

**AYESHA SIDDIQA
GIRLS SCHOOL**

**CURRICULUM
POLICY**

Curriculum Policy

The policy outlines part of the ethos and philosophy of the school and also seeks to support the school's academic aims. Therefore, its implementation will also promote the fulfillment of many of the spiritual, moral and social aims.

Ayesha Siddiqa Girls School aims to actively promote the principles of having a character that encourages good morals and manners, honesty and truthfulness, individual human worth, achievement, equal value, co-operation, and respecting differences. This policy expresses a key way in which the school can fulfill its role as a child-centered school, concerned with the whole child, which works at being inclusive.

Curriculum aims

The aims of the curriculum are to enable students to develop:

- a sense of enquiry, the ability to question, solve problems and argue rationally;
- a willingness to apply themselves and an aptitude for learning;
- knowledge and skills relevant to adult life and employment
- literacy, numeracy and competence in the use of information technology;
- their creativity, critical awareness, empathy and sensitivity;
- a recognition of their own and others' achievements, in school and beyond;
- self-esteem, self-worth and self-confidence;
- the skills of working as an individual and as a member of a group or team;
- appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect;
- 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 fully comprehensive, 11 - 16 school, we are committed to the principle that all students, regardless of ability, race, cultural background, 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 students. It also means that many features of the curriculum are common to all students. No student is denied access to any part of the curriculum on grounds of ability.

Access

The principle above presents us with a responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that, wherever possible, students 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 students;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed;
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum;
- provide work which meets their students' 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 students' 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 daughters.

Curriculum structure

The timetable

The school operates a 32 period week. There are 7 periods per day, five lasting for 50 minutes and two for 45 minutes. This means that teaching time is 23 hours and 45 minutes.

Assemblies are held for 20 minutes, three times a week and tutorials are held for 20 minutes, twice a week for KS3 and KS4 students. 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 Arabic or Urdu. Most courses lead to GCSE examinations. The majority of students therefore can achieve 9/10 GCSEs (see appendix A).

Curriculum matters

Mixed ability teaching, setting and differentiation

On arrival in Year 7, all students are placed in mixed teaching groups in English, Maths, Science and Qur'an, in which pupils are placed in either the higher or lower group. Some departments, however, choose to place students into ability sets or broader bands at some point during Years 7 - 9, in order to target work more precisely. These departments may include mathematics and languages.

All other classes have mixed ability groups. 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 Years 7 - 9, the usual teaching group is the tutor group (the maximum pupils in a class is thirty). In Years 10 and 11, groups in English, Maths and Science in total are 26 students.

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 students' 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 students 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, examination board and DFE guidelines. These schemes of work are followed by all departmental staff and their delivery monitored by the Head. Schemes' of work set out how the course is structured, so that students' skills, knowledge and understanding are developed progressively. They also show how the teaching is organized. Teachers plan individual lessons, or sequences of lessons, in different ways.

The school does not prescribe a single method for short-term or long-term planning. It does however, expect that such planning takes place, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential.

Assessment

Schemes of work should be supported by assessment strategies and marking policies. Assessment is the continuous process of gathering information about children's achievements over time. Assessment should be in two main forms:

- formative assessment: to recognize 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. Teachers are also advised to track pupils' progress by making pupils aware of how they are doing and inform them of their next learning steps.

Homework

Ayesha Siddiqi Girls School recognizes 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, students 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 half an hour per subject per week. This rises to about one 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.

Students 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 two hours homework per week will be needed in each subject.

Special Educational Needs (SEN)

All students have the right to have access to the school curriculum and other activities, regardless of their ability or disability. Students 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. Individual Education Plans (IEPs) will be drawn up where necessary and the SEN Code of Practice will be referred to. An SEN register of pupils will be kept in the school which will identify those pupils at School Action and those at School Action Plus

Gifted and talented students

'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 students may display such special skills, expertise and understanding in particular areas. It is the responsibility of all staff to identify such students, 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 Students

For many of the pupils at the school, English is their second language. Most pupils' mother-tongue is Somali/Urdu and there are small numbers of Somalis and students from other backgrounds. The school aims to make provisions for all EAL students, in all subjects, with particular focus on improving pupils' literacy skills. Currently, form tutors encourage pupils to read books during tutorial sessions for year 7-11 and some display key concepts in their classrooms so that pupils can make sure of these in lessons.

Equality of opportunity

Ayesha Siddiqah Girls School is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip students 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 her creed, culture, class, race or disability. The school expects every aspect of activities held in class and out to have an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and students.

Examinations

It is expected that all students 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 in relation to coursework controlled assessment, 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.

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 Ayesha Siddiqa Girls School is guided by the following principles:

- all students have an entitlement to the use of ICT, as detailed in the national curriculum, throughout key stages 3 and 4. They are expected to develop both understanding and practical expertise. Students 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.

Religious Studies

Islamic Studies is taught 3 times a week for years 7, 8 and 9. 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. Religious Studies (RS) is taught to pupils 3 times a week for year 10 and 11. The aim of the RS 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. RS is also taught in the sixth form and is available at A2 and A3 level.

Personal, Social and Health Education (PSHE) and Citizenship

Personal, Social and Health Education is an important part of the school curriculum. We aim to develop students' 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.

PSHE is currently taught from year 7, 8 and 11 once a week and is currently taught from an Islamic perspective, as part of the ethos of the school. The kinds of topics covered allow for PSHE coverage, such as teaching about manners and etiquettes, cleanliness,

respect, telling the truth, keeping promises etc. In Islamic Studies and Science teachers cover topic areas such as puberty, menstruation, nutrition, reproduction, health and fitness etc. The school aims to develop (and allow more scope in) PSHE lessons to cover these and other topic areas, such as drugs education, careers, the environment etc. We also have plans for including a PSHE/Citizenship programme in tutorial sessions for KS4 students.

In addition to this, the school would like to continue to implement its Citizenship strategies to increase more awareness of citizenship issues such as democracy, local and global issues, the law, human rights, the environment etc. Teachers are made aware of the Citizenship curriculum so that they can build aspects of citizenship into their Schemes of work. Further to this, the school aims to teach KS3 pupils Citizenship lessons during tutorials.

Spiritual, moral, social and cultural development

Spiritual development is accomplished in a variety of ways, other than through Islamic Studies and RS. There are talks in assemblies from both teachers and student learned speakers. Religious Studies and Islamic Studies lessons encourage students 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.

Students are encouraged to reflect upon their own attitudes and values, in Islamic Studies, Religious Studies and other lessons. In some subjects, notably perhaps in PSHE and English, students 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 various subject areas (particularly in Islamic and Religious Studies). There is emphasis of moral education in Geography, History, Science, PSHE, English, Qur'an, 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 students 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. Students have extensive opportunities to take responsibility through activities such as the School Council, roles as Prefects and Head girls, assisting at Raising Achievements Day and Parents' Evenings, assemblies and special events.

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 others 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 History and the school aims to promote more cultural development in other areas of the curriculum such as PSHE, Islamic Studies and English.

Physical Education (PE)

The school currently teaches PE for all pupils twice a week.

Careers Education

We are currently working to develop a careers programme for the school for years 7-13, focusing mainly on years 9-11. The careers programme will be designed to meet the needs of students at the school in line with the Islamic ethos. It will ensure progression through activities that are appropriate to student'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 (i.e. the NRA) etc. 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 students, parents/carers, the sixth form and other outside agencies, such as Connexions to deliver a careers service that meets the needs of our pupils, including the possibility of allowing students to carry out work experience (see our careers policy for more information).

Talks are given by different career people e.g. doctors.

Educational Visits

We currently aim to take students in different year groups on an educational visit once a term or at least once a year.

Extra Curricular Activities

The school also aims to develop the more creative aspects of the curriculum and hold more extra curricular activities, such as after school classes to develop pupils creative, social and aesthetic skills, and homework club to allow pupils to get support in their learning and develop their study skills.

Monitoring, reviewing and evaluation

Curriculum Management

The Head teacher is responsible for monitoring all the areas concerning curriculum and assessment, including:

- planning and implementation;
- monitoring and reviewing;
- sharing experience and practice

This will be done by carrying out lesson observations of teachers at least twice a year, scrutinizing lesson plans and examining pupils' books at least once a month; having review meetings with individual teachers and providing feedback, delivering training and sharing good practice in staff meetings etc.

Particular focus is 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 PSHE and Citizenship programmes of study.

The Head Teacher will liaise with the Management Committee 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.

Signed and approved by Head Teacher:

Signed and approved by School Chair of governors:

Updated: Jan 2011

Review: Jan 2012

Key Stage 3: Year 7, 8 and 9

| SUBJECTS: | NO. OF LESSONS | NO. OF MINS: | |
|-------------------|----------------|--------------|--------------------|
| English | 4 | 200 | |
| Maths | 4 | 200 | |
| Science | 4 | 200 | |
| Islamic Studies | 3 | 150 | |
| Islamic History | 2 | 100 | |
| ICT | 3 | 140 | |
| Quran | 2 | 100 | |
| PE | 2 | 100 | |
| Geography | 2 | 100 | |
| Arabic | 2 | 100 | |
| Design Technology | 2 | 100 | |
| History | 2 | 90 | |
| PHSE | 2 | 50 | (Tutorial Periods) |

Key Stage 4: Year 10 and 11

| SUBJECTS: | No.OF LESSONS: | NO.OF MINS: | |
|-----------------|----------------|-------------|--|
| English | 4 | 200 | |
| Science | 4 | 200 | |
| Maths | 4 | 200 | |
| Islamic Studies | 3 | 150 | |
| History | 2 | 150 | |
| ICT | 3 | 150 | |
| Geography | 3 | 140 | |
| Arabic/Urdu | 2 | 100 | |
| Quran | 2 | 100 | |
| PE | 2 | 100 | |
| PHSE | 1 | 50 | |
| DT | 3 | 150 | |

ASSESSMENT PERIODS

| YEAR GROUP | TYPE OF EXAM | DATES |
|-------------------|---------------------------------------|---------------------------|
| KS3: Year 7-9 | Half yearly Exams | December |
| KS3: Year 9 | Half yearly Exams | March Early June |
| KS4: Year 10/11 | Science Modular Exams | November March June |
| KS4: Year 11 | GCSE Mock Exams GCSE Exams (final) | December May/June |

Plans for Assessment:

The school aims to draw up a plan for regular 'meaningful marking' to be carried out in all subjects and for this to be monitored.

Careers Development Programme

This is a programmed that we are working towards establishing:

| | |
|----------------|---|
| Year 7 | Self assessment of skills- strengths and weaknesses. Personality types, careers profiles |
| Year 8 | Write letters to parents asking them to proactively find work experience for their child. |
| Year 9 | Introduce the children to Conations online; different career paths; UCAS, University guides |
| Year 10 | Work experience- utilize our links with other Islamic institutions, careers interviews |
| Year 11 | Careers interviews, mock interviews |

There will be careers sessions on a termly basis during tutorial time for all years.

Signed and approved by Head Teacher:

Signed and approved by School Chair of Governors:

Updated: Jan 2011

Review: Jan 2012