



## CURRICULUM POLICY

Reviewed February 2024 Next Review February 2027

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### 1.0 INTRODUCTION

Apex aims to create a caring environment that promotes learning and personal growth as part of the development of the Islamic personality. This is in accordance with the statement of the Prophet Muhammad (SAW):

***"I have been sent only for the purpose of perfecting good morals (Al-Muwatta)***

At Apex every child matters and through our High standards and expectations, we want to help children to achieve their true potential. This is reflected within our broad and balanced curriculum incorporating

### 2.0 DEVELOPMENT AIMS OF THE POLICY

#### Thinking and Creativity

- To enable children to be creative and to develop their own thinking
- To enable all children to learn and develop their skills to the best of their ability

#### Attitude to Learning

- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To develop high expectation of an individual's performance

#### Skills for Life

- To teach children the skills of literacy, numeracy and Computing

#### Quran & Arabic

- To teach the science of Qur'anic recitation (Tajwid)
- To teach children Arabic as a tool for understanding the Quran

#### Islamic Studies

- To teach the basic principles of Islam and the sciences including Aqidah (Creed), Fiqh (Jurisprudence) and Tafsir (Exegesis)
- To develop a love for the 'ibadaat as part of love for Allah, particularly Salah, in accordance to the statement of the Prophet Muhammad (SAW):

***"The first matter that the slave will be brought to account for on the Day of Judgment is the prayer. If it is sound, then the rest of his deeds will be sound. And if it is bad, then the rest of his deeds will be bad."*** (Al-Tabarani)

#### Community and Responsibilities

- To prepare children to be ready for a secondary education

- To teach children about their developing world, including how their environment and society have changed over time
- To enable children to be positive citizens in society
- To enable children to be outstanding role models in society and confident personalities
- To demonstrate a caring, respectful attitude towards each other within the community
- To promote partnership between the child, the parent, the teacher and the community.
- To promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

### 3.0 PLANNING

Our curriculum is planned in three stages. A curriculum map for each year group is agreed. This comprises the theme that will be taught each term/half term. Our curriculum maps are reviewed during the end of each academic year.

Our medium-term plans are half termly. These give clear guidance on the objectives and strategies used when teaching each topic. The National Curriculum (2014) along with other schemes of work provides guidance for our medium term planning. Our short term plans are embedded into the MTP's. It sets out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

### 4.0 CURRICULUM ORGANISATION

Each half term our children follow a '**Learning journey**' (lead by the theme) which begins with a *stunning starter*, continues with a *marvelous middle*, and ends with a *fabulous finish*. The learning journey links together most subjects across the curriculum offering children a meaningful and engaging experience.

The subjects are organised into three core groups:

- GLOCAL - English, History, Geography, Art
- STEAM - Math, Science, Computing, Design Technology
- TAZKIYAH - Qur'an, Arabic, Tarikh and Fiqh

The core groups are taught by a different teacher, with one teacher teaching KS1 (Year 1,2,3) and another teaching KS2 (Years 4,5,6). Thus, we have two teachers per core group.

GLOCAL subjects are at the heart of the journey.

The Learning journeys are planned to reflect key elements of the National Curriculum and additional elements that reflect the culture and context and are relevant to our children.

Teachers plan opportunities within the learning journeys for children to learn through trips, visitors including parents and family, and other hands-on experiences.

Over the three terms of the academic year, each child has the chance to experience a broad range of National Curriculum subjects:

#### **Core Subjects**

Literacy  
 Numeracy  
 Science  
 Islamic Studies  
 Quran & Arabic

**Foundation subjects:**

SMSC / PSHE

Computing

Art &amp; Design

Design &amp; Technology

History

Geography

P.E

RE

Numeracy is taught as a discrete subject with links made to the learning journey wherever possible. Teachers ensure that the learning objectives for each subject are taught over the three terms according to the appropriate stage of children's learning and aim to cover the objectives by the end of Summer 1 term. Summer 2 is used to teach any gaps in the curriculum that are identified from analyzing the data from assessment.

SMSC and PSHE are interwoven and embedded not only within the learning journey but also form part of the Islamic studies curriculum (see SMSC policy for further details). It has been also timetabled into the end of the day for 3 days and taught by the allocated class teacher.

RE is covered on one day of the week at the end of the day.

Quran & Arabic and Islamic Studies are also considered core subjects in our curriculum and help develop strong Islamic personalities and values. Arabic is taught to give the children access to an in-depth understanding of Islam and the Qur'an.

Phonics is taught from Nursery to Year 2 and focuses on embedding effective reading strategies in order to make our children confident, independent readers. From Reception to Year 2 the sessions are separate from Literacy and last between 20- 30 minutes. In Nursery, phonics is embedded into other activities.

Reading is further developed in Guided Reading which takes place at least 3 times a week in Key Stage one.

Children can be grouped according to reading ability, gender, or interests with no more than 6 children in each group.

**4.1 THE FOUNDATION STAGE**

See EYFS Policy.

**5.0 CHILDREN WITH SPECIAL NEEDS**

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 only after consultation with the child's parents.

If a child has a special need, our school will do all it can to meet these individual needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe we discuss this further with the parents and investigate if there is anything further the school is able to do for the child in question. Currently the school does not have any additional funding to support this. (See SEN Policy for further information)

**6.0 CHILDREN WITH EAL NEEDS**

If a Child has English as an additional language, our school will do all that it can to meet his/her individual needs. We support English across the curriculum and have dedicated extra curriculum time during the Foundation Stages for English with a strong focus on reading to help children get an early start in literacy (See EAL Policy)

## 7.0 MONITORING AND REVIEWING

The Early Years Coordinator is responsible for reviewing and monitoring the Foundation stage curriculum and the Senior Quran & Arabic teacher is responsible for overseeing Quran and Arabic. Planning and coverage of the curriculum is reviewed and updated regularly.

The Key stage coordinators are responsible for the day to day organisation of the curriculum. The MTP's are monitored for all year groups, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning objectives.

The Head teacher monitors the way subjects are taught throughout the school. She examines curriculum maps and medium-term planning, and ensures that appropriate teaching strategies are used and monitors the lesson plans.

## 8.0 CURRICULUM HOURS

The time to teach and access the school curriculum for Key Stage one and two is 25 hours, excluding the assembly, registration, playtimes and Fruit and milk. Key stage one sessions include time for settling and games.

Based on a 36 week year. The 2 extra weeks account for school trips and training.

Subjects	Hours covered per week
English	4hrs
Mathematics	4hrs
Guided Reading	1hr
Phonics	1hr (Yr 1 & 2 only)
Islamic Studies/PSHE/SMSC	3hrs
Quran & Arabic	3 hrs
Computing	50mins (also covered through other subjects)
Physical Education	2 hrs
Religious Education	20
SMSC / PSHE /RSE	30 mins + Embedded into other subjects RSE
Science	2 hrs
Geography	Remaining time is spent on thematic
History	
Art & DT	

The hours allocated are estimates. Where possible subjects are taught entwined together.

**9.0 EXPECTATIONS SUMMARY**

Subject	End of Key Stage 1	End of Key Stage 2
Islamic Studies	<p data-bbox="363 470 790 604">Majority should be working at the expected level with some working above expected level and some below.</p> <p data-bbox="363 646 790 747">Expected level scale point- 3 expected level with some working above expected level</p>	<p data-bbox="846 470 1218 604">Majority should be working at the expected level with some working above expected level and some below.</p> <p data-bbox="846 646 1218 747">Expected level scale point - 3 expected level with some working above expected level.</p>
Quran & Arabic		
English		
Mathematics		
Science		
Computing		
Geography		
History		
Physical Education		
Art		
SMSC/PSHEC/ RSE		
Religious Education		