



CURRICULUM POLICY

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| Date of Last Review | November 2017 |
| Date of Next Review | November 2018 |
| Review period | 1 Year |

TGS Curriculum Policy

The aims and objectives of the curriculum

At Tayyibah we aim to provide our students with:

- A high level of academic and Islamic education so that they can achieve the very best that they are capable of achieving
- A safe and secure learning environment in which they can develop their educational skills and practice Islam.
- A broad and balanced Curriculum which enables all students to acquire understanding, knowledge and skills
- Learning experiences, which challenge, build self esteem and confidence and so enable our pupils to take up their roles and responsibilities as adults and members of the society they live in

Rationale

The Curriculum consists of all that the School consciously offers by formal or informal means. It is the medium through which the School's aim and objectives are pursued. It is intended that through the contents of the Curriculum we will promote the development of the individual in Islamic values and as a member of the society.

Our priority at Tayyibah is given to the achievement of excellence, discipline and knowledge, which extends beyond the 'purely academic'. We intend to inculcate in our students true Islamic values and practices so that they may implement these in their daily lives as career women, daughters, wives and mothers.

Purposes:

- To provide a variety of activities which will enable each child to develop Islamic attitudes and values
- To provide a programme of learning activities which will increase knowledge, understanding and develop skills and attitudes of the pupils in accordance with the aims of the School
- To ensure that each pupil develops self esteem and confidence

- To ensure a coherent progression from one educational stage to the next through a continuous learning programme
- To offer each pupil the breadth, balance and relevance of education to which every child is entitled

Curriculum

The school currently offers the following subjects at the various levels.

| Primary (KS1 & KS2) | Secondary (KS3 & KS4) | Sixth Form (AS & A2) |
|---|-------------------------------------|-------------------------------------|
| English | English Language and Literature | Biology |
| Mathematics | Mathematics | Chemistry |
| Science | Physics | Mathematics |
| History | Chemistry | Psychology* |
| Geography | Biology | Information Technology* |
| PSHCE | History | Sociology* |
| Information Technology/ Computer Science | Geography | Geography* |
| P.E | Citizenship | English Literature* |
| Art | Computer Science | Languages* (Arabic, Urdu & Turkish) |
| Islamic Studies | Islamic Studies | |
| Quran | Art & Food Technology (KS3 only) | |
| Languages (Arabic, Urdu & Turkish) | PE | |
| Food Technology | Languages (Arabic, Urdu or Turkish) | |

*offered subject to demand

Delivering the Curriculum

A 'one teacher one class' system has been implemented in the primary school, hence all subjects are taught by one main teacher with the exception of Quran, Islamic studies and languages, which are taught by subject specialist teachers.

Subject specialist teachers are employed to teach throughout the Secondary school and Sixth Form. Heads of Department (subject specialised) also train and mentor primary teachers.

At Tayyibah we give differentiation a lot of importance. We believe children should be taught at their level, and pushed to achieve their potential as individuals. Children are grouped according to their ability allowing teachers to set different ability tasks and provide tools for effective learning to those who require them. Differentiation mainly takes place by setting similar tasks to achieve the learning objectives, but at individual levels.

All pupils have the opportunity to be entered for GCSE examinations in languages and Religious Education in Year 10 allowing them to concentrate on fewer subjects in their final year.

After school booster classes are provided prior to the SATs, GCSE and GCE exams.

Schemes of Work

All common core subjects are taught according to the DfE National Curriculum at Key Stages 1, 2 & 3. At Key Stage 4, all subjects are taught to GCSE syllabuses in line with the Specification set by the Exam Board.

We have developed our own curriculum plans in line with the curriculum, to reflect our context and characteristics, as well as our values, aims and priorities. The school feels they fulfil the National Curriculum requirements well.

PSHCE and Citizenship

PSHCE is taught as a subject in primary and Citizenship in secondary through the ICE (Islam & Citizenship Education) programme. It is also taught throughout the school through various subjects such as English, Geography, History and Islamic Studies. It is also promoted in assemblies and tutorials.

Homework

Homework which may take many forms, including that of continuing class work or projects and assignments, will be set on a regular basis- and must be carefully and thoroughly done and handed in on time.

The support of parents in ensuring that homework is conscientiously done in appropriate surroundings is much appreciated. The ability to study independently becomes increasingly important, as student's progress through the school and good habits established at an early age is a foundation for good self-discipline in later life.

School Reports and Assessments

At the end of the autumn term, a Brief Assessment Report is sent to parents, along with the opportunity for mothers to come and discuss their child's progress during mothers' morning. A progress report is sent out to parents at the end of the spring term along with assessment results.

During the summer term, a full *academic report and assessment* of each student is given to parents. Mothers are again invited to come and discuss their child's progress with subject teachers.

Pupil's assessment is taken half termly and completed on KSM. Parents have access to this online portal at their convenience.

Work Experience

Students are encouraged to undertake work experience in their chosen field. The careers advisor is able to assist them in applying for work experience at a place they choose. References from placements (when issued) are filed in the careers office.

Protected Characteristics

We are committed to teach and respect the protected characteristics.

The Equality Act (2010) introduced the concept of a Protected Characteristic. This is an aspect, or characteristic, of a person's identity that is protected from discrimination. The concept recognises that we are all individual, however that our individuality is made up of characteristics we share with others.

The following are the nine Protected Characteristics recognised by the Equality Act:

- Gender
- Marital status and civil partnership
- Pregnancy/Maternity
- Transgender
- Disability
- Ethnicity
- Age
- Religion and Belief
- Sexual Orientation

Sex Education

With the highest level of modesty and morality in mind, Sex Education is taught through the Islamic Studies, PSHCE, Citizenship and Science programme of study. An Islamic perspective will form the basis of the content of such lessons.

Daily Collective Worship

Daily assemblies are given based on various themes including citizenship and PSHE. Assembly for the Secondary school takes place between 11:00am and 11:15am while the Primary classes have their assembly between 11:45am and 12.00pm.

The school provides the opportunity for pupils to perform daily Salaat, (prayer). Prayer times are integrated within the school timetable.

Equal Opportunities

Diversity is what makes Tayyibah Girls School special. We are an expanding school and have students of various nationalities. Most of our students are local or from neighbouring boroughs. The majority of our students speak more than one language. They bring a wealth of experience and culture to the school that enriches the education of all our students.

At Tayyibah we believe in providing an education for students of all ethnic backgrounds and students are not discriminated against because of their ability. We believe that all children have a right to learn. Tayyibah is not a selective school, and parents make an informed choice to have their children educated here.

Special Educational Needs

Tayyibah aims to provide an education for pupils of all abilities and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils. Parents are encouraged to discuss their child's needs with the school so that their needs can be met positively.

Should a pupil be diagnosed as lower ability/SEN once admitted, the school will support parents to have the child assessed by the appropriate authorities and follow the SEN code of conduct which includes preparation of individual educational plans (IEP). The IEPs will be shared with parents and reviewed termly. The school will also support parents in liaising with outside agencies such as speech therapists where applicable.

Broad Guidelines for Implementation

1. By carrying out a continuous review of the curriculum
2. By considering carefully, and acting upon when appropriate, the views of all persons and agencies having a legitimate interest in the work of the School
3. By employing Staff with the appropriate abilities to plan and deliver the curriculum
4. By providing, within the constraints to which the School is subjected, the appropriate resources to meet the curricular needs of the pupils
5. By involving the pupils in the learning process whenever possible
6. By presenting tasks specific to the pupil's abilities and needs
7. By presenting tasks, which enable each pupil to succeed and progress to higher levels of achievement
8. By carrying out appropriate procedure for the assessment, monitoring, and recording of pupils' achievements
9. By providing all staff with the opportunities to receive such training as may be necessary to implement changes in the curriculum
10. By developing procedure to ensure that progression and transfer from one institution to another is smooth and trouble-free