

Quwwat-Ul-Islam Girls' School



Curriculum Policy

QUIGS Whole School Vision Statement

To establish a school of excellence both **Islamically** and **Academically** - Provide a **holistic** education which is inspired by: **Taqwa**: God consciousness **morals and values** inspired by the prophet (saw) coupled with **academic excellence**.

At Quwwat ul Islam girls' school we adhere to the following:

- ☐ **Mutual respect and tolerance** - We respect and care for everybody
- ☐ **Democracy** - We promote the right of every individual to have their opinions and voices heard
- ☐ **The rule of the law** - We understand that laws and rules protect us and at the same time provide us with responsibilities, by breaking them there are consequences

School Motto
Together We Can Achieve More
School Values
Respect – Aspiration - Responsibility
Learning Drivers
Caring for Ourselves Caring for Our World Caring for Our Education Caring for Our Rights

QUIGS Curriculum Statement

At Quwwat ul Islam Girls' school we aim to provide a coherent and well structured academic curriculum, which is knowledge rich and skills driven, that leads to sustained mastery for all our pupils with unlimited **aspiration**.

Our curriculum design is based on research evidence pertinent to our school context which enables us to offer an exciting curriculum meaningful to our pupils and unique setting. QUIGS is situated in the heart of East London and we are fortunate enough to be able to extend classroom experiences out into the exciting and vibrant community that lies on our doorstep. Our pupils have the opportunity to fully utilise the enormous cultural and historical capital that London has to offer allowing children to have plenty of opportunities to visit places of interest as part of their learning experiences.

Pupils are provided with deeper learning opportunities that promote enquiry, questioning and problem solving skills, building upon previously acquired concepts and skills. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also develop fluency and unconsciously apply their knowledge as skills. Learning is assessed over time to ensure it is embedded within long-term memory.

At QUIGS we want our pupils to build the secure foundations required to become successful, **respectful** and **aspirational** adults who seek opportunities, take **responsibilities** as moral citizens and gain life experiences that extend their horizons. We want our children to leave school as '**respectful, aspirational and responsible well rounded young individuals**'.

Our school values, '**Respect – Aspiration - Responsibility**' are all interwoven within our curriculum intent and curriculum design. The breadth of our curriculum has been designed with three specific goals in mind:

- ☐ To provide our pupils with rich and appropriate experiences to help them develop into **respectful** and **responsible** citizens;
- ☐ To provide a rich 'cultural capital' that provides our pupils with the necessary skills and knowledge in order to prepare them for life within and beyond Newham;
- ☐ To provide a coherent, structured and progressive curriculum that leads to sustained mastery for all our pupils and a greater depth of understanding with unlimited **aspiration**

We have developed four curriculum leaning drivers to help enrich our curriculum and help to bring about the aims and values of our school. Our school learning drivers incorporate individual character development strands that help prepare our pupils for the next stage in their future development.

Quwwat ul Islam Girls' learning drivers:

- ☐ **Caring for Ourselves**
- ☐ **Caring for Our World**
- ☐ **Caring for Our Education**

☐ **Caring for Our Rights**

Caring for Ourselves

It is important to us that all our pupils at Quwwat ul Islam Girls' School take pride in themselves and their achievements and most importantly they are healthy both physically and mentally. Throughout the many transitions of life, our children will inevitably come up against difficult challenges and set backs. Therefore, it is vital that they develop the skills and resilience necessary to stay safe and have the mental and physical strength to be successful and happy in order to thrive in society as **respectful** and **responsible** citizens.

Caring for Our World

We believe our children need to develop an understanding about where they live and the wider world. Through learning about their community and the wider world, we want them to understand their role in society and develop **respect** towards the environment, communities and different religions. It is important to us that all pupils of our school community view themselves as global citizens and also embrace the vibrant and diverse local community of East London in which the school is situated. We want them to be passionate about celebrating diversity and most importantly, as young Muslims to be **aspirational** in the act of enhancing the lives of others through charitable work and actions.

Caring for Our Education

It is fundamental that our pupils understand the importance of education within society and be **aspirational** for their futures. We want them to develop lifelong learning skills and a thirst for knowledge through rich and relevant experiences both inside and out outside of the classroom.

For this to happen, it is important that our children become resilient in order to be able to deal with different challenges across the curriculum. Pupils also need to develop the ability to solve problems without giving up and developing the skills to work independently and being resourceful and **responsible** for their learning will play a key factor in achieving this.

Knowing how to think critically and how to retrieve past information and knowledge will be their key to success in remembering key concepts as they move through the key stages and beyond.

We also believe that for our pupils to be successful citizens they need to develop the skills to work collaboratively with other people both inside and outside of the classroom setting. It is therefore vital that they are able to articulate their ideas well and know how to speak and listen with **respect** in a variety of different situations and settings, hence why we have placed oracy at the centre of our curriculum.

Caring for our Rights

It is hugely important for us that our children have a clear understanding of their human rights and are confident in understanding that these rights apply equally to everyone. However, most importantly our children will learn the they have the right to feel safe, be protected from harm and be happy and confident individuals.

As an Islamic school our children will have the opportunity to work collectively with the whole school community to help embed the ethos and culture of Islamically held rights for children and to ensure that they are being met through whole school agreed initiatives. This is vital to help our pupils improve their understanding of equality, dignity, **respect** and non-discrimination.

This will help our pupils to promote a calm and caring environment with embedded agreed **respectful** communication and language implemented throughout the school community. It is important for us that children are given the opportunity to learn about the wider world and understand their responsibilities so that they can develop into, '**respectful, aspirational and responsible, well rounded young individuals.**'

Caring for Ourselves

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Character Development Strands

Developing mindfulness and resilience

Developing a healthy lifestyle

Developing positive relationships and ensuring personal safety

Celebrating personal heritage alongside Islamic and British values

Character Development Strands - Child Friendly

I know how to develop mindfulness and resilience

I know how to live a healthy lifestyle

I know how to develop positive relationships and know how to stay safe

I have celebrated my personal heritage and I am proud of my Islamic and British values

Caring for Our World

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It is important to us that all pupils of our school community view themselves as global citizens and also embrace the vibrant and diverse local community of East London in which the school is situated. We want them to be passionate about celebrating diversity and most importantly, as young Muslims to be aspirational in the act of enhancing the lives of others through charitable work and actions.

Character Development Strands	Character Development Strands - Child Friendly
Understanding British and Islamic Values	I understand my Islamic and British Values
Celebrating diversity	I appreciate and value diversity in my local community and the wider world
Protecting the environment	I understand what I need to do to protect the environment I live in including how to protect the wider world
Developing pride in our local community	I take pride in my local community

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Character Development Strands	Character Development Strands - Child Friendly
Reinforcing skills, knowledge and understanding	I know how to reinforce my skills, knowledge and understanding of core concepts
Developing critical thinking and successful retrieval of key facts	I know how to think critically and retrieve past information successfully
Fostering self-confidence and pride in achievement	I have learnt how to foster self-confidence and take pride in my achievements
Fostering lifelong learning and preparing for transition	I understand what I need to do to foster lifelong learning and prepare for my future transition
Developing the ability to articulate ideas, develop understanding and engage with others through spoken language	I am an effective and confident speaker and I listen to others carefully and respond respectfully

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This will help our pupils to promote a calm and caring environment with embedded agreed **respectful** communication and language implemented throughout the school community. It is important for us that children are given the opportunity to learn about the wider world and understand their responsibilities so that they can develop into, '**respectful, aspirational and responsible, well rounded young individuals.**'

Character Development Strands

Developing an understanding of Islamically held rights for children

Valuing inclusion in all aspects of society

Valuing equality in all aspects of society

Participating in Democracy

Character Development Strands - Child Friendly

I am confident about my Islamic rights as a child

I fully value inclusion in all aspects of society

I fully value equality in all aspects of society

I understand what Democracy means

Oracy Statement

At QUIGS, oracy is at the centre of our curriculum vision. Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other, and the world around them.

Oracy is embedded throughout our curriculum. Teachers set high expectations and model the correct use of oracy, to allow them to become confident speakers for a range of different purposes and audiences.

Oracy can be split into four strands:

Physical	Children will learn how to use their body and voice to improve the effectiveness of communication. Children will learn how to modify the pace, tone, pronunciation, and projection of their voices as well as how to harness gesture, posture, facial expressions, and eye contact.
Cognitive	Children will learn how to think about the content and structure of talk and how to clarify and summarise during discussion. Children will learn how to provide reasons to support their views, critically examining ideas and being able to maintain focus on a task.
Linguistic	Children will consider vocabulary, language and rhetorical techniques and learn how to adapt the formality of their communication. Children will learn to distinguish between formal and informal register, be able to use humour and metaphor and be able to use wide and appropriate vocabulary.
Social & Emotional	Children will learn how to work effectively with others through listening and responding appropriately. They will develop confidence in speaking in front of an audience, expanding their presentational skills to include their personal style and flair.

Whole School Learning Driver Focus Overview

The **four learning drivers** (**Caring for Ourselves**, **Caring for Our World**, **Caring for Our Education** and **Caring for Our Rights**) underpin and encompass the wide range of pedagogies, methodologies and experiences which drive the acquisition of skills, knowledge and understanding of concepts.

Experiences, pedagogies, and curriculum content at Quwwatul Islam Girls' School are selected to build pupils' characters within one or more of these learning drivers.

Through these four key learning drivers, we ensure that education at Quwwatul Islam Girls' School meets all the needs of our pupils. The Quwwatul Islam Girls' school curriculum is specifically designed to:

- Enhance pupils' spiritual, moral, social, and cultural development.
- Promote fundamental British and Islamic values
- Develop strong literacy and numeracy skills so that pupils have a global outlook and are ready for the next stage of their lives.

Term	Autumn 1.2	Spring 2.1	Summer 3.1	Summer 3.2
Learning Driver Focus	Caring for Our Rights	Caring for Ourselves	Caring for Our World	Caring for Our Education

Long Term Planning

Across our school each year group follows long-term curriculum schemes of learning designed to ensure continuity and progression in subject teaching and learning as the children move through school and key phases. These plans ensure that every child at QUIGS experiences a progressive learning journey and are encouraged to learn more, remember more and do more as they move from Reception through to Year 11.

Medium Term Planning

Medium-term plans corresponding directly to the LTP and topics are carefully mapped across terms for the academic year. Medium-term plans for the Primary department are linked to a key learning driver and the individual character development strands associated with the learning driver. The Secondary department also makes direct links related to our Learning Drivers based on topic specific content. Where applicable links are also made to British/Islamic values, SMSC strands, entry points and trips.

The four learning drivers are constantly revisited across subjects to enhance learning and understanding.

Choice of and sequence of topics are key to ensuring that the structured curriculum we offer is well implemented with clear intent and positive impact and learning outcomes.

At QUIGS the dynamic of the teaching and learning interactions should adhere to the broad principles outlined below:

- Where possible, topics should begin with a “hook” to engage pupils’ interest. This could be an educational visit, a dress-up day, an external workshop/visitor, or some other memorable learning experience.
- Teachers are encouraged to think creatively to address learning intentions across multiple subjects within phases of linked teaching. The opportunity to make cross-curricular links is evident within the medium-term plan. Not with standing this, teachers should think carefully about the specific skills and knowledge that learners need to acquire within each subject and ensure that these are delivered effectively.
- Opportunities for learning should be shared and celebrated, these opportunities should be built into the medium-term plan, including the teaching of the related communication and oracy skills required to do so.

Ensuring the Transfer of Knowledge to Long Term Memory

At Quwwatul Islam Girls’ School curriculum design and lesson structure are based on the importance of the transfer of knowledge to long-term memory. The most relevant and valuable schemata within a given topic are judiciously selected and refined to continuously foster and promote future learning. Teaching methodology is deployed to ensure that knowledge is constantly revisited, applied in unfamiliar contexts and extended.

This is achieved through:

- Rigorous curriculum content analysis by subject leaders, to enable clear progression mapping and identify opportunities for reinforcement, both within and across subjects
- Rigorous use of formative and summative assessments
- Use of suitable learning environments
- Timetabled consolidation sessions, involving the application of previously taught content
- School-wide initiatives such as inter-class competitions and quizzes
- Drop down days
- Entry points
- Trips
- Integrated home learning/online blended teaching and learning

Reading across the Curriculum

Quwwatul Islam Girls' School places high importance on the role of reading across the curriculum. Core texts are chosen specifically and are sequenced in order to be progressive in their complexity both within and across academic years.

In addition to the role of core texts, which is likely to be a vehicle to the learning in multiple subjects, pupils are enabled to practice their developing reading skills within all areas of the curriculum and at all times during the school day and beyond.

By following the Ruth Miskin scheme of work, a systematic approach is taken to the teaching of phonics and early reading both in the foundation setting and Key Stage 1. Further to this, a wide range of whole-school initiatives are deployed both to promote reading for pleasure and to ensure good progress including reading records and reading clubs take place throughout the key stages.

Transition

Quwwatul Islam Girls' School recognises the fundamental importance of supporting learners through key moments of transition in their lives. "Fostering lifelong learnership and preparing for transition" is one of the individual character development strands of the, We care about our education learning

driver.

Provision is made for high quality transition support. This includes:

- Movement between Key Stages (EYFS → KS1 → KS2 → KS3)
- Movement between Year Groups
- The integration of new starters

Teaching Pedagogy

At QUIGS we strongly believe that the delivery of a high-quality curriculum relies on high quality teaching practice.

Teaching at Quwwatul Islam Girls' School is characterised by the following:

- Effective prior preparation and planning based on knowledge of pupils and subject content
- Clarity in relation to the learning rationale
- Clarity in relation to what is being taught
- Links to previous and future learning – Flash Back/Plenary on a Plate
- Clear Success Criteria, reviewed throughout the lesson
- Appropriate challenge for all pupils
- Effective Teacher modelling
- Being appropriately and readily resourced
- Varied questioning
- Purposeful interaction both between adults and pupils, and between pupils.
- Pace suited to need

- A learning environment which clearly aids learning
- Enthusiasm allied with a fun, memorable delivery, content and outcome
- Involvement of all pupils
- Promoting positive attitudes amongst pupils
- Opportunities for independent learning
- Elements of visual, auditory and kinesthetic learning
- Effective feedback via the QUIGS Policy/ Clear concise marking in line with our whole school marking policy with explicit next steps for learning and developing skills

The Role of Assessment

At QUIGS, every pupil is entitled to be assessed and the outcomes analysed to inform teaching and help improve learning. Provision for such assessment is built into the planned curriculum. This includes both formative assessment (used for feedback from pupils to adults, from adults to pupils and pupil to pupil, in order to improve standards as part of day-to-day teaching) and summative assessment (used termly to assign an in-school tracking judgment, for standardisation and for gap analysis).

Formative assessment at QUIGS is characterised by: planning that builds on prior assessment; effective questioning and dialogue; observation and listening by staff; and pupils knowing what to do independently when challenged.

Staff respond to their formative assessments through varying the lesson pace or the level of modelling, through teaching a guided group 1:1 support,

through giving instant feedback to individuals, groups, or the class, and through adapting resources.

The outcomes to in-school summative assessment are used by class teachers and leaders to identify gaps and misunderstandings, to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure that pupils are supported to achieve good progress and attainment. Pupils are given feedback on how they can address their next steps in learning. Parents are informed about this attainment each term.

Inclusion

The principles of this curriculum policy apply to all pupils. At Quwwatul Islam Girls' School, every pupil has the right to a broad and balanced curriculum that meets their needs.

For a limited number of children working significantly below the national expected level of attainment, it may at times be necessary for some pupils to attend intervention groups within core subjects, instead of accessing the full range of the Quwwatul Islam Girls' School Curriculum. Where this is the case, parents will always be consulted on such arrangements.

Monitoring the Curriculum

The quality of teaching and learning within the Quwwatul Islam Girls' School Curriculum is routinely monitored by the Senior Leadership Team. Subject Leaders systematically review the quality of the outcomes produced by pupils, in relation to expected national standards and the knowledge outcomes intended.

Quality of Resources

It is necessary to ensure that the resources provided for pupils are conducive to the effective delivery of the Quwwatul Islam Girls' School Curriculum. Resources used are reviewed regularly by subject leaders to ensure that they are contemporary, accessible, relevant, representative of our school community and that they are in good condition.

Continuing Professional Development

In pursuit of the most effective curriculum possible, QUIGS deploys and participates in a range of CPD initiatives, for example:

- Developing Leadership of the Curriculum – senior staff engaging in CPD and liaising with local schools within the borough
- In house school CPD - to develop teacher understanding of the importance of the Quwwatul Islam Girls' School Curriculum Vision and best practice in relation to curriculum intent, implementation and impact.
- In house school CPD – developing the skills of staff, particularly where they are teaching a subject that is not their specialism.
- Sharing effective practice - opportunities for staff to learn from each other, particularly through peer observations and curriculum lead planning opportunities across key stage