



## CURRICULUM POLICY

Date of Last Review	<u>June 2025</u>
Date of Next Review	<u>June 2026</u>
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 '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 quality Islamic education which emphasis on good character (righteous), to enable pupils to flourish in life.
- A high level of academic challenge to open up choices for chosen educational and career pathways.
- A broad and balanced Curriculum which enables all students to acquire understanding, knowledge and skills and provide a strong foundation as British citizens.

- To ensure a coherent progression from one educational stage to the next through a continuous learning programme
- Enhanced learning experiences are made available to all pupils through our tradition of educational visits for each year group. These are intended to stretch, challenge and consolidate curriculum work in class.
- Enrichment and tutorial activities, which challenge, develop soft skills including 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.

<b>Primary (KS1 &amp; KS2)</b>	<b>Secondary (KS3 &amp; KS4)</b>
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)
Enrichment/ Tutorial	Enrichment/ Tutorial

### **Delivering the Curriculum (Implementation)**

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

With the exception of Geography, subject specialist teachers are employed to teach throughout the Secondary school.

At Tayyibah Girls' School, we believe all pupils are entitled to the full depth and breadth of the curriculum offer; it is our belief that 'the rising tide raises the ship'. All pupils are taught at the most challenging level for their age group. Subject matter is pitched at the top of each class to ensure work is challenging and pupils experience learning beyond what can be learnt outside of school. Where required, pupils are given differentiated support which may include task support, TA support or extra work to be completed after school.

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.

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 **must be carefully and thoroughly done and handed in on time. Is used to support work in school to consolidate learning or prepare for further learning. ICT use for homework is strongly discouraged. Any learning undertaken as homework is by default paper based to support pupils in exam/ revision skills.**

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 further and higher education.

### **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 discuss their child's progress with subject teachers.

Assessment results and reports are completed on BROMCOM. Parents have access to this online via the portal at their convenience. Additional assessments are also uploaded on this portal.

There are no Key Stage 2 SATs for Year 6 students. Children have a rigorous Maths & English curriculum preparing for secondary school, and are regularly assessed as stated above.

### **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

### **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**

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

In addition to prayer time, pupils are given the opportunity to daily collective worship in the form of assemblies- for prayer and to be informed of themes relating to SMSC.

**Assembly for primary pupils takes place every morning 8-8.15am.**

**Secondary pupil assembly takes place on Wednesdays at 8-8.30am**

### **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