

*“Excellence in Faith, Knowledge and Character to build a better future”*

## **Introduction**

At Azhar we believe that every child must be nurtured, valued and empowered to have the highest aspirations for their future and to reach their full potential through the provision of a stimulating, innovative and creative curriculum that encompasses the beautiful teachings of Islam. We endeavour to instil a love of God and the Prophet (SAW) that will build firm foundations in faith and be the guiding principle for excellence in character and actions. We strive for our learning community to achieve the highest possible standards by equipping them with the skills and knowledge to succeed and inspiring a lifelong love of learning.

Every child in our school is recognised as individual and unique. The ability to learn is underpinned in curriculum subject areas by the teaching of basic skills, knowledge, concepts and vocabulary. There are clear, identified end points in each phase of learning which build upon what has been taught before and gives pupils the required knowledge and skills for their next stage of learning. Our curriculum at Azhar is not solely focused on academic subjects and achievement. We provide pupils with rich learning experiences, educational visits and enrichment opportunities. We want children to have fun at school and talk about their primary school years as being full of great memories.

## **Curriculum Drivers**

At Azhar, we aim to ensure that our children receive a School Curriculum that is designed to broaden their horizons and extend the boundaries of their lives. Alongside teaching the key requirements of the national curriculum, we aim to equip pupils with the knowledge and cultural capital they need to succeed in life. We have worked to ensure the curriculum we offer is enriched and personalised to our children and that it prioritises the things we want our children to experience during their time with us.

In consultation with staff, we have identified eight ‘Drivers’ which we feel underpin our school’s ethos and values. By weaving them into every aspect of our curriculum, these drivers give our children the skills, knowledge and personal attributes that they need to become lifelong learners and fulfil their own aspirational goals. These are:

**Spirituality** – Our curriculum will strive to deepen their Islamic beliefs, fostering a sense of ‘God Consciousness’ throughout the school and wider community.

**Creativity** – Our curriculum will strive to engage the children’s imagination, capturing their ‘spark’ through a full engagement with the arts and other creative opportunities.

**Aspiration** – Our curriculum will strive to ignite a passion to succeed, to achieve the very best they can in all aspects of school life.

**Resilience** – Our curriculum will strive to instil a positive and resilient mind-set, a ‘can do’ approach to their learning that will grow in all areas of their lives.

**Communication** – Our curriculum will strive to enable children to become eloquent orators, speaking with confidence and fluency in a variety of situations helping them become avid readers and great writers.

**Health and Wellbeing** – Our curriculum will help promote the importance of a healthy lifestyle and ensure children develop the physical and mental strength to be successful and happy.

**Critical Thinkers** – Our curriculum will inspire the natural curiosity of children, encouraging them to become independent in thought and action, enabling inquisitive thinking such as exploration, investigation and nurturing problems solving.

**World Citizens** – Our curriculum will enable our children to develop an understanding about their local community where they live and the wider world, by providing opportunities for learning within and beyond the classroom.

INTENT	IMPLEMENTATION	IMPACT
Teach an exciting broad and balanced curriculum alongside our beautiful <b>teachings of Islam.</b>	A wide range of subjects are taught on a weekly basis. These subjects include reading, writing, maths, science, history, geography, religious education, art, design and technology, computing, physical education, personal social and health education, Nasheeds and Arabic. In addition to specific subjects, we also run sessions in phonics, spelling and reading. We follow the An-Nasihah Curriculum as core texts for Islamic Studies.	All children will have a wide rounded education and have a good knowledge of their own belief.
An Azhar child will develop a <b>growth mindset.</b>	Our children have well-developed growth mind-sets, they are always encouraged to participate and have a go. The positive language of growth mindset is firmly embedded into our practice and is applied consistently.	Children leave school as successful young people who have a strong sense of resilience and belief in themselves. They have a 'can do' attitude.
An Azhar child will have consistently high levels of <b>respect</b> , good manners and courtesy for others. We want them to make the right choices with behaviour and attitudes and to be able to self-regulate.	Teachers ensure children develop their understanding of the school's behaviour policy and school rules; <b>be ready, be respectful and be safe.</b> This encourages children to be responsible for their learning, behaviour and actions at all times. All staff promote British Values throughout the school and opportunities to develop SMSC are encouraged.	Children have a strong sense of right and wrong and are respectful to all. They demonstrate high levels of self-control and behave consistently well.
An Azhar child will have a sense of <b>adventure.</b>	Teachers plan engaging and exciting lessons to stimulate a sense of adventure and a thirst for knowledge. These can take place inside or outside their classroom. Trips are organised every half term throughout the school to support, extend and consolidate learning. Visitors are also invited to provide additional enrichment opportunities for a topic or theme.	Children are excited to learn and are interested in the world around them. They gain a deeper and broader understanding of learning.
An Azhar child will have knowledge of <b>inspirational people.</b>	Children have opportunities to learn about inspirational people and their impact on the subject – <i>for example Queen Elizabeth, Neil Armstrong, Ibn</i>	Children are inspired by hearing stories and learning about the lives of people throughout history who have had a

	<i>Batuta, Florence Nightingale, Van Gogh, William Shakespeare, Banksy, etc.</i>	significant impact in the world.
An Azhar child will be <b>physically active</b> and have a <b>healthy</b> body.	Through PE and Sporting activities, children develop a healthy body. We take part in 'Wellbeing Wednesday', Earth Rock and TfL smarter travel projects. We also raise the importance of heart health through the British Heart Foundation Jump Rope Challenge.	Children are healthy and fit and understand the importance of exercise.
An Azhar child will be emotionally resilient and value their <b>mental wellbeing</b> and have a <b>healthy mind</b> .	The school provides high-quality pastoral support. We offer our children a range of opportunities to remove barriers to learning such as: Mentoring, Mindfulness, Mindful walking and the School Parliament.	Children leave our school as confident, resilient and respectful individuals with a healthy body and mind. Children have a positive mental wellbeing and have strategies to support them with any challenges or difficulties they may face.
An Azhar child will have <b>aspirations</b> for the future and <b>aspire to be the best</b> that they can be and be ready to meet the challenges of the next stage of their education, their lives and future careers.	Through our curriculum and links made with local colleges, universities and professionals, children have opportunities every year to experience the world of work and to look at the wide variety of careers available to them in the future. Enterprise also forms part of our curriculum.	Children have secure knowledge and skills and understanding of what is required for their future education, qualifications, training and employment.
An Azhar child will have a real sense of belonging within their <b>local community</b> and a well-developed <b>local knowledge</b> .	Through our History and Geography curriculum, children will study their own village and they will find out about inspirational people from Azhar. Every year the children will seek out part of the community and liaise with them to work together.	Children have a strong sense of where they come from and know how their village has developed over time. Children are inspired by local people.
An Azhar child will understand that we are all <b>different yet all equal</b> .	Through curriculum assemblies and 'In the News', children know that we live in a diverse society. We have 'Rainbow Ambassadors' in school who promote equality and acceptance.	Children are respectful and tolerant and know that in society we are all different but all equal.
An Azhar child will have access to a <b>broad and balanced curriculum</b> .	Through detailed curriculum planning, teachers build in a range of opportunities for children to	Children are inspired to learn throughout their time at Azhar. Children consistently

	repeat knowledge and skills and consolidate learning to build on what they have studied in previous year groups. Exit tickets and mini assessments are used regularly to assess learning on a regular basis. Timelines are used to develop an understanding of chronology.	achieve highly, particularly the most disadvantaged and children with SEN. Children's long term memory is well-developed.
Azhar parents will take an active part in our curriculum.	Parents are regularly invited into school to participate in their children's learning through parent's evenings, concerts, shows and workshops.	Parents are well-informed about the curriculum and school life. Parents engage well with school events
An Azhar child will have a wealth of experiences to develop their <b>cultural capital</b> .	Every term, an out of school visit (or visitors into school) is planned for to link to the work studied in class. We believe that this engages our children more fully into the topics they are studying, develops their cultural capital and helps them to succeed in life.	Children have been exposed to a wide variety of experiences during their time at school that they may not have the opportunity to experience otherwise e.g. visiting an art gallery, a National Trust property, watching a theatre production etc.
An Azhar child will develop a passion for the <b>performing arts</b> .	Children have a range of opportunities to develop their experience of performing arts through school plays and performances, concerts etc. We have appointed a Drama lead and an Artsmark and Cultural lead	Children have experience of performing arts and have the confidence to speak in front of others. We have achieved the Artsmark award.
An Azhar child will strive to have <b>high standards</b> in all subjects and make rapid progress from their starting points.	Teachers have high expectations. Monitoring is relentless. Teachers ensure that lessons are well prepared, meet the needs of the children and that children are challenged. Teachers use highly effective questioning. Teachers consolidate learning and deepen understanding. Teachers and subject leaders have strong subject knowledge.	Children's work across the curriculum is at a consistently high quality. Attainment at the end of Key Stage 2 are outstanding, showing that all children have made outstanding progress from their starting points in all subjects.
An Azhar child will have a well-developed <b>long-term memory</b> .	Teachers ensure children transfer key knowledge to long-term memory by recapping, consolidating and building on future learning. Basic skills are revisited. Teaching is sequenced so that new knowledge and skills build on what has been taught before and so	Children retain key information from the curriculum and can apply this to their future learning. End points are secure.

	that pupils can work towards clearly defined end points	
An Azhar child will <b>read fluently</b> and develop a love of reading and books.	Reading is prioritised to allow children to access the full curriculum. Early Bird reading ensures our disadvantaged children have daily opportunities to read. In KS1, teachers use 30 minutes of lunchtime to prioritise reading. English is taught through a book. Teachers choose high quality texts to develop children's vocabulary.	Children can read well. They read widely and with fluency and comprehension appropriate to their age. Children have a range of favourite authors and a well-developed vocabulary.
An Azhar child will use <b>Standard English</b> .	All staff are reminded to use Standard English and children are constantly encouraged to do the same.	Children speak in Standard English. Children have well-developed language and vocabulary.
An Azhar child will have a strong <b>British Values</b> .	The school council play a strong role within school. Pupil voice is high priority and we ensure that children experience democracy and through assemblies, we promote many aspects of British Values. In our school, the children have four rights: the right to be safe; the right to learn; the right to be happy and the right to be valued.	Children are effectively prepared for life in modern Britain.
An Azhar child will be aware of current affairs and <b>the world</b> around them outside of their largely white British community.	We place high emphasis on children knowing what is happening in the world around them. In our weekly 'In the News' lesson: children discuss current affairs and events in the news.	Children have a well-developed sense of current affairs and the world around them.
An Azhar child will develop academically, <b>spiritually</b> , morally, culturally and socially.	Through assemblies, In the News, PSHCE and RE, children develop spiritually, morally, culturally and socially. Teachers use every opportunity to explore these areas with children.	Children thrive during their time at Azhar: they develop a sense of what is right and wrong; they understand the consequences of their behaviour and actions; they can reflect on their own beliefs and they have respect for different people's faiths, feelings and values.
An Azhar child will engage in <b>learning outside the classroom</b> .	Our outdoor provision gives children opportunities to learn in different environments. Children make good use of our forest school and many different aspects of learning take place outdoors.	Children know that learning doesn't just take place in the classroom. They have developed a sense of imagination and creativity in their learning. Children have

		collaborative skills and practical skills and an appreciation for being outdoors
An Azhar child will keep themselves <b>safe online</b> .	Online safety and digital literacy is constantly reinforced in every year group at regular intervals every term.	Children know how to keep safe online.
An Azhar child will have up to date knowledge of <b>computing</b> .	The programming aspect of Computing is taught discretely where children learn to write and debug algorithms however the other aspects of ICT such as word processing, graphics and data handling are taught through Topic, Science, Art, Maths and Literacy. Children and staff use Google classroom, and staff use every opportunity to enhance teaching and learning through technology.	Children are confident with technology and are prepared for their future life.
An Azhar child will have the best start to school life through our <b>Early Years</b> curriculum. Our intent is that all of the above statements apply to the EYFS curriculum.	The EYFS curriculum is designed and sequenced coherently, to build on what children know and can do. It motivates and engages them and helps them to sustain high levels of concentration.	Children in the Early Years have made outstanding progress from their starting points and are Year One ready.

## Planning

The curriculum at Azhar Academy Primary is carefully mapped out to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject ensuring sufficient coverage across each subject over time. New learning is based upon what has been taught before and prepares pupils for what they will learn next. There are clear end points which pupils work towards on their learning journey. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey.

We believe that children learn best when they are engaged and having fun. As part of our curriculum we plan in enrichment activities to inspire and motivate our pupils. This could vary from participating in trips off site to getting involved in activities like dressing up in school in order to immerse ourselves in a learning topic or theme.

Built into the curriculum are themed weeks /days as listed below:

- Science week
- Art week
- Life skills day
- Safer internet day
- World Book Day
- Cultural day
- Mental Health Week
- Black History Month
- Anti-Bullying Week
- Poetry Day
- Spelling Bee
- British Heart Foundation Jump Rope Challenge
- Road Safety Week
- Makaton Week
- 1001 Inventions Week
- Azhar's Got Talent
- Quraan Competition
- Trips to various places of interest to support curriculum
- Sports day

### **Vocabulary**

As a school, we value the importance of vocabulary by making words a priority in our classrooms, empowering our pupils, having fun and enriching the whole school. Staff should ensure they take every opportunity throughout the whole school day, not just in an English lesson to promote rich, varied and ambitious words and vocabulary.



### **The Governing Body**

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets.

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).

The school implements the relevant statutory assessment arrangements.

### **Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.

The school's procedures for assessment meet all legal requirements.

The governing body is advised on whole-school targets in order to make informed decisions.

Proper provision is in place for pupils with different abilities and needs, including children with SEN

## **Other Staff**

Other Staff will ensure that the school curriculum is implemented in accordance with this policy.

Saima Ahmed – Head Teacher/Designated Safeguarding Lead (DSL)/Assessment lead/Maths Lead

Shiree Alam– Deputy Head Teacher/Deputy Designated Safeguarding Lead (DDSL)/EYFS Lead/ SENCO

Farzana – Office Manager/ Deputy Designated Safeguarding Lead (DDSL)

All members of staff lead on an area of the curriculum.

## **Inclusion and Equality**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More-able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Further information can be found in our Equality Statement and our SEND policy.

## **Monitoring and Assessment arrangements**

The SLT monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

The SLT, together with the Subject leaders monitor the way subjects are taught throughout the school by:

- Planning scrutinies
- Learning walks
- Book scrutinies
- Lesson observations
- Drop ins
- Pupil and parent voice.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Head Teacher annually. The policy will be shared with the full governing board.

The subjects within our curriculum are assessed against the age-related expectations in the National Curriculum and are assessed through teacher assessment and statutory assessments where appropriate. All information is uploaded, monitored and tracked through 'Learning Ladders'.

The curriculum has been designed to ensure that teacher workload is taken into account.

## **Links with other policies**

This policy links to the following policies and procedures:

EYFS policy

Assessment policy

SEND policy

Equality Statement

Staff Handbook (Teaching and Learning)

British Values Policy

SMSC Policy

Prevent Action Plan

RSE Policy

**Reviewed Annually By:** Saima Ahmed, Headteacher

**Policy reviewed by school:** September 2023

**Next review date:** September 2024