



Fitrah SIPS Policy on Curriculum

1 Introduction

The emphasis for the academic year and beyond is to bring better differentiation, better coordination and consistency in a way that cross-curricular planning and delivery is achieved for:

- pupils to develop the range of skills needed to become confident and capable learners insha'Allah;
- creativity and fun to be generated in classroom activities; and
- learning experiences to be broadened beyond the confines and experiences of the SO14 area insha'Allah

The themes chosen reflect the need for the school to study contemporary and Islamic topics concurrently to not only bring the school's Islamic ethos 'to life' but also to develop the Islamic identity amongst pupils through demonstrating, the rich heritage and contribution of the Muslim world to civilisation – past, present and future.

This document provides a high-level overview, that teaching staff need to broaden to bring both the Islamic contextualisation and differentiation needed to stimulate productive learning for pupils insha'Allah.

There are no statutory requirements for time allocated to subjects in Key Stage 1 or Key Stage 2. There was a time when the Government required pupils at Key Stage 1 to pupils to have a minimum of 21 hours teaching each week and those at Key Stage 2 pupils a minimum of 23½ hours teaching each week. However, much has changed in the education system over the last few years for both the mainstream and independent sector, with the emphasis on a 'broad, balanced' curriculum and key technical skills being developed amongst pupils.

School priorities

As an independent school with a faith-based ethos, all the pupils at the school could well be classified as EAL given the dynamics of their family structure and ethnic origin. Further, an overview of assessments have shown the following need in the school across all classes:

English	Maths
Grammar and punctuation	Logic and generic problem solving
Sentence construction (e.g. using a range of sentence types)	Handling data
Handwriting – letter formation and joining	Recall of timetables and understanding the inverse
Paragraph construction	Mental calculation
Other: Extended writing – capability to plan, draft and complete a piece of writing to time and with the aforementioned	Other: consolidating place value, shapes, symmetry and weight Times tables



competencies in place; analytical skills to understand and extract information from texts for onward use	Embedding ICT in the teaching to improve differentiation
Embedding ICT in the teaching to improve differentiation	Problem Solving and applying maths

Given the above, the emphasis, is to have a major drive for developing basic competencies for English and through that to improve the quality of written and spoken English insha'Allah. Science will play a more prominent role insha'Allah but not at the expense of the core subjects and the technical competencies needed to be developed across them. Sessions for Mathletics, Spellodrome, Reading Eggs and Reading Eggspress need to be factored accordingly in the delivery of English and Maths also, more of which can be found at

www.3plearning.com and www.readingeggs.co.uk.

The draft timetable provides a basic framework for teaching staff to construct their respective timetables.

How do I know how much time to proportion for each subject?

Some years ago, the QCA produced a guide in the form of 'starting points' to help primary schools allocate curriculum time appropriately – which have been used as a guide and reflected upon this school's needs¹ and prioritized in the timetable. Note that Art/D&T and Geography/History are rotated each half term.

KS1 Curriculum Time

Subject	Recommended time per week*	Total hours over year	Percentage of a 21-hour teaching week
English	5 - 7½ hours	180 – 270	24% - 36%
Mathematics	3¾ hours	135	18%
Science	1½ hours	54	7%
ICT	50 minutes	30	4%
D&T	50 minutes	30	4%
History	50 minutes	30	4%
Geography	50 minutes	30	4%
Art & Design	50 minutes	30	4%
PE	1¼ hours	45	6%
RE	1 hour	36	5%
TOTAL	17½ - 20 hours	630 - 720 hours	84% - 96%

¹ Music has been omitted from these guides, but the school will establish learning and practicing of nasheeds with duff (drum) across all classes insha'Allah.



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KS2 Curriculum Time

Subject	Recommended time per week*	Total hours over year	Percentage of a 23½-hour teaching week
English	5 - 7½ hours	180 - 270	21% - 32%
Mathematics	4¼ - 5 hours	150 - 180	18 - 21%
Science	2 hours	72	9%
ICT	55 minutes	33	4%
D&T	55 minutes	33	4%
History	55 minutes	33	4%
Geography	55 minutes	33	4%
Art & Design	55 minutes	33	4%
Music	55 minutes	33	4%
PE	1¼ hours	45	5%
RE	1¼ hours	45	5%
TOTAL	19¼ - 22 hours	690 - 810 hours	82% - 96%

Each half-term insha'Allah progress against the framework by way of learning outcomes, pupil productivity and workload will be reviewed and lessons built into the next half-terms planning and delivery insha'Allah. One of the key targets for this approach to cross-curricular planning is to consolidate a workable approach to a 2-year planning cycle insha'Allah.

The aims of the curriculum

1.1 The curriculum consists of all the planned activities that we organise and conduct in order to promote the learning and personal growth and development of our pupils. It includes not only the formal requirements of the National Curriculum but also an intensive Islamic curriculum and a growing range of extra-curricular activities that the school organises to enrich the learning experiences of our pupils. It also includes the 'hidden curriculum', or what the children learn from their teachers and other adults in the school, the way they are treated and the way they are expected to behave. We aim to encourage children to grow into positive, responsible people, with a strong sense of identity and purpose, who can work and co-operate with others while developing their knowledge and skills, so that they achieve their true potential.

1.2 The planning and characteristics of effective lessons has been continually reviewed and revised based on INSET Days starting in January 2011 and held on the same subject over the past years, the school's learnings and subsequent agreed practises are formalised in part here.

1.3 As part of our ongoing commitment to improvements in the curriculum established procedures are in place for subject leaders to monitor, develop and support their relevant curriculum area. Annual action plans are developed and reviewed with all teachers providing input into the process. This forms the basis of driving through improvements at the curriculum level. This work is done in conjunction with the Curriculum Leader, the Headteacher.



2 Values

2.1 Our school curriculum is underpinned by the Islamic values that inform both the ethos and vision of our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need to lead fulfilling lives.

2.2 Our school has born the values of the National Curriculum in mind within its curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

2.3 The school curriculum and school values echo the sentiments of the Every Child Matters Agenda. It aspires, amongst other things, for every child, whatever their background or their circumstances, to have the support they need to unleash their full potential and make excellent progress in literacy and numeracy, the subjects they nurture talents and passion in and

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The school is aware that this also means that the organisations involved with providing services to children - from hospitals and schools, to police and voluntary groups - now team up in new ways, sharing information and working together, to protect children and young people from harm and to help them achieve what they want in life. The ECM agenda aims for children and young people to have far more say about issues that affect them as individuals and collectively. The school curriculum mirrors this e.g. through the operation of the school council and other teaching-learning strategies.

2.4 The values above are incorporated into the main values and aims of the school, upon which the curriculum is based:

- a curriculum that seeks to develop pupils' Islamic knowledge as well as their knowledge of Qur'an & Arabic.
- a curriculum that seeks to give pupils a good grounding in foundation subject areas and make them well-informed about important contemporary issues.



- the emotional literacy and competencies of pupils so they exert positive influence over their own behaviour as well as others in their lives.
- the development of pupils' leadership skills: confidence, communication, initiative, problem solver (pro-active).
- the development of pupils' social skills and an appreciation of those they differ with, compassion towards them and those in need in order to work with and for their good & the common good.
- the physical and cultural development of pupils so they enjoy themselves and become well-rounded individuals.
- the spiritual development of pupils, focusing in particular on the Islamic qualities of: Islam, Iman (faith), Ihsan (righteousness), Ikhlas (sincerity), Muhasabah (contemplation), Tawakul'alalAllah (God fearing), Sabr (patience), Shukr (Thankful), Sidq (truthful) and self-sufficiency.
- the moral development of pupils such that their behaviour is characterised by excellent self-discipline and manners and governed by the Islamic values of Taqwa (fear of Allah) and Akhlaq (good manners).

3 Aims and Objectives

3.1 We deliver a curriculum based on the National Curriculum, informed and supplemented by Qur'anic, Islamic and Arabic Studies. Our school curriculum aims to:

- to nurture good character as epitomised by the Prophet Muhammad, salAllahu 'alaihi wa sallam;
- to nurture good manners and behaviour, a strong sense of accountability for their actions;
- to provide our pupils a sound foundation in Islamic beliefs in practises;
- to equip our pupils with the necessary skills and experiences to contribute towards the betterment of their communities and our society as a whole;
- to foster respect and understanding towards all members of society;
- to impart knowledge about beliefs and customs of major faith groups, recognising the great number of values and aspirations we have in common
- to help children understand the religious and cultural heritages around the globe and in our society;
- to encourage the emotional, spiritual and moral development of our pupils, particularly from the point of view of the school's faith perspective
- to help children understand the importance of truth and fairness;
- to fulfil the basic requirements of the National Curriculum;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- to promote diversity, fairness, justice, equal access and opportunity;
- to enable all children to learn and develop skills to the best of their ability;
- to promote a positive attitude towards learning and teaching, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children, from an Islamic perspective, the basic skills of literacy, mathematics, science, geographic and historical inquiry, PSHE (SMSC)/SEAL, Art & Design, P.E. and information communication technology (ICT);
- to enable children to be creative, and to develop their own critical and independent thinking skills;



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- to teach children about their developing world, including how their environment and society have changed over time;
- to identify barriers to progress and take preventative and remedial action
- to challenge children at all levels of ability through an emphasis on thinking skills
- to enable children to develop a strong sense of identity;

4 Organisation and Planning

4.1 We plan our curriculum in three phases: long term planning, medium term planning and short term planning. Appendix I and II show the responsibility for planning. The school Curriculum Map breaks the curriculum areas into manageable half term blocks ensuring breadth & balance in curriculum provision and continuity and progression from term to term and year to year.

4.2 Curriculum Time, Weekly Average Hours

4.3 We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis. The National Literacy Strategy, National Numeracy Strategy and QCA based schemes of work are also drawn on as they provide detailed guidance on: expectations, learning objectives, possible teaching activities, resources, approximate time, some learning outcomes and progression across all year groups in knowledge, skills and understanding of the curriculum.

4.4 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the National Literacy and Mathematics Strategies for our school, we take our medium-term planning from the guidance documents. We use the national schemes of work for much of our medium-term planning in the foundation subjects. The school makes use of Collins Maths for Mathematics. Literacy, History, Geography, Art and Design and D&T are adapted from the QCA schemes of work and all are taught in a thematic/cross-curricular approach. R.E. follows Safar Academy curriculum for Islamic studies and some aspects of the agreed local SACRE syllabus. The school adopts and adapted some aspects of the LCP schemes of work for PE, Science and PSHE. Other aspects are taken from Hamilton Trust. Occasionally there will be also Islamic themes to units adapted from Hamilton Trust schemes of work as well as those being developed by teachers within school such as Hajj, Hijrah, My Community, Women, Allah, etc.

4.5 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out:

- the National curriculum programme of study section & scheme of work references
- the learning objectives for each lesson
- detailed learning intentions for each group of learner
- key vocabulary and key skills to be employed
- differentiated activities for different abilities
- resources to be employed
- teaching-learning tasks and activities (detailing the introductory activity, main activities and plenary activity to be employed)
- where possible specifics on the Islamic aspects of the lesson



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- planned opportunities for thinking activities
- the form of assessment to be employed
- questions for thinking, learning and formative assessment

4.6 Short term lesson plans are evaluated by teachers and feedback is used to adapt short-term and medium-term plans and to inform assessment targets and, if needed, IEP targets, for each child and group. Schemes and programmes of work are revised and amended termly or annually as the need arises.

4.7 There are at least three educational trips a year, mostly in the last 3 half-terms, linked to curriculum areas, though more trips every year is expected for local places.

4.8 We stress cross-curricular links to be made at the planning stage.

4.9 Literacy, PSHE & SEAL and Islamic Studies in particular are taught in a cross-curricular way. Wherever possible, but in some half-terms it can take standalone approach when the teaching aspects of working, cleanliness and SRE is required.

4.10 Islamic Studies may also be taught discretely through three timetabled subjects: Arabic, Qur'an and Islamic History. Dedicated specialists deliver these subjects. Arabic is also taught as a modern foreign language. Islamic studies is also addressed through the school ethos, assemblies and organisation as well as a cross-curricular approach to teaching to national curriculum subjects of the school curriculum.

4.11 Assemblies are delivered twice a week and are used to support the delivery of an Islamised PSHE & SEAL curriculum as well as Islamic studies topics.

5 Children with Special Needs

5.1 Fitrah Sips Ltd. is an all-inclusive school which depends on its own resources, or those privately available to families and those available to independent schools from outside agencies.

5.2 Fitrah's curriculum 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 the parents of the child have been consulted.

5.3 Due to its limited resources it is Fitrah's policy not to accept children with a stated Special Educational Need. However sometimes we identify a child as requiring a special need. Our school does all it can to meet these individual needs and comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need and refers the child to the school's SENCO (who is the Headteacher). The SENCO and teacher prepare an IEP for the child, which in most instances the teacher is able to use to provide the resources and educational opportunities which meet the child's need within the normal class organisation. If a child's need is more severe, we meet with the child's parents to ask them to consider referring their child for a statement of special needs. This process may also involve contacting external agencies for support such as educational psychologists.



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5.4 The school provides an Individual Educational Plan (IEP) for each child needing additional focused teaching. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5.5 The school uses a similar approach for pupils needing Individual Behaviour Plans (IBP) and for children who are Gifted and Talented. See the Gifted & talented Provision Policy & the Behaviour policy for further details.

5.6 The school is of the view that almost all its pupils are EAL pupils. Thus it aims to develop Literacy across the curriculum and provide visual cues and word banks as well as encourage reading through weekly whole-school reading sessions, daily story-time and parental workshops and newsletters to encourage its development in the home environment.

7 Thinking Skills

The school aims to develop pupils higher order thinking skills to help them make the most of their potential and achieve highly. The school recognises that all pupils have different learning preferences and styles and aims to help pupils develop their weaker skill areas as well as capitalise and cater for their stronger skill areas and learning styles and intelligences. Teachers plan for the development of pupil thinking skills recognising that slower learners often demonstrate the signs of lower order thinking skills but not always.

8 Safe use of the internet

Pupils are taught in school which sites are safe for use by children, which search engines are safe, how to use search engines and the danger of chat rooms, email groups and messaging services.

9 First Aid, Drugs Information and Careers Workshops

A taught course on first aid, which lasts for one day and covers basic lifesaving and accident-avoiding skills. Pupils are awarded with a certificate to acknowledge the skills they gain.

The local PCSO and police education department representative visit to speak to pupils of the dangers of alcohol and drug use. They discuss the dangers of obtaining and using drugs and alcohol in their new schools and among friends. Drugs and Smoking: influences & peer pressure workshop led by the police education service;

At least two Muslim professionals related to the school community visit to give short workshops to inspire pupils to study further and achieve highly as well as give them role models and open their minds to the options available to them. In the past pupils have been visited by a hospital doctor, a hospital pharmacist, an engineer, a Muslim police officer and an architect to hear about and discuss different topics and professions.

10 Enrichment



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Assemblies are delivered by teachers and pupils twice a week on Monday mornings and after the golden time on Fridays. Occasional topics, speakers or themes are brought in.

In developing leadership the school has developed opportunities for pupils to lead in different aspects of school life from planning and leading projects to develop the school further. The school has also created monitoring positions throughout the school, such as the School Council.

11 Curriculum coordination




11.1 The role of the curriculum coordinator is to ensure delivery of the curriculum, to ensure the match between all phases of planning, to lead review and improvement of the curriculum and to ensure the delivery of the school aims, coordination between teachers and subject leaders and to develop cross-curricular links or integration of subjects.

12 Monitoring and Review

12.1 The Board of trustees is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area regularly.

12.2 The Curriculum Coordinator responsible for the overall organisation of the curriculum. The Curriculum Coordinator monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives.

Next Review Date: July 2020

	Name & Position	Signatures	Date
Date adopted: Dec 2014 Revised: Mar 2017	Ali Rahmoune Head Teacher - Governor		28/03/17
Review by: Mar 2017	Nazrul Islam Chaudhery Governor - Director		28/03/17
	Sabir Amin Chair of Governors - Director		28/03/17