



Curriculum Offer - Overview

Our School Vision & Our Curriculum Vision

Our School Vision:

Our aim is to nurture children with the confidence and self-belief to achieve their best;

M – Mindful & Manners.

We are always mindful of others and show good manners.

A – Aspire & Achieve

We aspire to be outstanding British citizens & achieve excellence in all that we do.

D – Dedicated & Determined

We are dedicated & determined to achieve our dreams.

I – Inclusive & Inspire

We value differences and are inspired to impart the knowledge we learn.

N – Nature & Never give up

We care for our environment, we try hard in everything we do and we never give up.

A – Appreciation & Affection

We appreciate what others do for us and show affection to others.

H – Helpful & Honest

We are always helpful and honest.

The attributes upon which we aim to build character, integrity and personal fulfilment are rooted in our Dar ul Madinah values

Our Curriculum Vision:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment

- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

Summary of our aims – why we teach what we teach:

We want learning to be fun and engaging for both children and staff!

Our curriculum reflects our values and an understanding of the Quranic message and love in Prophet Muhammad

Reading fluency is the key to unlocking future learning. That is why developing our children's language and reading is paramount and is prioritised throughout school.

Our approach is enquiry based, encouraging children to think for themselves but also to collaborate and work as part of a team, learning relevant and essential skills for the future. Through our teaching and by our example, we want children to question and reflect on what they learn. By this, we hope to deepen self-awareness and nurture core values in our children nourishing their personal and spiritual development.

As a faith school, we profess the message of Allah and Sunnah of Prophet Muhammad. Our school family nurtures prayer and worship, establishing the value of faith. We recognise and respect diversity and the beliefs of others whilst being witnesses to the Quranic values and the Sunnah of Prophet Muhammad.

Our Curriculum Design & Intent:

If learning is to be both “fun and engaging”, then the curriculum content must be inspiring and engaging too. If children are to know more and remember more, then this is best achieved through topics and activities that are themselves interesting and intriguing.

In KS1 and KS2, we have decided not to ‘reinvent the wheel’, and write all our own resources, but have purchased published, knowledge-rich schemes with clear progression. We have adapted these resources to meet our school's needs, whilst ensuring that Curriculum requirements are maintained. We have carefully considered the balance and sequence of our curriculum content – what to teach and when, whilst always stressing the importance of reading, language and vocabulary. Our school context requires a strong focus on these three areas.

In EYFS, our curriculum is designed to meet the needs of each individual cohort – having clear baseline expectations. This curriculum, whilst responsive to the needs and interests of the individual

cohort, has clearly defined learning outcomes. These include the knowledge and skills, as defined by our Y1 teacher, as being essential prior learning in readiness for KS1. This ensures that EYFS feeds into and underpins the new learning to be undertaken at the start of Year 1.

To ensure coverage and breadth in KS1/2 coverage and teaching time allotted to each curriculum area and created a timetable for each key stage that best ensures this ambitious curriculum can be delivered. SLT have ensured that key learning is prioritised and Curriculum requirements met. The result is a broad, balanced and carefully planned curriculum, utilising quality resources. These new materials are in digital formats, most being accessed via online platforms, enabling them to be shared by all staff.

Through our re-organised and re-resourced curriculum, we feel our overall intent has never been clearer.

Sources of curriculum content for KS1 and KS2 and content/reference for EYFS*

Our taught curriculum utilises the following:

White Rose - Maths

Essential Letters and Sounds - Phonics

Head start - Spelling (Y2-Y6)

White Rose - Science

Plan Bee - RE

Purple Mash - Computing

Plan Bee - History

Plan Bee - Geography

Plan Bee - Art and Design

Plan Bee - Design Technology

Dot Com - PSHE

In House - Arabic

In House – Music/Nasheeds

In House - PE

Our Curriculum Implementation:

Our approaches to teaching our curriculum

The foundation of Early Years curriculum and practice

Building upon the approaches developed in Early Years – the Characteristics of Effective Learning:

- Playing and exploring - children investigate and experience things, and ‘have a go’.

- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Lesson pedagogy and content 'flow'

Teachers will have individual styles and approaches – which are highly valued, but each lesson will contain the same, or similar, essential pedagogy or 'lesson flow' - ACTRR

State the Aim:

- What we want children to learn, practice or embed. This will often be in the form of an enquiry question.

Check:

- prior knowledge required to meet this aim (gaps)
- A check of essential concepts and knowledge via key vocabulary.

Teach:

- Teach the required content to meet the stated aim.

Review progress:

- Ongoing checks of understanding throughout the lesson (feedback and marking) to correct misconceptions.

Reflect on what has been learnt:

- A final review of progress – or a collective answer to the lesson question, with a reflection on what next...

All teaching places great emphasis on vocab – embedding the familiar and acquiring the new.

We have developed approaches to learning and embedding the three tiers of vocabulary:

Tier 1: high frequency spoken

Tier 2: high frequency written

Tier 3: subject specific

We have built the importance of broadening children's vocabulary, and thereby their general knowledge and understanding of concepts, into our overall teaching pedagogy.

We also develop these skills through:

- Encountered vocab – identifying and revisiting vocab from conversations, class readers, English comprehension and transcription work.
- Topic words – subject specific key vocab is identified working walls

We ensure that word lists are not just 'lists' but are a way of teaching and linking concepts and understanding. It is conveying the meaning and correct usage of new vocabulary that is essential in deepening children's knowledge and understanding.

Meeting the Needs of all Children

Our Curriculum Offer states:

“We want learning to be fun and engaging” and “we foster a supportive ‘have-a-go; culture across school, where individual effort and resolve is recognised and rewarded”.

Our curriculum resources and teaching approaches are designed to be inclusive, with the hope that all children can access and participate in activities. However, children who are working towards expectations, or have additional needs, may require support and differentiated activities. They may also need to demonstrate their knowledge and understanding in alternative ways e.g. orally or visually. Those children with particular needs who have individual learning plans where an alternative curriculum is taught, will experience activities aimed at achieving their specific outcomes. Links to the wider school curriculum will be made wherever possible and appropriate.

“Our approach to teaching and learning is enquiry based.”

The use of visual teaching slides and practical tasks, along with targeted questioning and discussion ensure that children experience a range of opportunities which will enable them to access and engage in their whole class learning journey. Our aim is for children of all abilities to contribute towards and share in the curiosity and excitement of exploring a broad range of topics together. Our enquiry approach underpins this aim and is applicable to children of all ability and understanding.

Curriculum Impact:

Foundation curriculum – measuring impact

Subject specific vocabulary has a key role in assessing children’s understanding of concepts and knowledge. This vocab is routinely checked at the beginning of lessons and forms part of our teaching pedagogy and lesson flow. Assessment tasks and quizzes are also used. These are designed to help class teachers make judgements regarding what children have learnt, applied and remembered. These assessments are combined with a range of ongoing, lesson-based monitoring, such as feedback and marking, class discussions, questioning and observation of collaborative tasks and group presentations.

Core curriculum –measuring impact

In addition to lesson-based feedback and marking, impact in phonics, maths and English is more formally assessed. Head start comprehension tests are delivered in Years 1 to 6 and White Rose Maths has ongoing in built assessments. Both these are used diagnostically to inform next steps in teaching.

Monitoring progress in Reading is rigorous:

ELS assessments are used every 6 weeks to closely monitor children’s progress in phonic knowledge.

Reading Trackers and Progress Records are kept by all year groups – these chart children’s progress across our reading scheme in terms of fluency from EYFS to Year 6 and ensure a broad range of books are read at each child’s current fluency level. Progress records are kept to monitor children’s acquisition of key Curriculum skills. Lower attainers are assessed and provided with additional support.

Other assessments are utilised in specific year groups or key stages:

- Wellcomm early language acquisition – from EYFS as appropriate
- Statutory assessments
- Reception Baseline Assessment – in the first 6 weeks of EYFS
- Phonics Screening Check – Year 1
- SATS teacher assessments – Year 2
- Times Tables – Year 4
- SATS – Year 6

Monitoring Progress

Sonar Tracker is used to capture headline progress in English and Maths at both KS1 and KS2. Assessment in EYFS is rigorous and directly linked to the individual curriculum developed for our school. All this data allows SLT and the SENCO to monitor overall progress by individual children and by vulnerable groups e.g. SEN. Staff workload is always considered alongside the value of the feedback provided.