

Curriculum Policy

Introduction

The curriculum of the school seeks to fulfil both the educational aims specified in the School Development Plan and the school aims which are stated in the prospectus. In addition to the compulsory subjects specified for study at each key stage, it is the policy of the school to provide an enriched curriculum for all students, offering optional subjects as appropriate and making a wide choice of extra-curricular activities available to all age groups.

Aims

Our aim in Jamiatul Uloom Al Islamia is to provide the richest personal experience possible in a secure, fulfilling and challenging environment for all of our students. To this end, our school has agreed the following strategic goals to promote the education of every student:

- To ensure that our religious ethos based on Islamic values is a key priority for the whole school community and to ensure that this inclusive approach will develop the confidence of all;
- To improve the quality of learning and teaching by embedding Assessment for Learning (AfL) and extend active and independent learning practices across all subject areas;
- To further develop the sharing of best practice in learning and teaching across the curriculum;
- To raise the level of student achievement at all levels and to further embed the culture of tracking including improved target-setting by staff and students;
- To develop the use of ICT and e-learning to improve student attainment and the student experience. In doing so this will develop the cross curricular skill of "Using ICT" in all curriculum areas;
- To improve the quality of the student experience and to further embed and develop the Students say via school council;
- To further promote the school community by further developing the link between the school and parents and the links with educational partners at primary and post-primary levels locally and nationally

Key Stage 3 Curriculum Plan 2024-2025

At KS3 (Years 7 - 9) the school provides a broad and balanced curriculum and has fully implemented the revised curriculum.

Subject	Number of periods per week
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	Year 7	Year 8	Year 9
English	3	3	3
Maths	3	3	3
Hifz/ Islamic diploma	15	15	15
Arabic	1	1	1
Urdu	1	1	1
Art	1	1	1
Music	1*	1*	1*
Geography	1	1	1
History	1	1	1
Science	3	3	3
PE	2	2	2
Islamic studies	2	2	1
PHSE	1*	1*	1*
Computing	1	1	2

*1 lesson fortnightly

Key Stage 4 Curriculum Plan 2024-2025

Subject	Number of periods per week	
	Year 10	Year 11
English	3	3
Maths	3	3
Hifz/ Islamic diploma	14	14
Arabic	2	2
Music	1*	1*
Art	1*	1*
History/IGCSE Islamic Studies	2	2
Religious Studies	1	1
Science	5	5

PE	1	1
PHSE	**	**
Computing	2	2

** Incorporated into lessons

*1 lesson fortnightly

Assessment and Reporting

(Please see Assessment Policy for further details)

The procedures of the school are explained in its Assessment and Reporting Policy. The policy outlines the purpose, principles and methods of assessment as well as the purpose, principles and methods of recording and reporting progress and achievement. All of the assessment marks recorded below are based on agreed assessments within all departments. Currently the dates below are a starting point. These dates will be finalised as we progress through the year given all of the different approaches and restrictions which are necessary due to changing guidance on Covid-19. These will be agreed in consultation with staff.

Examination Entry

It is school policy to enter all students for public examinations in the KS4 they have been following. The tier of entry whilst it will be discussed with the student and parents remains the decision of the Subject teacher and the Curriculum Lead.

Extra-Curricular Activities

At Jamiatul Uloom al Islamia, we have wide variety of sporting, artistic and academic activities complement the school's formal curriculum. We organise and deliver a wide variety of activities through the school's Curriculum Enhancement and Community Programme (CECEP) and through the Themed Calendar to help the personal and social development of our students.

RSE in the Curriculum

RSE aims to help students to understand the facts about relationships and sexuality, to develop self-esteem, respect for others and to build self-confidence in decision making. At Jamiatul Uloom al Islamia, the development of their self-esteem and confidence about these values and attitudes is essential; young people who feel positive about themselves are more likely to develop happy and caring relationships.

Please refer to our RSE policy for further details.

Students with additional needs and disabilities and Behavioural Needs

The school's aim for Special Education is to ensure that each student has the greatest possible access to the curriculum. At Jamiatul Uloom al Islamia, we believe that each student has individual and unique needs. However, some students require more support than others to achieve the five outcomes of Every Child Matters. We acknowledge that a significant proportion of students will have certain educational and behavioural needs at some time during their time at school. Many of these students may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these students are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every student to experience success
- promote individual confidence and a positive attitude
- ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give students with certain educational and behavioural needs equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with certain educational and behavioural needs have opportunities to receive and make known information, to express an opinion, and have that opinion considered in any matters affecting them
- identify, assess, record and regularly review students' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for students with certain educational and behavioural needs is implemented and maintained

Student Support

Students who are identified, using a range of measures, data and teacher recommendations, are provided with extra support in specific subjects, in Literacy or in Numeracy. A number of teachers are allocated specific Literacy, Numeracy or subject specific mentoring periods within and outside their timetable. Students also have access to pastoral support from their Form Tutors, KS3 Behavioural Lead (**Mufti Waheedur Rahman**) and KS4 Behavioural Lead (**Asad Ahmed**) and from the Welfare Lead (**Shaheen Rahman**) to provide students with advice, support and mentoring with any challenges or issues that they may face either within school or out of school.

Roles and Responsibilities

Senior Leadership Team (SLT)

SLT work with colleagues to promote and sustain a consistently high quality of teaching and learning in their subject and to ensure the best possible outcomes by students. They ensure that appropriate Schemes of Work, Curriculum Mapping and Syllabus are in place, and used by Subject teachers in all year groups which are in accordance with Department of Education guidance. Careful monitoring of student performance is also carried out.

Subject teachers

Under the direction of the, SLT subject teachers utilise and deliver the appropriate Schemes of Work ensuring students are given the opportunity to gain the best possible outcomes.

Date of last review: January 2025

Date of next review: January 2026

Review period: 1 years