

Date Valley School

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CURRICULUM POLICY

Introduction:

At Date Valley School we are advocates of whole child education. We believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We want children to understand the life-long skills that give all the curriculum areas relevance to real life and future opportunities.

The process of ‘Whole Child Education’ involves:

- A rich and varied curriculum
- A robust assessment process
- Creative teaching methods
- High expectations and methods to develop the Islamic character

For the process to be successful the child is supported by: their Parents / Guardians, Teachers and other adults in the community.

We believe that the curriculum, together with our methods of teaching, are a powerful tool that promotes a love of learning; a willingness to explore; an ability to work independently and the time for fun.

As well as the teaching of National Curriculum subjects, our planned activities include the teaching of the Arabic language; Quran Studies and Islamic studies. In addition, we organise various extra-curricular activities in order to enrich the children's experience. The school's curriculum also includes Social, Moral, Spiritual and Cultural teaching focusing on what the children learn from the way they are treated and expected to behave.

Our curriculum promotes respect for the views of each individual child as well as people of all faiths and cultures. We aim to prepare children for their lives in modern Britain ensuring British values are understood and practiced.

We want children to grow into positive, responsible role models, who can work and cooperate with others whilst develop their knowledge and skills to achieve their full potential. In addition to encompass Muslim children living their lives for the pleasure of Allah as their primary focus and goal.

As part of our commitment to developing the whole child, we provide opportunities for all our children to be creative, physically active and to be academically challenged. We seek the highest standards of attainment for our children in all areas.

Aims and Objectives:

Date Valley School aims to:

- Cater for the ages, aptitudes and needs of all children.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically.
- Help children become independent, responsible, confident, valuable and considerate members of the community.
- Encourage the children to recognise their responsibilities as Muslims, both to the community and within the wider world.
- Enable all children to be successful learners
- Enable children to equip themselves with the skills and attributes to be successful learners

- Promote a positive attitude to learning so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Teach the children the basic skills of English, Mathematics, Computing and Science
- Teach the children to read the Quran, to understand the vocabulary and the passages.
- Teach how to apply the teachings of Islam to their daily life.
- Enable children to worship Allah in the correct way as identified by the Quran, the teachings of Prophet Muhammed (s.a.w) along with the understanding of the predecessors of the Prophet (s.a.w).
- Enable the children to be creative through Art, Drama, Design Technology, singing of Nasheeds and reciting the Quran.
- Enable children to be healthy individuals who enjoy sports and appreciate the importance of a healthy lifestyle.
- Teach the children about their ever changing world, including how their environment and society has changed over time.
- Help children understand and implement British values.
- Enable children to be positive British citizens in society and to feel that they can make a difference.
- Enable children to understand and respect all cultures.
- Enable children to respect all religions and different ways of living.
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others.
- Enable children to be passionate about what they believe in and to develop their own thinking.
- Enable children to develop their intellect including their emotional development.
- Enhance the crucial role parents play in their child's education and make every effort to encourage parental participation in the educational process.
- Develop a foundation of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour on.

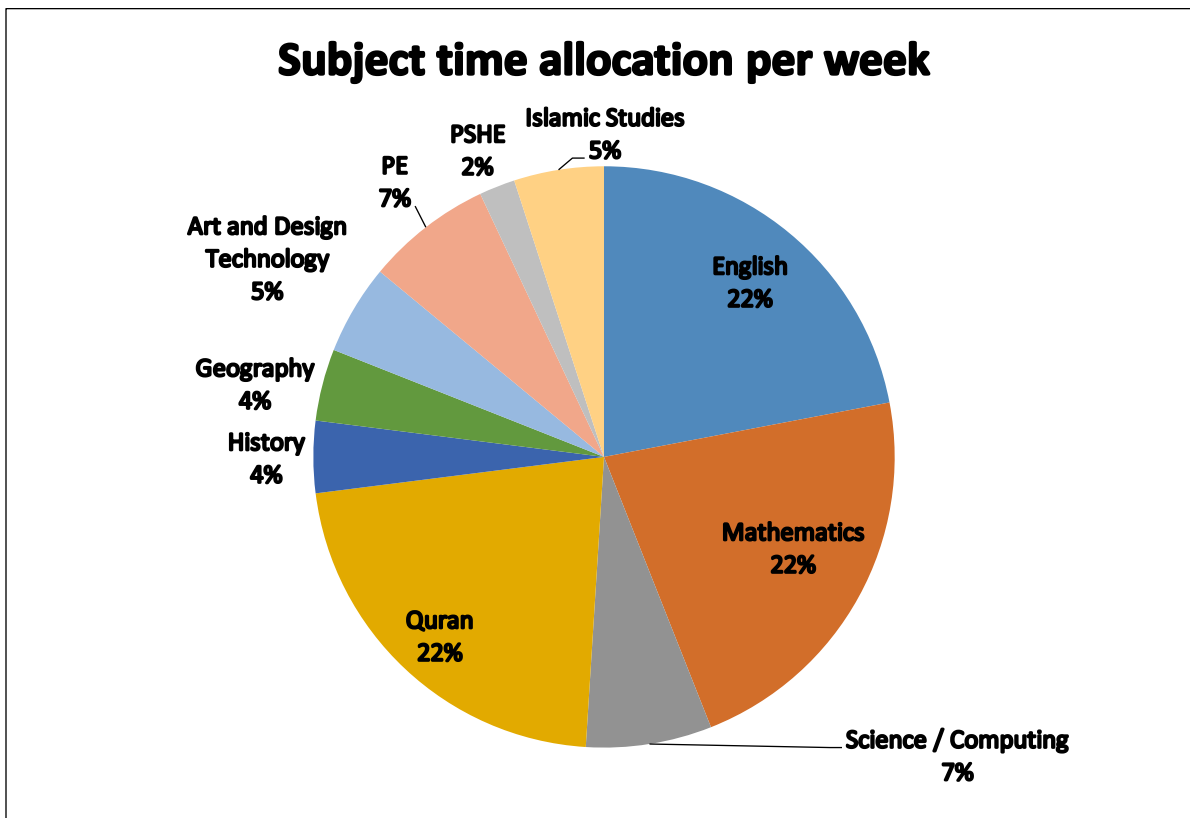
Organisation and Planning:

- We plan our curriculum in three phases. We agree a long-term plan for Early Years and each Key Stage. This indicates the topics to be taught each term, per year group. We review this long-term plan on an annual basis
- Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We take our medium-term planning directly from the National Curriculum Guidance linked to appropriate schemes of work.
- Our short-term plans are those that our teachers write weekly. We use these to set out the learning objectives for each session, and to identify use of teaching assistants, resources and activities utilised in the lesson. The weekly plan feeds into the teacher's timesheet or lesson plan.
- The teacher's time sheet or lesson plan is required in all lessons for the teacher to keep a clear check on time management, length and direction of focus group sessions and use of teaching assistants.
- All core subjects are taught as separate subjects, with children accessing five English, five Mathematics, one Science and one Computing lesson each week.
- Mathematics is taught through the Mastery approach focusing on Reasoning and Problem solving in all areas of mathematical learning.
- One hour a week is set aside for writing composition lessons.
- Religious education is taught through termly RE assemblies.
- Children have two Islamic studies lessons per week.
- Years 1 and 2 access five one-hour Quran lessons per week. Years 3 and 4 access four one-hour Quran lessons and one one-hour lesson of Arabic language per week. Years 5 and 6 access three one-hour Quran lessons and one one hour lesson of Arabic language per week.
- Foundation subjects are taught through the study of a topic per term or per half term.
- Foundation subjects are covered through cross-curricular teaching with one hour a week timetabled for Geography, History, Art and DT.
- One day per half term is set aside for Themed Days. The Themed Days topic for each half term is decided at the long-term plan meeting and designed to help cover areas of the curriculum that otherwise cannot be accommodated or need more focus.

Information on subjects formally taught and time spent on each area during the course of an academic year:

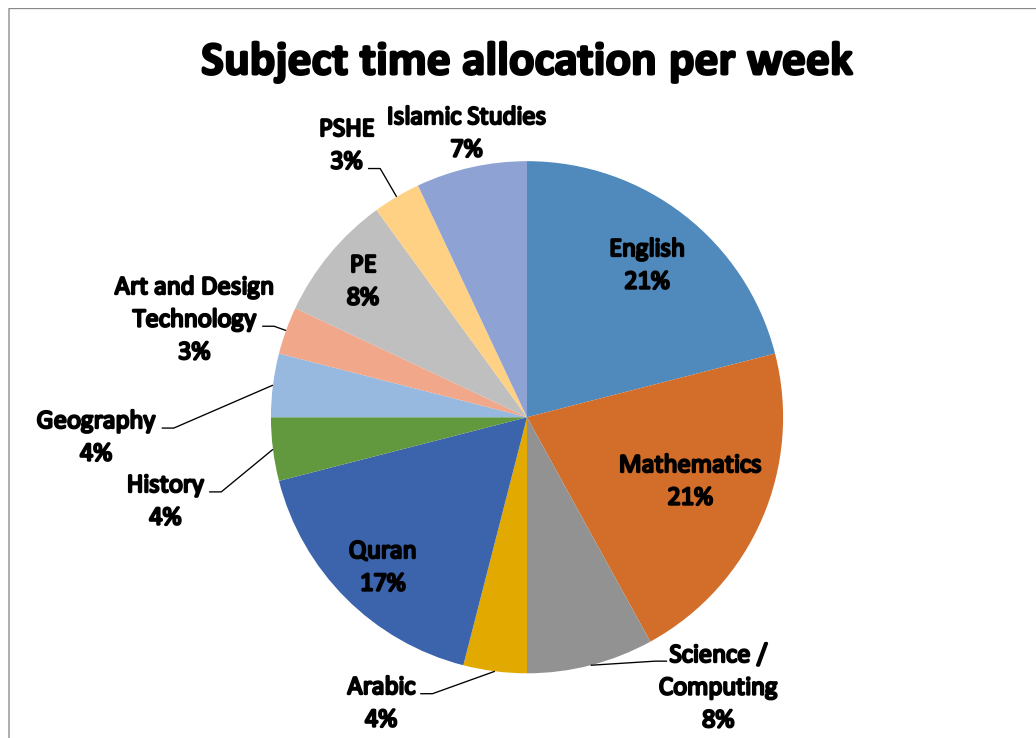
Subject allocation per week for Key Stage 1 (Year 1 and 2) – Subject to change depending on individual class needs

Subject	Number of hours per week	Percentage of timetabled time
English	5	22%
Mathematics	5	22%
Science / Computing	1hr 45mins	7%
Quran	5	22%
History	1	4%
Geography	1	4%
Art and Design Technology	1	5%
PE	1hr 45mins	7%
PSHE	45mins	2%
Islamic Studies	1hr 30mins	5%
	23hrs 45 mins	100%



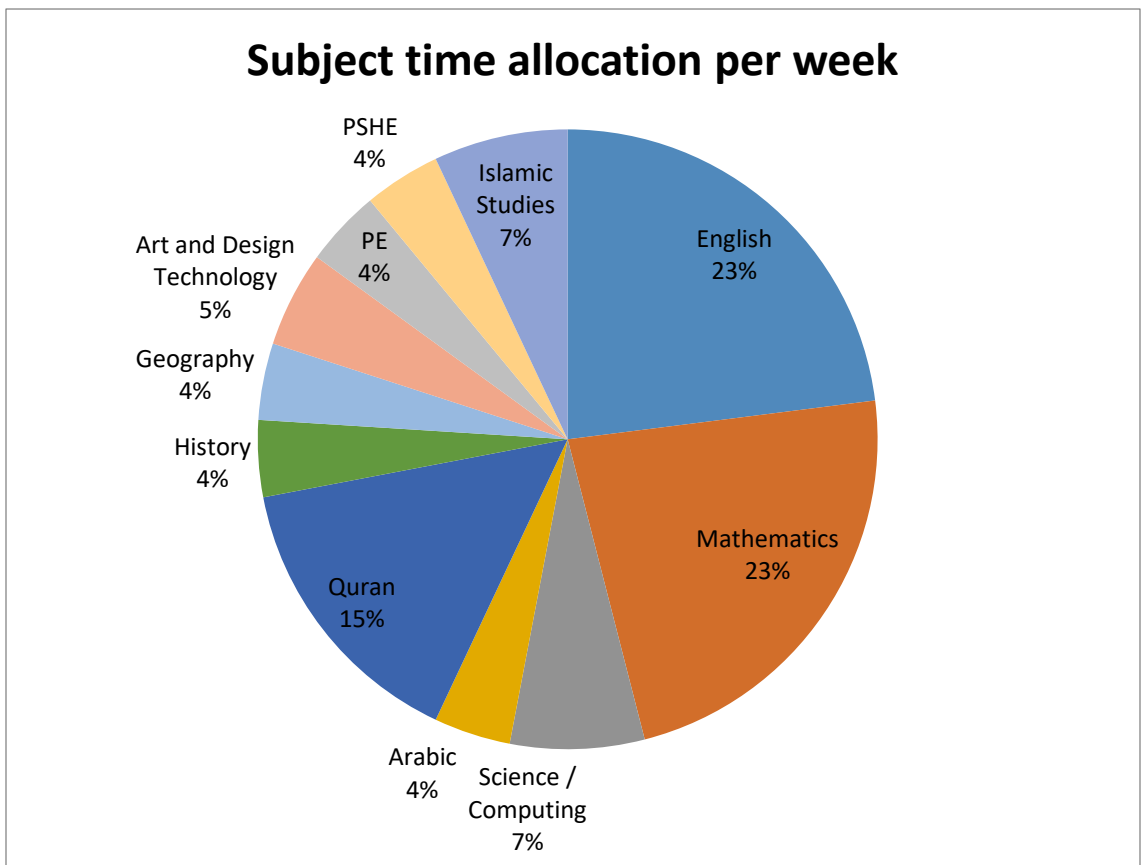
Subject allocation per week for Lower Key Stage 2 (Year 3 and 4) – Subject to change depending on individual class needs

Subject	Number of hours per week	Percentage of timetabled time
English	5	21%
Mathematics	5	21%
Science / Computing	1hr 45mins	8%
Arabic	1	4%
Quran	4	17%
History	1	4%
Geography	1	4%
Art and Design Technology	45mins	3%
PE	1hr 45mins	8%
PSHE	45mins	3%
Islamic Studies	1hr 45mins	7%
	23hrs 45mins	100%



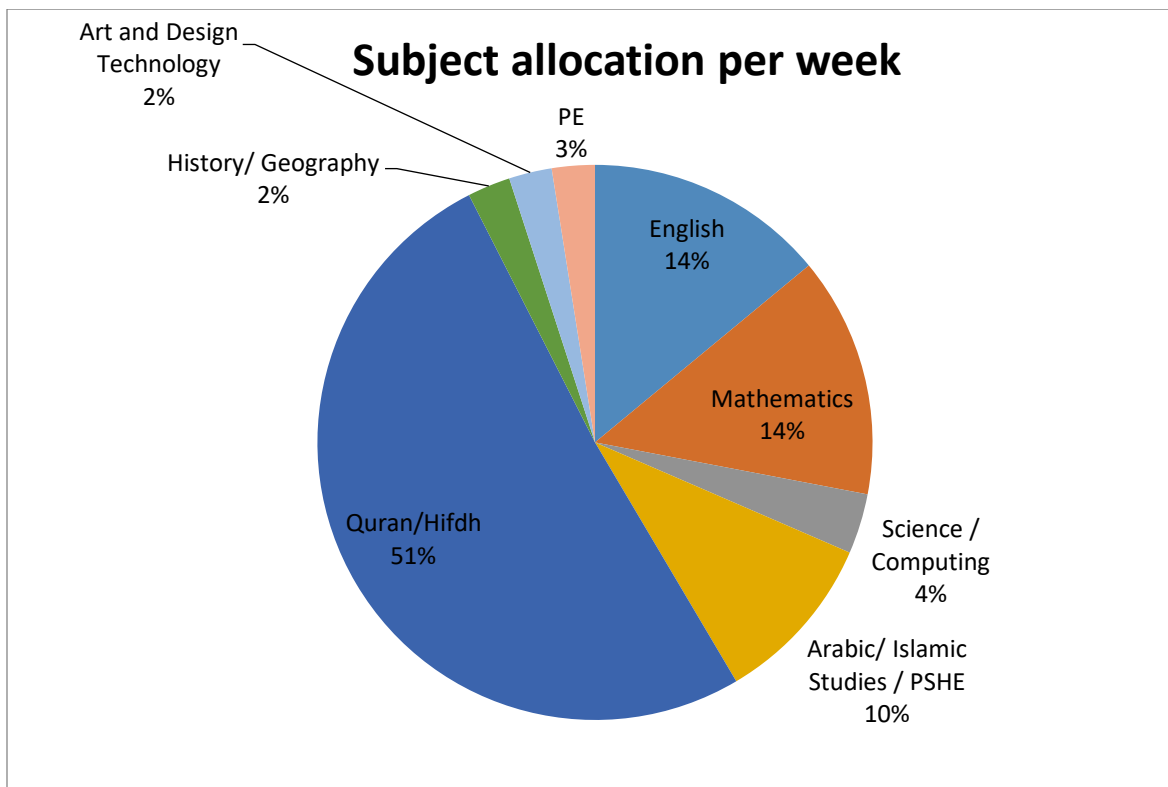
Subject allocation per week for Upper Key Stage 2 (Year 5 and 6) – Subject to change depending on individual class needs

Subject	Number of hours per week	Percentage of timetabled time
English	5.5	23%
Mathematics	5.5	23%
Science / Computing	1hr 45mins	7%
Arabic	1	4%
Quran	3	15%
History	1	4%
Geography	1	4%
Art and Design Technology	1hr 30mins	5%
PE	45mins	4%
PSHE	1	4%
Islamic Studies	1hr 45mins	7%
	23hrs 45mins	100%



Tafeedh Class - Subject to change depending on individual class needs

Subject	Number of hours per week	Percentage of timetabled time
English	4	14%
Mathematics	4	14%
Science / Computing	1	4%
Arabic/ Islamic Studies / PSHE	2hrs 45mins	10%
Quran/Hifdh	14hrs 45mins	51%
History/ Geography	45mins	2%
Art and Design Technology	45mins	2%
PE	45mins	3%
	28hrs 45mins	100%



Tafeedh Programme –

- The Hifdh class takes place during a normal day. The day is extended by 45 minutes, starting at 8 am instead of 8:45 am
- 15 hours of Hifdh lessons take place mostly during the morning hours, although some morning hours are allocated to English and Mathematics per week
- During the afternoons children will study curriculum subjects: English, Mathematics, Science, Computing, Topic and PE
- Less time is spent on other subjects, by necessity. For this reason, children will be required to cover aspects of the curriculum not taught within school for homework in English, Mathematics, Science and Computing.
- Foundation subjects are only covered briefly in the Hifdh class and children have limited opportunity to join in with all themed week activities and subject weeks.
- Extra homework will be given for Mathematics and English to help the children to complete the required curriculum

Children with Special Needs:

The curriculum in our school is designed to provide access and opportunity for all children at Date Valley. If we think it necessary to adapt the curriculum to accommodate the needs of individual children, then we do so only after the parent consultation.. Teachers closely monitor, assess and support children who struggle to access the learning for their level of work. In this case an ILP (Individual Learning plan) is put in place and teachers will ensure levels of work given are appropriate and well supported for the child. Progress will be monitored and intervention will be put in place.

If a child has been identified to have a special need, the school will carry out all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. We use the suggest Assess, Plan, Do, Review approach mentioned in the Code of Practice. The teacher will conduct the necessary monitoring and assessment and in most instances will be able to provide resources and educational opportunities within the subject pedagogy. If a child's need is more severe, we will advise parents to consider the child for a statement of special needs, and involve the appropriate external agencies. We endeavour to work closely with the advice and recommendations received by external agencies by implementing strategies suggested into the classroom and within the school. We will communicate with agencies to provide updates on progress of the child as required and where necessary refer on.

The Foundation Stage:

The curriculum taught in Early Years follows the National Curriculum at Foundation Stage. Our curriculum planning focuses on seven areas of learning:

Prime areas -

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas -

- Mathematics
- English
- Understanding of the World
- Expressive arts and design

We are a Montessori inspired school and in so far as we are able to we incorporate the Montessori principles into our teaching methods. If possible, we employ Montessori trained teachers in our Early Years, especially for our nursery.

Our school fully supports the principle that young children learn through play and by being engaged in well- planned structured activities. Teaching in the Foundation class builds on experiences of the children in their pre-school learning.

Teachers assess children's learning in all areas of learning from the minute the child joins us. This assessment forms an important part of the future curriculum planning for each child.

We are aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by having a carefully planned induction process including home visits for Autumn term starters.

Key Skills:

The following skills have been deemed 'key skills' in the National Curriculum:

- Communication
- Application of number
- Information technology
- Working with others

- Improving own learning and performance
- Problem solving

We strive to develop these skills across the curriculum.

The Role of the Subject Coordinator:

- To provide a strategic lead and direction for the subject
- To support and offer advice to colleagues on issues related to the subject
- To carry out lesson observations and provide feedback to teachers with targets for improvement
- To monitor pupil progress in the subject area
- To provide efficient resource management for the subject
- To monitor pupils using the key skills

It is the role of the Subject Coordinator to keep up to date with developments in their subject. They review the way the subject is taught in the school and plan for improvement. This development planning links to the whole-school objectives. Each Subject Coordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and / or school requirements and that progression is planned into Schemes of Work. The role of the subject coordinator is overseen by the Head of Curriculum and Head teacher.

The following subject policies work alongside this curriculum policy –

- Science
- Computing
- PSHE
- Sex and Relationships policy
- SEN
- SMSC
- EYFS

Further Curriculum Information:

Curriculum information is provided to parents on the school website, this information is updated as required. The curriculum information section indicates the topics to be taught in each subject for the year, together with allocated teacher names and homework information.

An annual Curriculum Morning/Settling in meeting is held at the start of the academic year which allows for parents to meet with their child's teachers and provides the opportunity to discuss and agree expectations for the year.

Extra-Curricular Activities:

Learning out of school is a key part of the 'holistic approach'. We extend the curriculum by offering extra-curricular activities after school. After school programmes include clubs such as: Football, Martial Arts, Archery, Netball, Drama, Computing, Cooking, Science and Art clubs.

We offer morning Hifdh classes for 50 minutes per morning for those who wish to concentrate further on the memorisation and some understanding of the Quran.

A variety of school trips are planned once a term to support the teaching and learning of the children and to further develop their understanding.

A targeted PE event is timetabled annually and together with an annual Sports Day, ensures that being active and healthy as a priority for our children.

We have a School Council which consists of all Year 6 children together with class representatives from all primary classes. The School Council takes responsibility for suggesting and implementing ideas to improve the school and

provides an opportunity for children to gain in responsibility as well as allowing them to play an active part in providing opportunities for further development of the whole child.

Monitoring and Review:

- The Head teacher is responsible for the day-to-day organisation of the curriculum.
- The Head teacher along with the Head of Curriculum monitor the curriculum through checking planning, conducting classroom observations and liaising with subject coordinators.
- Subject Coordinators monitor the way their subject is taught throughout the school. They monitor long-term and medium-term planning and ensure that appropriate teaching strategies are used.
- Subject Coordinators, together with the Head teacher and Head of Curriculum, have the responsibility for monitoring standards and ensuring teachers have the skills and resources they need to deliver the subject.
- The schools SEN coordinator is responsible for ensuring that children with SEND are catered for and IEP's are effectively followed and managed.
- The school follows a system of annual self-evaluation and termly Head Teacher reports to the Governing Board
- The Governing Board are updated on all curriculum development changes, reviews and current teaching through the Teaching and Learning Governance sub-committee working alongside Head of Curriculum and Head Teacher.
- The Teaching and Learning Governance sub-committee review and authorise the curriculum policy.

This policy has been read and approved for Date Valley School, by the School Head teacher and the Date Valley Trust Policy Committee.

Date: January 2018