

Tarbiyyah Primary School

Curriculum Policy

Date: September 2021

Prepared by: Headteacher, Deputy Headteacher & Assistant Headteacher

Agreed with: Chair of Trustees

To be reviewed and updated: September 2022

Curriculum Policy

TPS is a faith based independent primary school and our curriculum is designed to reflect our ethos as well as to support our aims and values. Through our holistic programme of studies during school time, as well as extra-curricular activities, we are committed to giving learners a broad, balanced and relevant educational experience that will prepare them for each next stage in their learning.

The curriculum is delivered largely through the new National Curriculum (2014). We also teach Islamic studies known as 'Tarbiyyah' as well as Arabic and Qur'aan.

Our belief is that every child is an *amanah* (trust) and thus we are committed to child welfare practices in relation to safeguarding and Health and Safety regulations when organising activities for each of the year groups. We wish to ensure that children are able to learn in a safe, healthy, happy and stimulating educational environment. We expect all of our staff, trustees and volunteers to share in this commitment.

Intent

Our curriculum will give learners the opportunity to:

- ❖ See clear links between different aspects of their learning.
- ❖ Make effective connections to the real world.
- ❖ Experience the challenge and enjoyment of learning.
- ❖ Develop and demonstrate their creativity.
- ❖ Develop new skills through a variety of interesting contexts.
- ❖ Develop a rich and deep subject knowledge

Through our curriculum we will also give learners the opportunity to:

- ❖ Develop self-esteem and confidence in their abilities.
- ❖ Reflect and think mindfully about their learning.
- ❖ Learn in a peaceful and supportive environment.
- ❖ Express their opinions on a range of different topics and issues.

Implementation

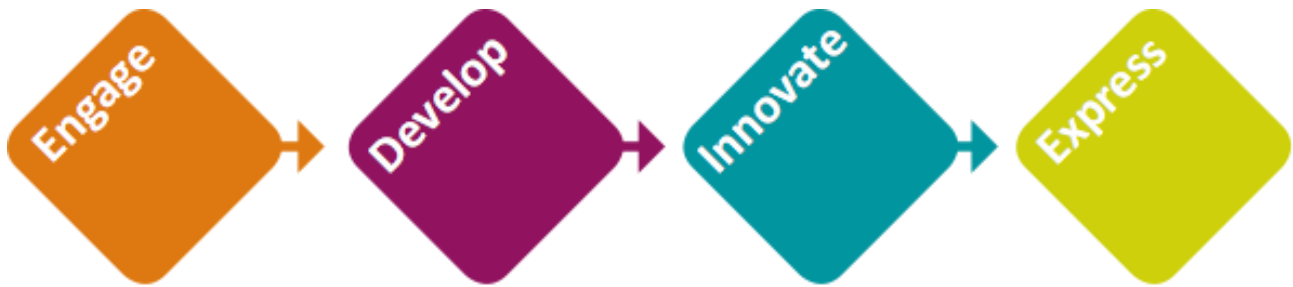
Our curriculum will be taught through a pedagogy that:

- ❖ Excites, promotes and sustains children's interests.
- ❖ Promotes problem solving, creativity and communication.
- ❖ Enables learners to reflect on and evaluate their learning.
- ❖ Helps learners to acquire a solid basis for lifelong learning.
- ❖ Helps learners to develop intellectually, emotionally, socially, physically and morally.
- ❖ Assists learners in becoming independent, responsible, useful, confident and considerate members of the community.

We will enrich our curriculum by:

- ❖ Providing on or off-site memorable experiences related to their subject or topic.
- ❖ Holding specialist curriculum days or weeks
- ❖ Welcoming parents/carers to take part in the children's learning and experiences.

Structure



Our curriculum is built on The Four Cornerstones of Learning – Engage, Develop, Innovate and Express. These are four distinct stages that actively promote children's learning and thinking.

The Four Cornerstones of Learning link explicitly to pupils' spiritual, moral, social and cultural (SMSC) development.

The focus for teaching and planning in each Cornerstone is as follows.

Engage

- hook learners in with a memorable experience
- set the scene and provide the context
- ask questions to provoke thought and interest
- use interesting starting points to spark children's curiosity

Develop

- teach knowledge to provide depth of understanding
- demonstrate new skills and allow time for consolidation
- provide creative opportunities for making and doing
- deliver reading, writing and talk across the curriculum

Innovate

- provide imaginative scenarios for creative thinking
- enable and assess the application of previously learned skills
- encourage enterprise and independent thinking
- work in groups and independently to solve problems

Express

- encourage reflective talk by asking questions
- provide opportunities for shared evaluation
- celebrate success
- identify next steps for learning

Imaginative Learning Projects

Our curriculum design for KS1 and KS2 gives each year group the opportunity to cover a broad range of themes and subjects. Each project lasts either a half or full term depending on the amount of content and the children's interests. Each project includes an **innovate challenge**. This allows the learners to explore their creativity and gain real life experiences. It also enables them to link their skills and knowledge to practical tasks.

Subjects

Tarbiyyah (Islamic Studies)

Our **Tarbiyyah** lessons provide the framework to support the development of personal, social and life skills for our pupils, the identification of and dealing with emotions and feelings, exploring health related issues, understanding about one's self and relationships with others. The curriculum focuses on highlighting the importance of knowing Allaah, worshipping Him Alone with obedience and being upright in character. Aspects of the curriculum are embedded into other lessons too. Tarbiyyah, Arabic and Qur'aan are important aspects of the curriculum and help nurture strong Islamic personalities. An early start in the Arabic language gives the children access to an in-depth understanding of Islam and the Qur'an.

In order to enhance literacy skills, Tarbiyyah lessons coincide with literacy topics and make links with the genres across each half term.

Literacy

Literacy is a core subject and is at the heart of our curriculum. Each project covers a range of reading and writing genres and, where appropriate, links to other areas of the curriculum.

Spoken language is promoted throughout the curriculum and across all subjects.

Spelling, vocabulary, grammar and punctuation are promoted throughout all writing opportunities, with each year group following a specific programme.

The following adjustments are made to the English new National Curriculum:

- Texts which promote actions such as lying, magic, witchcraft, fornication, and other such materials that do not promote sound moral values will not be utilised.

TPS expectations for Literacy:

- **Reading:** We have various reading schemes to support reading progress, however, we provide the children with Oxford Reading Tree as the main scheme for guided reading and reading at home in EYFS and KS1. Reading is an integral part of learning therefore a strong emphasis is given to it as it improves other communication skills. The Accelerated Reader program is being implemented this year, where learners will have a choice of books from their current reading level and progress through levels by enhancing their comprehension skills.
- **Handwriting** is taught discreetly with the aim of getting the children to use speed and fluency in writing, joining words in cursive formation linked to spellings and phonics of the week. The school uses the *Nelson Handwriting* scheme of work and lesson plans to support teaching and learning of handwriting.

- **Phonics:** In early years and key stage 1, phonics is taught using the scheme 'Letters and Sounds'. Children are initially taught a sound a day and previous sounds are constantly reviewed to ensure all previously learnt sounds are reinforced and consolidated. As soon as children know the first set of sounds, they are taught how to orally blend words and then speed-read and write by applying their phonetic knowledge in reading and writing. As children are taught to read phonetically, they are able to read nonsense-words too. Children are also made aware that they will encounter words that can't be read phonetically and must be learnt through sight reading and practice. For example, tricky words and some high frequency words, which they can reinforce through spellings being sent home and tested at school.
- **Grammar:** Grammar is taught discreetly via the program of 'Classroom Secrets.' Each week learners are taught concepts which are embedded within their literacy lessons, as well as through homework.

Mathematics

Mathematics is also a core subject and is taught discreetly. However, where relevant, mathematics is linked to ongoing project work.

At TPS maths is taught from the new National Curriculum, following the White Rose scheme of work and lesson plans. Mathematics is taught between 45 minutes and for 1 hour each day. Our aim at TPS is to support pupils in developing fluency, mathematical reasoning, and problem-solving skills as well as greater depth (Mastery) in conceptual understanding.

TPS expectations for Mathematics: (What needs to take place in every classroom)

- Mental maths
- Problem solving
- Timetables
- Maths vocabulary

Science is taught from the new National Curriculum in the context of understanding the creation of Allah. The children are taught to work scientifically through being encouraged to ask curiosity questions, make observations, perform simple experiments using equipment, identify and classify materials, suggest answers to questions, gather and record data. Science is fully covered through the ILPs. Some projects have a science focus, and others will have less of a scientific emphasis.

Arabic

At TPS, **Arabic** is taught as a second language and classes are timetabled between 30 – 45 minutes each day from Nursery to Year 6. The school uses the 'Kitabi' ('my book') curriculum to ensure structured learning and progression in the language. Arabic lessons comprise of:

- Reading
- Writing
- Spelling
- Grammar
- Vocabulary
- Speaking & Listening

The **Arabic curriculum** is also supported by topics each half term. These topics are taught in each year group across the primary school; however, the level of depth and coverage increases for each year group. Arabic literature is used wherever possible.

Qur'aan is taught daily for 30 – 45 minutes. Through recitation, pupils develop the skill of memorisation, reading and speaking, rhythm and melody in Arabic language. By also studying Tafsir of the Qur'aan, pupils develop an understanding of Islam. The strands of learning in Qur'aan lessons are:

- Memorisation
- Revision
- Reading & Rules of recitation (Tajweed)
- Tafsir
- Manners and etiquettes of recitation

Foundation subjects

The foundation subjects – **history, geography, design & technology, computing and art & design** – are integrated into each project and provide enrichment across the curriculum.

PE

The PE curriculum is delivered using the Twinkl schemes of work. Each unit teaches and develops relevant skills and tactics. The PE curriculum is developed deeper to include various aspects of following rules of games, etiquettes of playing as part of a team and sportsmanship.

PSHE (personal, social, health and economic education) and Citizenship

PSHE and citizenship are important aspects of our curriculum and are taught both discretely and within the projects. Lessons likewise educate children of the social and moral responsibilities of community involvement, enabling them to make a positive contribution to their local, national and global communities. Lessons work on self-awareness; managing feelings; motivation; empathy, social skills, manners and etiquettes with others, economic matters as well as equality and diversity. TPS uses the 'PSHE, SEAL and Citizenship' scheme of work and lesson plans supplied by Ealing Grid for Learning.

RE is taught through the new national curriculum. Our scheme of work and lesson plans are taken from the Ealing Grid for Learning.

Timetables

Each year group has a set of non-negotiable allocations for various aspects of the curriculum, including English, mathematics, Quran, Tarbiyyah, Arabic and PE. Teachers are free to arrange their 'topic' session in their timetable to make the most of cross-curricular opportunities and the needs of pupils.

Early Years Foundation Stage

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

(*'Statutory Framework for the Early Years Foundation Stage'* March 2017)

The Early Years Foundation Stage (EYFS) covers the development of children from birth to the end of their Reception year. The overarching aim of the EYFS is to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure

children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We follow the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at **different rates**.

We also teach Islamic studies known as 'Tarbiyyah' as well as Arabic and Qur'aan.

The activities that the children explore in class are supported by educational visits (within as well as outside the local area), visitors and themed weeks to give the children a wider range of experiences and broaden and deepen their understanding.

We are committed to developing children's thinking and practical skills, as well as ensuring they develop core skills across all areas of learning

Our belief is that every child is an *amanah* (trust) and thus we are committed to child welfare practices in relation to safeguarding and Health and Safety regulations when organising activities for each group. We wish to ensure that children are able to learn in a safe, healthy, happy and stimulating educational environment. We expect all of our staff, trustees and volunteers to share in this commitment.

Curriculum Organisation

We plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning, to enable the children to achieve their potential.

All of the seven areas of learning and development are important and inter-connected. The Prime Areas of Learning are the essential foundations for children to work with and master before progressing to the Specific Areas of Learning

The curriculum committee work together to agree on the curriculum map units for each EYFS stage. The curriculum map provides a long-term plan of when units are to be taught, over each half term for the whole academic year. The curriculum committee is made up of the Head Teacher, Deputy Head Teacher, Arabic and Qur'aan teacher and teachers. In the Early Years we write medium-term plans using the EYFS, which are linked to a series of topics over an academic year. Each topic offers experiences in all seven areas, in both the inside and outside learning areas. These plans then inform our short-term weekly planning, which remains flexible for unplanned circumstances or children's responses. We follow and encourage the children's own interests through our continuous provision planning, where children are encouraged to learn through play and with positive adult and peer interaction.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. We create a stimulating environment to encourage children to learn in a variety of environments.

The medium-term plan gives a 6 week breakdown of the key skills and activities that the children will be engaging in during the half term. This is shared with the parents by displaying the current topic on the parent information board.

Tarbiyyah, Arabic and Qur'aan are important aspects of the curriculum and help nurture strong Islamic personalities. An early start in the Arabic language gives the children access to an in-depth understanding of Islam and the Qur'an.

Subjects

Staff are trained to work within the Early Years Foundation Stage and recognise that "*all children have from birth a need to develop, learning through interaction with people and exploration of the world around them*". The Early Year's framework recognises the holistic nature of development and learning and covers seven areas of Learning (Prime areas and Specific areas) that are equally important and inter-connected: However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. The prime areas are those most essential for a child's healthy development and future learning. As they grow, these skills will support the child as they extend their development in the specific areas. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

There are seven areas of learning with the foundation stage curriculum. These are broken into prime areas and specific.

Prime areas:	Specific areas:
<ul style="list-style-type: none"> • Personal, Social and Emotional Development (<i>Building Relationships, Self-Regulation, Managing Self</i>) • Communication, Language (<i>Listening & Attention and Understanding, Speaking</i>) • Physical Development (<i>Gross Motor, Fine Motor</i>) 	<ul style="list-style-type: none"> • Mathematics (<i>Number, Numerical Pattern</i>) • Literacy (<i>Reading and Writing</i>) • Understanding the World (<i>Past and Present, The Natural World & People Culture and Communities</i>) • Expressive Arts and Design (<i>Creating with Materials, Being Imaginative and Expressive</i>)

Personal, Social and Emotional development

This area is a crucial part of a child's development in the Early Years. It focuses on the children's emotional well-being, independence and their understanding of feelings, relationships and what

is acceptable. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. The children are given opportunities to listen and speak in a range of situations. They learn to discuss stories, ask and answer questions and to follow instructions.

Physical Development

Physical development allows the children to develop their fine and gross motor skills through everyday routines. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

The prime areas are strengthened and applied through 4 specific areas:

Literacy

- Reading
- Writing

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Children follow the Letters and Sounds program to develop reading and writing skills. They use their phonic knowledge to read and write words and simple sentences. We help the children express their ideas in pictures and encourage the love for books and language through books and rhymes.

Parents will receive additional information about how reading is taught and how they can help their child at home.

Mathematics

Children will learn to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within these numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

They will explore;

- Shape, space and measure
- Children learn through play and experience a range of practical activities to help develop
- Number recognition
- Adding, taking away
- Sharing and doubling
- Learning mathematical vocabulary
- Patterns
- Shape recognition
- Size, time, weight length and capacity

Understanding of the World

This area helps the children to explore the world around them, including people in their communities and in the wider world. They learn about customs and festivals and learn about living things. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. Listening to a broad range of stories, non-fiction, rhymes and poems, will support their understanding of the world they live in.

Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

At TPS, **Arabic** is taught as a second language and classes are timetabled at 30 minutes each day. Arabic lessons comprise of:

- Reading
- Writing
- Vocabulary
- Speaking & Listening

The **Arabic curriculum** is also supported by topics each half term. These topics are taught in each group across the school, however, the level of depth and coverage increases for each year group. Arabic literature is used wherever possible.

Qur'aan is taught daily for 30 minutes. Through recitation, pupils develop the skill of memorisation, reading and speaking, rhythm and melody in Arabic language. By also studying Tafsir of the Qur'aan, pupils develop an understanding of Islam. The strands of learning in Qur'aan lessons are:

- Memorisation
- Revision
- Rules of recitation (Tajweed)
- Tafsir
- Manners and etiquettes of recitation

Computing is taught through use of Learn Pads and we aim to embed computing concepts through the EYFS Curriculum areas.

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life.

Children will **play and explore** their environment showing engagement by:

- finding out and exploring
- play with what they know
- be willing to 'have a go'

Children will be **active learners**, showing motivation by:

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Children will be creators and **think critically** by:

- having their own ideas
- making links
- choosing ways to do things

As adults we support our children by:

- fostering a desire to learn by nurturing active questioning and an awareness of the world around them.
- encouraging children to express their thoughts and ideas in a variety of situations.
- helping children to become competent speakers and listeners.
- developing confidence by praising success and encouraging effort.
- learning through play and experience learning first hand.

Impact of the Curriculum

Evaluating the Impact of the Curriculum

At TPS we believe curriculum review is a crucial and ongoing part of curriculum design. It should be a central part of the school's self-evaluation process. It requires some critical thinking in the following areas:

Intent:

- ❖ How well does our curriculum meet our curriculum principles?
- ❖ How well does our pupil offer broaden the curriculum for our children?

Implementation:

- ❖ What parts of our curriculum implementation have worked well, which haven't?
- ❖ Does the curriculum provide breadth and balance in all subjects?
- ❖ Is there evidence that children continue to build on their prior skills and knowledge?
- ❖ What steps have we taken to reduce teacher workload in relation to curriculum design?

Impact:

- ❖ Are there any differences between the progress of boys and girls?
- ❖ How well does our curriculum meet national standards?
- ❖ How well does our curriculum ensure pace and progress in children's learning?

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed annually, or when the need arises, and the necessary recommendations for improvement will be made to the Trustees.