**Curriculum Policy**

***‘Knowledge and the capacity it provides to apply skills and deepen understanding are essential ingredients of successful curriculum design.’*** *Amanda Spielman*

Mazahirul Uloom London is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life.

Our aim is to meet the needs of young people in London preparing them for adult and working life in the 21st century.

**The educational vision and curriculum design for Mazahirul Uloom London recognises that**:

* The pace of change is increasing, hence the importance for flexibility.
* Young people have, and will have increasingly, greater access to information and learning material independently of school.
* Adulthood entails more than just economic participation

The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.

Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

Mazahirul Uloom London’s curriculum policy is based on the following aims, to: **(INTENT)**

* Design a **knowledge-rich curriculum**; [however, the handbook insists strongly that *‘this must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts’*.]
* Deliver cultural capital (defined in the handbook as *‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’)*
* Have students at its heart, putting their interests above those of the institution.
* Have a curriculum that is fit for purpose, offering differentiation and personalisation.
* Be a centre of excellence in learning and teaching.
* Prepare all students for a successful adult and working life in a 21st century global society.
* First achieve and then exceed national standards in achievement, attainment and progression.
* Be committed to excellence and continuous improvement.
* To value vocational and academic routes equally.
* Nurture the talents of all and celebrate success.
* Involve the community.
* Involve parents/guardians.
* Be in a learning environment that is above all else inspiring.

**Curriculum aims**

The curriculum should inspire and challenge all learners and prepare them for the future. The school’s aim is to develop a coherent curriculum that builds on young people’s experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

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| --- | --- | --- |
| **Subject Taught** | **KS3** | **KS4** |
| English Language  | Y | Y |
| English Literature | Y | Y |
| Mathematics  | Y | Y |
| Science  | Y | Y (Combined) |
| Religious Education (RE) | Y | Y |
| Arabic Language | Y | Y |
| History | Y | Y |
| Geography | Y | N |
| Physical Education (PE) | Y | Y |
| Technology (Computer Science) | Y | Y |
| PSHCEE | Y | Y |
| ART | Y | Y |

Further Options at KS4:

|  |  |  |
| --- | --- | --- |
| Subject Offered | KS4 | Additional Information |
| Triple Science  | Y | Will be delivered through after school provision if a number of students are interested.  |
| Geography | Y | Will be delivered through after school provision if a number of students are interested. |
| Further Mathematics | Y | Will be delivered through after school provision if a number of students are interested. |
| Sociology | Y | Will be delivered through after school provision if a number of students are interested. |
| Bengali | Y | Will be delivered through after school provision if a number of students are interested. |

**Specifically, the curriculum should help young people to:**

* Access coherent and well sequenced units of learning
* Achieve high standards and make good/excellent progress.
* Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
* Have and be able to use high quality personal, learning and thinking skills and become independent learners.
* Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
* Be challenged and stretched to achieve their potential.
* Enjoy and be committed to learning, to 19 and beyond.
* Value their learning outside of the curriculum and relate to the taught curriculum.
* Meet the needs of young people of all abilities at the school.
* Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
* Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
* Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
* Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
* Ensure continuity and progression within the school and between phases of education, increasing students’ choice during their school career.
* Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
* Help students to use language and numbers effectively.
* Help students develop personal moral values, respect for religious values and tolerance of other races’ beliefs and ways of life.
* Help students understand the world in which they live.
* Ensure that the curriculum is broad and balanced, and is improved and developed.
* Develop a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
* To design key stage 4 curriculums which meet the needs of students, parents and wider society.

The curriculum **outcomes** of Mazahirul Uloom London’s curriculum will: **(IMPACT)**

* Lead to qualifications that are of worth for employers and for entry to higher education.
* Fulfill statutory requirements.
* ***‘Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.’***
* Enable students to fulfill their potential.

**Roles and responsibilities (IMPLEMENTATION)**

**The principal and head teacher will ensure that:**

* All statutory 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 students will be met. This will include how the subject will be taught and assessed.
* The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors bi-annually.
* Where appropriate, the individual needs of some students are met by necessary intervention to facilitate access to national curriculum.
* The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
* The governors are fully involved in decision making processes that relate to the breadth and balance of the curriculum.
* The governors are advised on statutory targets in order to make informed decisions.

**The governors will ensure that:**

* They consider the advice of the principal and head teacher when approving this curriculum policy and when setting statutory and non-statutory targets.
* Progress is monitored.
* It contributes to decision making about the curriculum.

**The Head teacher will ensure that:**

* He has an oversight of curriculum structure and delivery.
* Detailed and up-to-date schemes of learning are in place for the delivery of courses.
* Schemes of learning are monitored and reviewed on a regular basis.
* Levels of attainment and rates of progression are discussed with SMT and subject teachers on a regular basis and that actions are taken where necessary to improve these.

**The Subject teachers and senior staff will ensure that:**

* Long term planning is in place for all courses. Such schemes of learning will be designed using a suitable pro-forma and will contain curriculum detail on: context, expectations, and key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
* Schemes of learning encourage progression at least in line with national standards.
* There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
* Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
* Where necessary, an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
* Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
* All relevant information/data is shared with the SMT team. This includes meeting deadlines related to exam entries etc.
* Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
* They share best practice with other colleagues in terms of curriculum design and delivery.
* Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility

**Teaching staff and learning support staff will:**

* Ensure that the school curriculum is implemented in accordance with this policy.
* Keep up to date with developments in their subjects.
* Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
* To share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
* Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
* Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

**Students will:**

* Be treated as partners in their learning, contributing to the design of the curriculum.
* Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
* Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

**Parents and carers will:**

* Be consulted about their children’s learning and in planning their future education.
* Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
* Be informed about the curriculum on offer and understand the rationale behind it.

**Monitoring, evaluation and review**

* The governors will receive an annual report from the SMT on:
* The standards reached in each subject compared with national and local benchmarks.
* Principal, Head Teacher and governors will review the policy on a yearly basis.

**Other Relevant Policies:**

**Assessment & Marking Policy**

**English as an Additional (EAL) Policy**

**Gifted & Talented (More able) Policy**

**SEND Policy**

**Accessibility Policy**

**Literacy & Numeracy Policy**

**SMSC Policy**

**Cultural Capital Policy**

**Reviewed & Updated June 2025 Next Review June 2026**