop further in all aspects of personal, emotional, social, health, citizenship and economic education. PSHCE is allocated one lesson each school week at KS3 and KS4 with the students in their year groups, where important issues are discussed and studied.

PSHCE is taught as a subject and is also promoted across the curriculum. Teachers are encouraged to incorporate aspects of PSHCE with their subjects with a cross-curricular approach.

Safeguarding:

The School teaches pupils how to keep themselves safe within School and the wider world including online through the PSHCE programme, Tutor sessions, E-safety days' workshop and presentations, Assemblies, and Computer Science studies.

Work Experience

In Year 10 students undergo a two week work experience programme. Placements are organised closely in areas of students' interest. We have established a good partnership with our work experience providers and valuable feedback is obtained on each placement from employers. Their suggestions and advice are valued and ideas taken on board when planning for the next cohort. Students record their daily experiences in a diary.

Careers Development & Raising Aspirations

We are committed to raising the aspirations of our young people and to provide them with Career opportunities to improve their life chances and set high expectations for all. The School is working towards "The Quality in Career's Standards" Accreditation and is committed to meeting the Gatsby Benchmarks for careers education

The School will provide a range of resources and facilities for its pupils through the careers curriculum to ensure effective career guidance is provided to all pupils. Pupils will have access to a School career advisor. A comprehensive Careers programme runs from Year 7 to Year 11 allowing pupils to develop an in-depth understanding of their Career options and choices beyond 14 and 16. These programmes will consist of pupils attending a range of Skills events, STEM workshops, college experience days, lesson observations, advice on Post 16 options and pathways. Links with Colleges and Universities has allowed Tawhid to provide college and university experience days. These will help to raise pupils' aspirations and inspire them to achieve high. Motivational talks will also form part of raising pupils' aspiration programme. A well informed pupil will have direction of where he wants to go and his destination.

Relationship, Sex and Health Education (RSHE)

With the highest level of modesty and morality in mind, Relationship, Sex and Health Education (RSHE) is taught as modules through the Islamic & Religious Studies, PSHCE, CS/ICT, PE and Science programmes of study. Emphasis is also on promoting respect and tolerance of the wider community, the different lifestyle, their beliefs, values, choice and practice.

The Curriculum for RSHE meets the national guidelines and is inclusive and age appropriate

Special Educational Needs and Disability (SEND)

We aim to provide an education for all our students regardless of their learning abilities or disabilities by providing students with support to enhance their learning further. We set high expectations for all our learners who will complete the full set of subjects up to GCSE's.

The School uses internal as well as external assessments to diagnose any early learning difficulties the pupil may have. A range of GL diagnostic testing are carried out together with teacher assessments at the point of entry as well as on-going throughout the school years. All performance is tracked with national norms and baseline assessments to measure progress.

If a student is experiencing learning difficulties beyond general differentiation by the class teacher, then an Individualised Education Plan (IEP) will be written with SMART targets set for students and agreed between the School, pupil and the parents to support the learning needs of the child. The IEP highlights

areas of development and sets out a strategy for supporting the child's progress in those areas of the curriculum. SENCO will co-ordinate support throughout the school and facilitate to raise standards further.

The SENCO shall also co-ordinate between the school, home and any external agencies involved, the programme set out. Parents are advised to monitor and support their child at home through paired learning. A Review of the IEP will take place twice in an academic year. Where the pupil requires further support then School Action, an assessment will be made and a decision to proceed with a formal application for an Educational Health Care Plan (EHCP), with the parents consent, will be made to the Local Authority (LA)

Daily Collective Worship

Each day begins with a recitation from the Holy Quran read as a whole class. Each lesson also begins with a short recitation of Surah Fatiah and ends with a supplication. On Tuesday there are class assemblies which pupils present on their chosen topic and on Thursday mornings there is a Lower / Upper school assembly, which is based on a theme for the week. The school provides the opportunity for all pupils to perform congregational (Jamaat) Salaat daily. Prayer times are integrated within the school time-table. On Friday, school finishes at 12.40 pm, allowing students to attend Salaat-ul-Jum'ua.

Islamic & Religious Studies

At KS3 pupils study Islam and other world religions for three periods a week. The School provides an in-depth study of Islam and Christianity for their GCSE in years 9-11. Islamic & Religious studies are taught through a variety of approaches. Emphasis is put on pupils developing both spiritual and intellectual understanding of concepts. The pupils also develop an understanding of other world major faiths, beliefs and values throughout their school lives through meaningful interactions with places of worship, guest speakers and workshops.

Quran Studies

Our Quran studies programme is aimed to develop and promote the accurate recitation of the Holy Quran by ensuring pupils master the underlying science of the rules of Tajweed and Makhraj. Emphasis is given to the beautification of perfecting pupils' recitation as well as, fluency and to develop a basic understanding of the message of the Quran. In addition, pupils also are to memorise portions of the Quran each Term, Duas, Hadith and Sunnah of the Prophet Muhammad SAW. Assessment is continuous and progress is checked on a termly basis to ensure pupils are developing each aspect of the programme as expected.

Equal Opportunities

Diversity is what makes Tawhid Boys School special. We are an expanding school and have students of various nationalities. Most of our students are local or from neighbouring boroughs. The majority of our students speak more than one language. They bring a wealth of experience and culture to the school that enriches the education of all our students.

At Tawhid we believe in providing an education for students of all ethnic backgrounds and students are not discriminated against because of their race and ability. We believe that all children have a right to learn. Tawhid is not a selective school, and parents make an informed choice to have their children educated here. We promote the fundamental British values, liberty, respect and tolerance of all people and their beliefs.

Broader Curriculum

The School will promote pupils to develop as responsible citizens who make positive contributions to the community and at large the British society and as global citizens. The school values this richness and the impact it has on the personal development of its pupils. The school is committed to providing opportunities for pupils to participate in such initiatives that promote the diversity and social inclusion.

To enrich our pupils school experience we offer a range of programmes that include the Duke of Edinburgh Award, Comenius projects, school linking through the Three faiths Forum, Promoting Sustainable travel through the Youth Travel Ambassadors Programme (YTA), Healthy Schools Programme, Eco-Active projects, STEM projects, fund raising for a range of local, national and international charities, Writing Award competitions, Maths & Science Challenge and Careers programme.

Broad Guidelines for Implementation

1. By carrying out a continuous review of the curriculum
2. By considering carefully, and acting upon when appropriate, the views of all persons and agencies having a legitimate interest in the work of the School
3. By employing Staff with the appropriate abilities to plan and deliver the curriculum to the highest standard
4. By providing, within the constraints to which the School is subjected, the appropriate resources to meet the curricular needs of the pupils
5. By involving the pupils in the learning process at all times
6. By presenting tasks specific to the pupil's abilities and needs
7. By presenting tasks, which enable each pupil to succeed and progress to higher levels of achievement
8. By carrying out appropriate procedure for the assessment, monitoring, and recording of pupils' achievements
9. By providing all staff with the opportunities to receive such training / qualifications as may be necessary to implement changes in the curriculum, update their subject specific knowledge, develop strategies to build on areas of development and further their professional development to promote the aims of the school
10. By providing all staff opportunities to participate in CPD and to enable them to deliver the curriculum according to the ethos of the School
11. By developing procedure to ensure that progression and transfer from one institution to another is smooth and trouble-free