



CURRICULUM POLICY

Date of Last Review	November 2021
Date of Next Review	November 2022
Review period	1 Year

Tayyibah Girls School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

TGS Curriculum Policy

Introduction

The content of our lessons – *what we actually teach our students and not merely the destination* – is at the heart of education.

This is structured around three pillars:

- **Curriculum Intent**
- **Curriculum Implementation**
- **Curriculum impact**

Tayyibah Girls School has reviewed its curriculum with a clear focus on addressing and meeting these new demands, keeping in mind that the school curriculum is not only the subjects on the timetable; it is the whole experience of education.

The curriculum firmly underpins the school vision from which a culture and ethos is generated that supports all students within our school. We are committed to ensuring that spirituality & morality permeates all sections of the curriculum and that our curriculum is broad and balanced in order that the needs of all students are provided for whatever their gifts, talents or abilities. We aim to make provision for academic achievement and the spiritual, moral, social, cultural, mental, physical and creative development of our students, in addition to preparing them for the opportunities, responsibilities and experiences of later life.

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.

The aims and objectives of the curriculum (Intent)

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

- To ensure a coherent progression from one educational stage to the next through a continuous learning programme
- 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

Curriculum

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

Primary (KS1 & KS2)	Secondary (KS3 & KS4)
English	English Language and Literature
Mathematics	Mathematics
Science	Physics
History	Chemistry
Geography	Biology
PSHCE	History
Information Technology/ Computer Science	Geography (KS3 only)
P.E	Citizenship
Art	Computer Science
Islamic Studies	Islamic Studies
Quran	Art (KS3 only)
Languages (Arabic)	PE
	Languages (Arabic)

Delivering the Curriculum (Implementation)

Primary teaching is predominantly taught by subject specialist although the school is in the process of phasing in 'one teacher, one class

Quran, Islamic studies and languages are taught by subject specialist teachers.

Subject specialist teachers are employed to teach throughout the Secondary school when available. 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 GCSE if and when necessary.

In the event of a school lockdown, (due to Covid etc.) the curriculum will continue to be taught via a suitable online portal (Google classroom etc.) and the quality of the responses will be monitored by relevant teachers.

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 schemes of work 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.

If at any time sections of the schemes of work are covered online or otherwise, teachers will recap elements when school resumes as normal either as review lessons or consolidating it into the schemes.

PSHCE and Citizenship (PSHCE)

PSHCE is taught as a subject in primary and Islam & Citizenship in secondary. Elements of this are 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 (Impact)

At the end of the autumn term, a brief Assessment Report is sent to parents, along with the opportunity for parents to come and discuss their child's progress during parents' 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. Parents are again invited to come and discuss their child's progress with subject teachers.

Due to Covid-19 restrictions, the school will make alternative arrangements for parents to discuss their child's progress.

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

As students' attendance is uncertain due to Covid-19, assessments will be logged in Bromcom at least once per term.

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.

Placements have been put on hold during Covid, however, online programmes, interview sessions; careers advice etc. is still ongoing.

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

Relationship & Sex Education (RSE) -

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. RSE lessons are solely based on schemes of work provided by the AMS (Association of Muslim School) and fulfils all criteria set by the DfE guidelines.

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.

Collective assemblies will not be held in Covid situations. Instead alternative arrangements are made for secondary Morning Prayer in individual classes. Weekly tutorials will continue incorporating Islam and Citizenship.

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

During Covid-19, prayer opportunities will be provided (depending on timings), but all children are required to bring in their prayer mats. Separate timings and sectioning the hall will ensure bubbles do not clash.

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 Evaluation

1. carrying out a continuous review of the curriculum
2. providing, within the constraints to which the School is subjected, the appropriate resources to meet the curricular needs of the pupils
3. involving the pupils in the learning process whenever possible
4. Using data from the assessment, monitoring, and pupils' achievements
5. providing all staff with the opportunities to receive such training as may be necessary to implement changes in the curriculum