



Fig Tree Primary School

CURRICULUM POLICY

Approved by Governing Body	
Date of issue	October 2021
Review date	November 2022

Statement of intent:

At Fig Tree Primary School, our curriculum aims to provide pupils with a coherent, knowledge rich education to ensure all pupils develop to their full potential. We respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Fig Tree Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Ultimately, we strive for our children to leave us as knowledgeable, capable, empowered individuals, strongly guided by their Islamic values instilled in them through Quranic teaching and Islamic studies lesson.

This policy reflects the requirements of the National Curriculum 2014 programmes of study. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Intention

Fig Tree Primary School is an independent school and has autonomy over its curriculum, we do however implement and teach the September 2014 National Curriculum (2014) for Key Stages 1 & 2. We recognise the National Curriculum encourages within its organisational framework to promote the intellectual, personal, social and physical development of pupils which ties in well with our School ethos and acts as an aid to teach our **Islamic** values also.

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

The curriculum is designed to be broad, balanced, relevant and meeting the needs of individual learners. It needs to be constantly reviewed to ensure that we are giving our pupils the best possible outcome.

The curriculum in Years 1 to 6 fulfils aspects of the National Curriculum (2014) and is enhanced by the provision of Islamic studies, Quran and an opportunity to learn a modern foreign language, of Arabic.

All our classes are mixed-ability. All pupils study the same subjects focusing on English, Maths, Islamic Studies and Quran recitation.

Our schemes of work are taken from The Hamilton Trust syllabus (KS1&KS2), our teachers also access Twinkl and CGP to enhance children teaching and learning opportunities. In Key stage one we also make use of Read Write Inc.

To monitor and ensure children meet the National Curriculum expectations children undertake the end of Key Stage 1 and Key Stage 2 SATs.

Aims

At Fig Tree Primary School, our curriculum intends to;

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- 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/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Aims specific to secondary schools could include to:
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects,
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and lifelong learning

THE CURRICULUM

Our curriculum for Key Stage 1 and 2 is devised so the children will make progression within each individual subject with an emphasis on maintaining subject identity. Whilst all foundation subjects will have links and bridge the connections between subjects so that children develop a richer and deeper understanding of concepts. Our core Islamic Values underpin our whole curriculum, allowing our children to develop the moral compass required to make positive choices in life, inshallah.

Key Stage 1 and 2 Subjects taught	
Core Subjects	Foundation subjects
English Maths Guided Reading Quran Recitation Islamic Studies	Science Topic (Geography / History/ Art RE PE Design Technology RSE PSHE Arabic

Our curriculum is designed to structure and sequence children’s learning to ensure progress is made from each child’s individual starting point. Curriculum plans are designed to build on and reaffirm children’s’ experiences and knowledge acquired at the previous Key Stage, deepening their knowledge and skills and preparing them for transition to following year.

PSHE curriculum objectives are carefully delivered through our Theme of the Week and other opportunities in the curriculum. We deliver the Spiritual, Moral, Social and Cultural aspects with in the Theme of the Week topics and make links in any other part of the curriculum where it is relevant. We actively promote British Values at every opportunity with in the curriculum.

The use of ICT is encouraged in all subject areas that it can be incorporated to aid any research or for any opportunities for children’s independent learning.

Quran, Islamic studies and Arabic

As an Independent Faith based school Quran, Islamic Studies and Arabic are Core subjects, provisions could be made for pupils of other faiths if required. The Head of Islamic Studies devises and the curriculum for Arabic, Islamic Studies and Quran which is approved by the school Governors.

Our Islamic Studies curriculum is structured and sequenced so that children make progress in their learning. Islamic studies is teaching the children fiqh (rullings), adaab (mannerism) and seerah of the prophets (Stories of the prophets) this contributes to nurturing a spiritual relationship with Allah. These subjects enrich the children’s identity and provides opportunities to develop children’s knowledge and understanding of Islam, as well as promotes the spiritual, moral, cultural, mental and physical development of pupils.

Timings

During a week all children will usually access:

Subject	Key Stage 1 (hours: minutes)	Key Stage 2 (hours: minutes)
English	4 hours	5 hours
Mathematics	5 hours	5 hours
Phonics/Spellings	1 hour	30 minutes
Quran	5 hours	5 hours
Arabic	40 minutes	40 minutes
Islamic Studies	1 hour	1 hour
Topic	1 hour 20 minutes	1 hour 20 minutes
Science	1 hour 20 minutes	1 hour 20 minutes
Art	1 hour	1 hour 20 minutes
PE	1 hour	1 hour 30 minutes
PSHE	20 Minutes	20 Minutes
Guided Reading	1 hour	1 hour
Handwriting	30 minutes	30 minutes

Children are taught in classes of 2 year groups. Maths and English are taught daily with other subjects taught weekly.

Roles and responsibilities

Governors

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Teachers

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. The more detailed weekly/fortnightly short term planning will focus on the teaching process. A planning proforma is used throughout the whole school to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation, teaching assistant direction, vocabulary development and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

Organisation and planning

Explain how the curriculum is organised and delivered in your school. You may want to include details of:

- Your curriculum approach – for example, thematic, creative
- How your curriculum suits local needs, including how you adapt the National Curriculum/subjects required by your funding agreement, and other statutory requirements, to suit your local context
- How subjects are designed, delivered and sequenced (refer to any subject policies that you may have)
- How your curriculum covers the following, making reference to separate school policies on these where relevant:
 - Relationships and health education (primary schools)
 - Relationships and sex education, and health education (secondary schools)
 - Spiritual, moral, social and cultural development
 - British values
 - Careers guidance (secondary schools only)
 - Short, medium and long-term planning expectations
 - What resources are available to support curriculum delivery

TEACHING AND LEARNING STYLES

Our curriculum emphasises the importance of individual subject identity. our curriculum builds a broad knowledge base within each year group which always informs the next stage of learning. The integrity of the individual subject is maintained. Progression in subject

specific knowledge is at the forefront of our curriculum design. Individual subject content is progressively mapped out to ensure new knowledge is built on prior learning as well as ensuring progression in each subject across the curriculum. This approach enables children to add new information and recognise its place within a discipline.

Our curriculum is designed so that children revisit key ideas several times throughout their time at Fig Tree. Our planning and progression ensures the complexity of the topic or theme increases with each revisit. This ensures that the knowledge taught is reinforced and solidified each time children revisit the subject matter. The curriculum also allows a logical progression from simplistic ideas to complicated concepts; children are encouraged to apply the early knowledge to objectives in subsequent years.

Each year group's curriculum content is structured to build progressively over time; we aim to teach content that is fundamental to future learning at the beginning of the year and build on this knowledge as the year progresses. The aim of this approach is for learning that has taken place in the earlier stages of the year stays warm in the memory so that it forms part of the understanding, to be used and applied in the later stages.

To ensure that learning is retained, we revisit previously taught content by using deliberate spaced retrieval: children revisit previously taught content through low stakes questioning to recall knowledge from their long term memory. Retrieval is used in wider curriculum areas at all stages of the lessons through questioning and low stakes quizzing. Retrieval begins soon after the point of teaching new content, with the intervals increasing over time, making sure that we revisit previous content to overcome forgetting.

To ensure each year group provides the breadth of the curriculum, we map our broad curriculum coverage over the course of the year. Curriculum maps show what element of each subject will be taught at which point in the year.

Typically, lessons include thinking/introduction time, a main teaching activity and a plenary. We aim to make our lessons fun and exciting, using as many different teaching styles as possible, including visual, audio and kinaesthetic methods as well as closed/open questions, discussion, debate, illustrations, labelling, ordering, identification, written work, recording observations, designing, individual/group investigations, audio/visual equipment, role play and drama.

The learning objectives and success criteria are introduced to the whole class through the use of stimulating varied starting points. Assessment for Learning is used in all classrooms as an assessment tool for teachers and for the children to assess their learning.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring

Heads of department/subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

Work scrutiny, Book scrutinies, learning walks, lesson observation, setting targets, supervision meetings, student council, pupil voice, Displays, staff meetings, CPD

The curriculum co-ordinator is responsible for keeping well-informed of current developments in the teaching of the whole curriculum, with the assistance of the headteacher, and feeding these developments back to staff, governors on a yearly basis.