



AYESHA COMMUNITY SCHOOL

ACS
Secondary
Curriculum
Policy

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Secondary School
Curriculum Policy Statement

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Secondary Curriculum Policy

1. Rationale

All pupils are entitled to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

Ayesha Community School (referred as the School in the remainder of this document) aims to provide such an education to its pupils, through the curriculum.

2. Curriculum Aims and Objectives

The curriculum provides breadth, balance and relevance to reflect the individual needs and interests of the pupils at Key Stages 3 - 4 and to provide an interesting, enjoyable and worthwhile education. The School aims to promote individual intellectual and personal growth of each pupil which prepares them for the next stages of their lives so that they can make the most of the opportunities offered to them.

2.1 KS3 and KS4

The Curriculum includes most National Curriculum subjects and the planning is based on National Curriculum documentation. The curriculum aims to move students forward at a rate appropriate to their abilities. The curriculum provides opportunities for pupils to build on and broaden their previous achievements and learning, and encourages pupils to reach their fullest academic and personal potential, and specifically:-

- enables pupils to use language (writing, reading, speaking and listening) effectively and develop their literacy skills– not just in English lessons but also in all subjects of the curriculum
- enables pupils to use and apply mathematics to solve problems and to explore different areas including, Numbers, Calculations, Algebra, Data Handling and Shapes & Measurements, in mathematics and other subjects
- provides pupils with the necessary ICT skills and capabilities to become confident and self-reliant, and to develop the communication skills they need for the next stage of their education
- makes pupils aware of the way that science has developed and is still developing and to appreciate how science and its application has a direct influence on our daily lives
- promotes pupils' spiritual, moral, cultural, mental and physical development through assemblies, Islamic Studies and the school ethos in the first place, and other subjects; ensuring that the SMSC standards that form part of the standards for independent schools are actively promoted, especially those related to British values and equality issues
- provides a broad curriculum to cover the varied interests of individual pupils with subject areas like Human and Social (History and Geography), Physical Education, Aesthetic and creative (Design Technology)
- incorporates a homework timetable and strategy such that homework is set for clearly defined purposes, not simply for "the sake of it"
- incorporates regular assessment and reporting

- Provides opportunity of catching up with their peers, for pupils with difficulties in any core areas. Such pupils are targeted early, as it is much easier to catch problems early on than to struggle with a backlog
- includes advice on Careers
- prepares pupils for the opportunities, responsibilities and experiences of adult life and encourages pupils to develop an understanding and awareness of their place in society and equips them to make informed judgments and decisions
- Provides a range of extra-curricular activities providing the opportunity for our pupils to further develop in areas that they are particularly interested in.

3. Equal Opportunities

Teachers will take full account of pupils' individual differences including cultural background, ethnicity, abilities, age and gender. Teachers will plan and provide experiences appropriate to meet the pupils' needs and encourage them to reach the highest possible standards.

The School actively seeks to remove any barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This is achieved through the attention that the teachers' pay to the different groups of pupils who may be represented within the school, including:

- minority ethnic and faith groups;
- pupils who need support to learn English as an additional language (EAL);
- pupils with special educational needs (SEN);
- able, gifted and talented pupils;
- pupils who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers;

4. Teaching Strategies

In order to achieve an effective and enjoyable learning experience for the students, the School will ensure that the students are actively involved and are able, in some degree, to organise themselves independently.

The School provides a differentiated curriculum which meets the learning needs of students and builds on their existing knowledge, experience, concepts and skills. Teachers recognise that in any of their teaching groups, students:

- acquire competence and understanding in different ways
- have different speeds of learning
- are at different stages of self confidence
- have varying competency in literacy and numeracy
- have different degrees of motivation, interest in, and commitment to learning
- vary in terms of their manual and physical dexterity and control.

In planning work to support the management of learning, teachers ensure that:

- Aims and Learning objectives are shared with the students so that they know what is expected of them

- Students are offered explicit assessment of their work with diagnostic comment and accurate record keeping. There is a clear expectation that students must present their work well and complete it on time
- Tasks are suitable and demanding for everyone with extension work (not merely repetition). There are opportunities to develop academic, practical and personal and social skills. Copying must be restricted.
- Assignments, homework and self-supported study is used to encourage independent learning at every stage. IT Resources for flexible and independent learning are available.

The groupings in which learning activities take place will vary. Students experience working as individuals, in pairs, in small groups, whole classes, whole year groups or even larger groups, and mixed age groups. Whilst we believe everyone benefits from studying in properly organised groupings in which there are individuals at different levels of achievement, this does not rule out groupings for other activities by the level of achievement. How students are selected for particular groups should be clear and open.

To take account of these differences and the range of ability in any class, all teachers have a responsibility when planning work, to meet the needs of all pupils. This will involve, at different times:

- adapting tasks
- providing different resources
- developing extension work
- providing a variety of learning styles and environments
- setting individual goals
- giving different levels of support
- Offering a variety of ways to demonstrate knowledge and understanding.

The School has an assessment policy which includes information on recording and reporting, as formative assessment is very important to the management of learning in terms of responding to individual needs. This policy relates to the aims and objectives of the whole curriculum, its planning and delivery and the process by which pupil progress is tracked. It also supports consistent practice in every department.

5. Schemes of Work and Lesson Planning

Each teacher is required to have Schemes of Work (SoW) for all of their courses in line with the National Curriculum or examination board regulations. The delivery of lessons against the schemes of work is monitored by the respective Heads of Department and the Principal.

These SoW are supported by formative and summative assessment strategies (refer to the assessment policy). The School has a marking policy which all teachers follow. Within the SoW framework teachers plan individual lessons, or sequences of lessons, in different ways.

All teachers have annual planners which will detail the week-by-week lesson delivery schedule for their subjects. Although there will be an over-arching method of assessing used by all teachers in the School, which promotes consistency throughout the curriculum, most teachers will also have a different agreed method for recording assessment of classwork and homework.

SoWs set out how:

- the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively,
- the teaching is organised.

The format of SoWs may differ between subject areas, although all SoWs will contain the following core information:

- a. Title of the unit
- b. Specific pupil learning objectives/outcomes for the unit
- c. Contents of the Unit
- d. How the unit will be taught
- e. Timescale for teaching the unit
- f. Resources required for the unit
- g. Assessment of pupils' learning and progress (summative & formative)

At ACS all staff will follow the SOW planner matrix and forward accordingly

6. Assessment and Reporting

Assessment is a vital part of students learning and development. Teachers are encouraged to use a variety of assessments throughout their lessons and outside formal classroom settings. Not only does this promote a variety of teaching strategies it also gives a concrete picture of the student's development. The School's assessment policy contains details of the assessment strategy.

In term 1 of each academic year, Form tutors will meet with parents, gathering information from subject teachers, to provide early feedback to parents.

Progress is monitored through regular assessment and a tutorial system which encourages students to take responsibility for their own learning. Subject teachers will write bi-annual reports in term 2 and term 3 for each student in their class. These reports will be discussed with Students and parents. The report contains information about:-

- attendance and general progress for the year
- for each subject:-
 - grades showing both achievement and effort;
 - milestones/targets that were not quite met;
 - targets for the following years;
 - results of any examinations

7. Form Tutors

Great significance is attached to the role of the form tutors and these are the persons that should be the first point of contact for students and parents respectively for KS3&4.

The Form Tutors will collate the assessment results and present these results to the parents/students. Hence the Form Tutors will have a complete picture of the student's performance and progression over the entire course of study thus facilitating effective monitoring and assessment throughout their education process.

Students can receive individual counselling from the form tutors at regular intervals in order to discuss a variety of issues, academic progress, target setting, individual needs and career advice. The form tutors will take special care to monitor a pupil's progress academically and pastorally.

8. Heads of Department (HoDs) and Monitoring and Evaluation of this Policy

HoDs check on the quality of teaching and learning and the rate of progress made by individual students by regularly observing lessons, analysing students' work, analysing curriculum plans and analysing assessment data. HoDs provide feedback and support to department members. They monitor the breadth and depth of the curriculum taught each half term and discuss with subject teachers how much progress students make in their knowledge and understanding of the topics, concepts and skills taught. They use the information gained from these checks to prioritise actions to take to raise standards and enable all students to make good progress.

The HoD who is also in charge of overseeing careers education will provide KS3 and KS4 students with advice on careers and further education.

The HoDs are required to submit evidence of their work to the Principal as directed on a half-termly basis, and to alert him to any issue of concern at once.

The views of staff, students and parents, as well as the outcomes of leadership and management activities, will be taken into consideration to evaluate the effectiveness of this policy on an annual basis or sooner if required see Policy and Procedures Review Table.

9. Home-School partnership

Parents are encouraged to take an active interest in their child's education. Regular feedback is provided to parents by means of Homework books. These will be issued to all pupils and they form a key part of the home-school partnership providing a:-

- convenient means of communication
- A means by which pupils can learn to be organised.

Pupils are expected to take their books to all lessons and record brief details of each homework that has been set.

The books will be regularly checked by each of the subject teachers and the Form Tutor. The books will be used to record achievements and express any concerns. Parents/carers are expected to take note of the comments and to sign the books on a weekly basis.

10. Careers

Careers guidance is provided through Key Skills, PSHEE/CZ. .

The Careers support will include:-

- Careers Guidance in KS3 and KS4
- Facilitating and supporting work experience in Year 10
- Advice about post-16 options
- Organising visits to Universities and colleges and inviting Registrars to visit the school
- Organising visits to Careers Fairs or holding a Careers Fair in school

- Organising additional visits to outside agencies, speakers and advisers
- Organising visitors and speakers to talk about their own careers
- CV and Interview workshops

11. Public Examinations

All students will be entered for public examinations in the courses they have been following. In exceptional circumstances, such as failure to complete a significant amount of coursework, a student's entry may be withdrawn for one or more examinations.

11.1 KS4

Some GCSE examinations will be taken in June of Year 10 and the remainder in Year 11. Students may resit examinations in Year 11 if they wish to improve on their Year 10 results. Some GCSE subjects have modular examinations and these will be taken in stages during the two year course. From September 2012, linear examination models will be followed over 2 years for GCSE courses.

Other examinations are detailed in the School's assessment policy.

12. Sanctions and Rewards

Students should be encouraged to fulfil their full potential by whatever means appropriate. This may range from verbal encouragement to entering students for national competitions. Sanctions may be applied according to the Schools rewards and Sanctions Policy, for any Students that are disruptive or not adhering to the School's ethos or other rules and regulations including failing to complete tasks (or inadequately complete tasks).

13. EAL

As stated in the admissions policy, since the school is still not fully established and hence in its early developmental stages, the school will not be able to admit pupils in KS2 or above, who are at the early stages of English as an additional language (EAL).

14. SEN

As stated in the admissions policy, the school does not admit secondary pupils who have SEN, whether they have an Education, Health and Care (HEC) plan or not.

After being admitted to the school, should a pupil is identified as having learning needs, then the school will

- support parents in having the child assessed by the appropriate authorities, and follow the SEN Code of Practice;
- write an individualised educational plan (IEP)/curriculum map for the pupil which will be reviewed termly and this will be shared with parents and pupils

The school will use screening tests as part of its baseline assessment of new pupils with starting points below age expectations to diagnose common needs such as dyslexia and dyscalculia.

The SENCO's role will be to

- assess and monitor the progress of the pupil
The SENCO will continually monitor and assess a pupil's progress through a regular cycle of observation, evaluation and both formal and informal assessments. This will be fed back to parents through the review process, parent teacher interviews and end of year report. Information from parents is also sought and valued. Assessment information will be recorded termly and this will be monitored by the HoDs and the Principal to ensure pupils with SEN make good progress.
- liaise with outside agencies, such as GPs and speech and language therapists
- Inform IEPs and reviews (if applicable).

15. Subjects and Timetables

15.1 KS3 and KS4

The timetable gives 25 hours of taught time week in Years 7 and 8 and 29 hours in Years 9 to 11. (The timetable in KS4 is extended by 1 hour in order to provide additional support for GCSE preparation.) This excludes time for daily assemblies, registrations, tutorial and breaks. The School starts at 08:25 every morning and will break at 15:15.

The following table shows the subjects that are taught and the amount of taught time per week in each.

Subject	Y7 Taught Time /wk	Y8 Taught Time /wk	Y9 Taught Time /wk	Yr10 Taught Time /wk	Yr11 Taught Time /wk
Arabic Language	2	2	3	3	1
Media/ computing			*	*	*
Business Studies			1	2	3
Citizenship	1	1	1	0	2
Design Technology	2	2	2	0	0
English Language	2	2	2	2	3
English Literature	2	2	2	2	3
Geography	1	1	2	2	3
History	2	2	2	3	3
ICT skills	*	*	*	*	*
Key Skills	1	1			
Mathematics	3	3	4	4	5
Psychology				2	
Physical Education	2	2	1	1	1
Qur'an	2	2	2	1	0
Religious Studies	2	2	3	3	1
Science	3	3	4	4	4
Total	25	25	29	29	29

Note:

- Aesthetic & creative experiences of learning are not offered at GCSE level because there has not been any interest in the related subjects. However, psychology has been

introduced in response to overwhelming student interest. Students make things and appreciate aesthetics in DT, key skills, extra-curricular activities (for example the foreign film club) and creative projects led by local university students (film/photography/website design, computing,) who teach six days per year

- ICT is taught through other subjects (see ICT cross-curriculum overview and key skills, and SoW)
- PSHEE/CZ are taught through CZ and other subjects such as RS; the school has ensured that the SMSC standards are met (see Secondary SMSC Overview) by reviewing how and where British values are taught