



CURRICULUM POLICY
INCLUDING COMPLAINTS PROCEDURE

Date agreed by Governing Body: _____

Signature of Chair of Governors: _____

Signature of Head Teacher: _____

Policy Active from: _____

Review: _____



VISION

A caring environment for students' to gain confidence, develop independence and realise potential.

MISSION

The governors and teachers at Al-Hijrah School aim to create a secure and caring environment in which children can experience success. The value of personal, social and moral development is taught within the curriculum.

CURRICULUM AIMS

- To provide stimulating activities and tasks.
- To set challenging targets within each year group.
- To develop high expectation of individual's performance.
- To demonstrate a caring, respectful attitude towards each other within the community.
- To encourage the tolerance of opinions and beliefs.
- To create personalisation throughout the curriculum.

We aim that the curriculum should be used as a tool to nurture students' aspirations through being relevant both to those aspirations and to local and national need. It should raise students' aspirations too, by providing very strong and visible progression routes into higher education, apprenticeship, training and employment.

CURRICULUM ORGANISATION

Key Stage 3

In the first 3 years, pupils follow a common curriculum of English, Maths, Science, Humanities (History and Geography), Urdu, Arabic, RE, ICT and PE. In addition pupils study Tajweed, Citizenship and PHSE (through a weekly focus). Years 7 to 9 are involved in the Learning to Learn programme to develop their personal skills and competencies. Currently Islamic Studies at GCSE level starts during year 9 with examinations being taken in year10.

From September 2009 the History programme will be the full scheme of work and teaching will be extended from Year 7 to 9 and there will be the introduction of Design Technology and Music courses that deliver the schemes of work. The teaching of Games and PE will be extended through links with partner schools for both girls and boys.



Key Stage 4

At key stage 4 pupils continue to study Maths, English, Geography and ICT to GCSE level. Arabic and Urdu are also taken at GCSE. Pupils are directed to study either the separate Sciences or the Double Award Science. PE is taught at KS 4 and the GCSE is currently being piloted. Citizenship will be part of the curriculum for September 2009.

From September 2010 there will be an extended KS4 offer;

- Art and Design or PE GCSE
- D&T (Textiles)
- Geography or History
- MfL (Urdu or Arabic)
- Music Technology will be offered during a twilight session

Careers advice is provided by Connexions. Work Experience programme is already in place at KS 4. Work Related Learning

CURRICULUM OBJECTIVES

- To provide opportunities and activities for children to communicate through speech and writing, and to listen with understanding.
- To provide stimulating reading material that enables children to read accurately, fluently and with understanding for their enjoyment.
- English is applied in all subject areas and enables children to articulate their understanding and learn with enthusiasm and independence.
- To assist in children's understanding and knowledge of mathematical language and the processes that they apply in a variety of tasks.
- To provide opportunities for children to explain the pattern and relationships which form the basis of mathematics.
- To develop mathematical skills and apply them to practical solutions through problem solving and investigations.
- Mathematics is applied to other subject areas and enables children to develop enjoyment, interest and a positive attitude towards mathematical understanding.
- To encourage the development of scientific understanding through activities and discussion that provide systematic enquiry within a range of experiments and investigations of everyday life. The opportunities we give for question raising in science enable children to use and understand scientific concepts and vocabulary.



- We seek to give children opportunities to experience their own environment and the wider world both past and present through humanities (Geography, History, R.E.)
- We encourage flexibility and creative thinking in overcoming difficulties and developing new approaches through investigation.
- Children should approach tasks and activities with enjoyment, independence and interest in practical solutions to learning situations, with independence of thought and action as well as co-operating within a group.

The school uses a range of data available to identify and track students. For stuck and underachieving students there are intervention strategies arranged.

STUDENT ENTITLEMENT

- High standards of teaching.
- A place that is secure at all times.
- Varied teaching approaches e.g. enquiry, resource based, group work, open discussion, ICT, extended writing and teacher led work.
- Work that will stretch the most able and provides interesting and relevant work for the least able.
- Good working relationships between staff and students based upon hard work and mutual respect.
- A pleasant learning environment.
- Residential and/or non-residential opportunities and experiences.
- Regular marking of work with formative comments for improvement.
- Class work and homework is set in accordance with the school's homework timetable.
- Regular assessment of unit topics through formative tests, project work and extended writing exercises.
- Teachers who embrace creativity.
- Projects that involve the local community.
- Highly motivated teachers.
- Assertive leadership that ensures good behaviour in lessons.



STAFF ROLES AND RESPONSIBILITIES

Staff have responsibility to a curriculum area to implement policy, monitor development and assist in the planning of the curriculum. The deputy headteacher will monitor the whole curriculum across the key stages for consistency.

GOVERNORS

The Governors meet annually with Heads of Curriculum to discuss achievements and standards.