

# Curriculum Policy



**AL MIZAN SCHOOL**  
ISLAMIC JUNIOR SCHOOL

Date agreed	Chair of Governing Body	Headteacher	Review
September 2020	Hussain Shefaar	Askor Ali	September 2021

## **1. INTRODUCTION**

At Al Mizan we offer a broad and balanced curriculum, which includes the memorisation of the Quran, Islamic studies, Art, Drama and more. We have a particular focus on character development where a child will acquire knowledge, life skills and uphold our 8 core Islamic values such as knowledge, divinity, courage, respect, integrity, responsibility, accountability and service to others. This allows us to have a unique approach in preparing students for adult life where they will become outstanding British Muslims and contribute to the social and economic prosperity of our country.

Our beliefs, morals and values are central to all we do At Al Mizan. The environment, displays of students' work, manners of staff and students, teaching methods, and all of its activities reflect the teachings of Islam.

## **2. CURRICULAR AIMS**

The aim of our school curriculum is to:

- Provide an Islamic environment and ethos suitable to both girls and boys
- Foster a love for the Qur'an
- Provide a broad and balanced curriculum, within the limits set by Islamic values, which enables all pupils to acquire new knowledge, skills and understanding in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- Teach children the basic skills of speaking, listening, literacy, numeracy and information communication technology (ICT)
- Teach children about their developing world, including how their environment and society have changed over time
- Help children understand and appreciate Britain's cultural heritage
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- Provide experiences that challenge, build self-esteem and confidence thus enabling our pupils to be positive citizens in society and add value to their neighbourhoods

## **3. OUR CURRICULUM**

**Our curriculum has can be split into three sections**

- Islamic Curriculum
- Core Curriculum
- Foundation Curriculum

The Islamic curriculum includes:

- Tajweed
- Tahfiz

The Core curriculum includes:

- English
- Mathematics

- Science
- Computing
- PE
- Religious Education / Islamic Studies
- PSHE (UKS2 to deliver some sessions separately for boys and girls)
- Modern Foreign Language – Arabic
- Art & DT

The Foundation Curriculum will be taught using a cross-curricular topic approach. It includes:

- Geography
- History
- Drama

## **ISLAMIC CURRICULUM**

### **Tajweed & Tahfiz**

The school will follow an individualised Tahfiz & Tajweed programme that will be tailored to each individual pupil.

Tajweed will be taught mainly in Year 3 to ensure pupils are able to read and recite the Qur'an fluently using formation of sounds.

Tahfiz lessons will be taught in a 3-part format:

1. New learning: A new section to be memorised
2. Previous lesson: Pupils will revise and rehearse the previous 7 lessons given
3. Revision Lesson: Pupils will revise their historical learning from start to finish

## **CORE & FOUNDATION CURRICULUM**

The core and foundation curriculum will follow the Al Mizan Schemes of work for each subject. The outcomes and objectives in the schemes of work have been adapted from the following documents:

- The National Curriculum
- Hamilton Trust Planning
- Twinkl
- Collins Schemes of Work
- Project X
- Safar Academy

## **4. ORGANISATION & PLANNING**

### **4.1 PLANNING**

We plan our curriculum in three phases

- We agree a long-term plan for each key stage, this identifies the topics that will be taught to each year group.
- Our medium-term plans give clear guidance on the objectives that are to be delivered for each topic. We take our medium-term planning directly from the curriculum documents. We utilise the schemes of work from Hamilton Trust, Collins schemes and Twinkl for much of our planning.

We allow our teachers flexibility in the way that the schemes of work are implemented, giving priority to pupils understanding core topics over completing units within a given time frame.

## **4.2 THE FOUNDATION CURRICULUM**

The school has opted to use a thematic approach to teaching the foundation curriculum. The school will a range of topics (for each cohort) to be taught throughout the year. These topics have been selected carefully ensuring that they cover the core skills of Geography, History, PSHE, Art & DT, Drama, Aesthetics and Creativity and tie it in with the Islamic character-building ethos of the school.

The Topics will be reviewed bi-annually to make adjustments to suit our pupils, the school (pupils, parents and staff).

### **4.4 PSHE**

We have opted to separate PSHE from Islamic Studies, and to teach it separately. We will follow the **PSHE Association Program of Study**.

## **4.3 ENGLISH, MATHS & SCIENCE**

At Al Mizan uses the following schemes of work:

- Hamilton Trust for English/Topics and Twinkl for Science
- English also follows a long term writing genre plan
- Project X books and scheme for teaching Reading
- Collins Scheme of Work for Mathematics

## **5. TEACHING THE CURRICULUM**

### **5.1 TEACHING & LEARNING STYLES**

All pupils are individuals with different learning needs and learning styles. Within every class, pupils will be at differing stages of development with different levels of ability. As a result the class teacher will use his/her professional judgement to plan to meet the different learning needs of every pupil using a combination of differentiated practical and theoretical activities that will be delivered by a combination of individual, group and whole class teaching activities.

### **5.2 RAISING STANDARDS**

At Al Mizan, we all strive to raise the standards of all pupils in a variety of ways:

- Set high expectations for pupil achievement, attainment and behaviour.
- Regularly monitor and compare our school's national test results against national and local benchmarks. We identify our strengths and weaknesses in order to raise our pupils' achievement and attainment further. This is also done through analysis of available data.
- Regularly sample work and moderate levels of attainment.
- Regularly evaluate the quality of our teaching and its impact on pupils' achievement / attainment.
- Regularly evaluate pupil and staff performance through timetabled monitoring/observations, learning walks and book / work scrutinies.
- Work alongside consultants to ensure high quality teaching.