

Imam Zakariya Academy

Curriculum Policy

Date reviewed: 15th August 2018
Next review date: 15th August 2019

1. Introduction

1.1 The curriculum consists of all the planned activities that we organise and conduct in order to promote the learning and personal growth and development of our pupils. It includes not only the formal requirements of most of the National Curriculum, along with PSHCE, Citizenship, and R.E. but also Qur'anic and Islamic Studies and a growing range of extra-curricular activities that the school organises to enrich the learning experiences of our pupils and support them to develop their knowledge and skills and to achieve their true potential. It also includes the 'hidden curriculum': what the children learn from the behaviour and values of their teachers and other adults in the school, through what they observe, the way they are treated and the expectations placed on them, including behaviour. We aim to encourage children to grow into highly achieving individuals who are emotionally competent, spiritually intelligent, positive and responsible people, with a strong sense of identity, citizenship and purpose, who can work and co-operate with others.

1.2 Imam Zakariya's Primary School's curriculum was reviewed in September 2014 in preparation for implementation of the New National Curriculum (2014) and again in September 2015, when procedures were established for subject leaders to monitor and raise standards in their relevant curriculum area, to drive on-going improvements to the curriculum. Art and PE curriculum was reviewed in 2018 academic year as to ensure our pupils receive the best of experience.

2. Values

2.1 Our school curriculum is underpinned by the Islamic values that inform both the ethos and vision of our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need to lead fulfilling lives and become well rounded British citizens

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual, emotional and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We value the rights enjoyed by each person in British society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

2.3 The school curriculum and school values echo the sentiments of the Every Child Matters Agenda. It aspires, amongst other things, for every child, whatever their background or their circumstances, to have the support they need to unleash their full potential and make excellent progress in literacy and numeracy, the subjects they nurture talents and passion in and

Be healthy Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being

The school is aware that this also means that the organisations involved with providing services to children - from hospitals and schools, to police and voluntary groups - now team up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. The ECM agenda aims for children and young people to have far more say about issues that affect them as individuals and collectively. The school curriculum mirrors this e.g. through the operation of a school council which gives students a taste of the democratic process, and other teaching-learning strategies.

2.4 The values above are incorporated into the main values and aims of the school, upon which the curriculum is based:

- a curriculum that seeks to develop pupils' Islamic knowledge as well as their knowledge of Qur'an & Arabic.
- a curriculum that seeks to give pupils a good grounding in foundation subject areas and make them well-informed about important contemporary issues affecting British society and the wider world;
- the emotional literacy and competencies of pupils so they exert positive influence over their own behaviour as well as others in their lives.
- the development of pupils' leadership skills: confidence, communication, initiative, problem solver (pro-active).
- the development of pupils' social skills and an appreciation of those they differ with, compassion towards them and those in need in order to work with and for their good & the common good.
- the physical and cultural development of pupils so they enjoy themselves and become well-rounded individuals who are a part of British society.

- the spiritual development of pupils, focusing in particular on the Islamic qualities of: Islam, Iman(faith), Ihsan(perfection), Ikhlas (having good intention), Tawaku'alalAllah, Sabr (patience), Shukr (thankfulness) and self-sufficiency.
- the moral development of pupils such that their behaviour is characterised by excellent self-discipline and manners and governed by the Islamic values of Taqwa and Akhlaq.

3. Aims and Objectives

3.1 Our school has born the aims of the National Curriculum in mind in our curriculum:

- an introduction to the essential knowledge that pupils need to be educated citizens and to the best that has been thought and said;
- engender an appreciation of human creativity and achievement.
- provide an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.
- set high expectations for every pupil, plan stretching work for pupils whose attainment is significantly above the expected standard and in particular, plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- use appropriate assessment to set targets which are deliberately ambitious. take account of duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.¹
- ensure that there are no barriers to every pupil achieving, including those that have special educational needs, many of whom also have disabilities.
- take account of the needs of pupils whose first language is not English. Progress monitoring should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- teaching opportunities to help pupils for whom English is an additional language develop their English and should aim to provide the support pupils need to take part in all subjects.

3.2 Our school curriculum also aims to:

- nurture good character as epitomised by the Prophet Muhammad, peace be upon him;
- nurture good manners and behaviour and a strong sense of accountability for their actions;
- provide pupils with a sound foundation in Islamic beliefs in practises;

- equip pupils with the necessary skills and experiences to contribute towards the betterment of their communities and society as a whole;
- impart British values and foster respect and understanding towards all members of society;
- provide knowledge about beliefs and customs of major faith groups, recognising the great number of values and aspirations we have in common
- help children understand the religious and cultural heritages around the globe and in British our society;
- encourage the emotional, spiritual and moral development of our pupils;
- help children understand the importance of truth and fairness and respect for all; fulfil the requirements of the New National Curriculum;
- enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- promote diversity, fairness, equal access and opportunity;
- enable all children to learn and develop skills to the best of their ability;
- promote a positive attitude towards learning and teaching, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;

- teach pupils skills in; English, Mathematics, Science, Geographic and Historical inquiry, PSHCE, Art & Design, P.E, Information, Communication Technology (ICT) and debating(clubs), PSHCE;
- enable children to be creative, and to develop their own critical and independent thinking skills; in lessons, themed weeks (science week, projects)
- teach children about their developing world, including how their environment and society have changed over time; in lessons(Recycling and its importance, pollution, safe use of internet)
- identify barriers to progress and take preventative and remedial action;
- challenge children at all levels of ability through an emphasis on thinking skills ; enable children to develop a strong sense of identity

1 Age is a protected characteristic under the Equality Act 2010 but it is not applicable to schools in relation to education or (as far as relating to those under the age of 18) the provision of services; it is a relevant protected characteristic in relation to the provision of services or employment (so when thinking about staff). Marriage and civil partnership are also a protected characteristic but only in relation to employment.

3.3 Through the school curriculum, explicit, hidden and extended, pupils are provided with experiences in all areas required by the regulations governing independent schools, as set out below. The school's separate subject policies give further details on the subjects taught on the school timetable.

Linguistic

Through the teaching of English and Quran, the linguistic skills of pupils are developed. Due attention is paid to speaking and listening and the proper application of grammar and a cross-curricular approach to English ensures its development in a range of scenarios across subjects including but not limited to Science, Geography and History through activities involving report writing, debate, drama and public speaking

Mathematical and Economic

Mathematics is taught across the year groups from year one to year six and its skills are drawn upon and further honed in subjects across the curriculum. For example simple calculations, tables, charts and graphs are used in Science and Geography, timelines are used in History, measure is used in Design and Technology, proportion in Art and Design. Through Maths topics that deal with money and through projects such as the creation of a market in the school gym and the annual entrepreneurial project that year six pupils engage in, the economic skills of pupils are also nurtured.

Scientific

Science is also taught across the year groups starting with Understanding of the World in the Early Years. Increased time is given to the subject compared with other NC foundation subjects underscoring the importance the school places on the skills and knowledge pupils gain through its study, transferable to other areas of the curriculum and their lives.

Technological

Pupils study Design and Technology as well as Computing, as set out in the National Curriculum, from years One to Six. This is cross curriculum with other subjects.

Human and Social

PSHCE occupy a key place in the school's curriculum and wider aims and thus the school ensures a cross-curricular approach to the area, drawing on ILM to Amal, Islamic Studies, RE, and computing in addition to timetabling a regular PSHCE lesson (PSHCE) to ensure pupils gain a good grounding in the various areas essential to developing the skills needed to be good Muslims prepared for life in modern Britain. Fundraising for charitable causes local and further afield also help pupils gain empathy for those less fortunate than themselves as well as build the skills to be able to help them in the future.

Physical

The school believes that it is essential to develop, nourish and nurture a healthy body, mind and soul. Whilst much of the curriculum dwells on the latter, a programme of Physical education lessons across all year groups and extra opportunities for physical activity in the school week are utilised to encourage pupils to stay active and fit in the after school clubs. We are also planning in the summer term of this year for our Key Stage 2 pupils to start swimming lessons at local leisure centre as well as gymnastics.

Aesthetic

Pupils develop their artistic skills through Art and Design in the school curriculum, taught as a timetabled subject. This involves them producing their own work but also examining the work of artists such as Van Gogh amongst others. These skills are also used to produce displays for the school, to compete in the school's periodic art competitions and to enhance their learning across subjects. Design and Technology also allows them to consider the aesthetic and create designs which appeal to the aesthetic needs of the human spirit as well as their own aesthetic tastes. In addition, pupils learn about music through the Islamic tradition of nasheeds, songs sung to praise the Almighty and to recognise the value of the Prophet Muhammad, may God's peace be upon him. Nasheed lessons are taught across the year groups to develop pupils' understanding and appreciation of music.

Pupils (KS2) in the summer term will be learning and be able to use the duff to develop instrumental skills and to explore a range of elements essential to the production of music such as pitch, rhythm, timbre and dynamics. Pupils learn to develop their singing voices by focussing on musical elements and through singing a range of an-nasheed across each year

Creative

The school considers the promotion of creativity an important part of its commitment to ensuring pupils make fine progress across all areas of the curriculum and develop higher order thinking skills as well as skills that promote innovation. Subjects such as Art and Design and Design and Technology are key to this but so are subjects such as Science and History where pupils can be inspired by the creativity of others. The use of drama, role play and hot-seating across the curriculum also aids the creative development of pupils, as do cross-curricular projects for homework, nasheed lessons and PE. At the same time a teaching approach is used to promote the thinking skills of pupils through questioning an encouraging questioning and the evaluation of work and solving of problems from different perspectives.

Golden Time

Every Friday across the school, the last lesson of the day is a time of reward and enjoyment for pupils: Golden Time. Classes use their classrooms and, according to a rota, all the different spaces available in the school, in the pursuit of fun enrichment activities. From this academic year onwards practises have been further honed to ensure that pupils are exposed to aesthetic and creative activities in this session such as:

- 1) Pottery and clay work
- 2) Drama & poetry
- 3) An-Nasheed
- 4) Art and model making

- 5) Tablet- selected pupils will have the opportunity to play creative electronic games tablet(Minecraft building islands, cities, houses and etc, BBC bitesize games and many more) this will be supervised by a member of staff.

Classes focus on one of the above for half a term to build their aesthetic and creative skills and quality of their work and final pieces.

3.4 ILM TO AMAL

The school also delivers a PSHCE programme ('ILM TO AMAL') focussing on the development of good character to complement the PSHE and Islamic Studies curricula (Refer to SMSC Policy and appendix). It aims at nurturing the following characteristics:

- Etiquettes
- Leadership skills (vision,
- Communication, resilience,
- Ownership, contribution)
- Patience
- Generosity
- Sincerity
- Honesty
- Generosity
- Modesty
- Entrepreneurship
- Courage
- Earning and importance of contribution- Financial literacy

4 Organisation and Planning

4.1 We plan our curriculum in three phases: long term planning, medium term planning and short term planning. The school Curriculum Map breaks the curriculum areas into manageable half term blocks ensuring breath & balance in curriculum provision and continuity and progression from term to term and year to year.

4.2 Curriculum Time

The School day starts at 7:45am and ends at 4:00pm (winter time school ends at 3:30 - October – January), before and after which clubs take place. Hours given to each subject are set out in the tables below.

The tables below set out the number of hours each week spent on each subject or area of learning.

Year One to Year Six (Monday- Thursday: 10:50 am-4:00pm)

SUBJECT	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Quran	700 min					
Islamic Studies	165 min					
Numeracy	330 min	330 min	330 min	320 min	320 min	320 min
Literacy	375 min	375min				
History/Geography Alternating terms	45 min					
**Art & D&T / Music Alternating terms	50 min					
PSHCE	40 min					
ICT	45 min	45 min	60 min	60 min	60 min	60 min
PE	50 min	50min				
SCIENCE	90 min					

Interim Timetable Year One to Year Six (Monday- Thursday: 10:30 am-3:30pm)

SUBJECT	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Quran	600 min					
Islamic Studies	165 min					
Numeracy	315 min					
Literacy	375 min	375 min	375 min	375min	375 min	375 min
History/Geography Alternating terms	40 min	40 min	40 min	45 min	45 min	40 min
Art (D&T) / Music Alternating terms	45 min	45min	45 min	45 min	45 min	45 min
PSHCE	40 min					
ICT(**)	45 min	45 min	60 min	60 min	60 min	60 min
PE (**)	50 min					
SCIENCE	80 min					

(): Alternating weeks**

(*)Alternating terms**

4.3 We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis. The national curriculum primary programmes of study and attainment targets for key stages one and two are also drawn on as they provide guidance on: expectations, learning objectives, possible teaching activities, resources, approximate time, some learning outcomes and progression across all year groups in knowledge, skills and understanding of the curriculum.

4.4 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the book based scheme of work for English, Collins Busy

Ants Maths Scheme of work for KS2 at our school; we take our medium-term planning from these documents. The school makes use of Collins for and handwriting. History & R.E. follows an agreed syllabus by LCP (year 2 & 5 pupils take part in R.E workshops every year- where they interact, exchange ideas with 6 other Newham schools). The school adopts Art Express scheme of work and Leapfrogs PE lesson.

We also adapted QCA schemes of work for some elements of PSCHE, ensuring that SMSC requirements are covered in depth and broadly across the school.

4.5 Our short-term plans are based on the relevant scheme of works. On weekly or daily basis, teachers adapt the planning as relevant, including differentiated learning intentions to ensure progression of all pupils in their classes.

- the New National curriculum programme of study section & scheme of work references the learning objectives for each lesson targeted detailed learning intentions, success criteria for each group of learner key vocabulary and key skills to be employed
- differentiated activities for faster & slower learner teaching-learning resources to be employed
- teaching-learning tasks and activities (detailing the introductory activity, main activities and plenary activity to be employed)
- the form of assessment to be employed
- questions for thinking, learning and formative assessment

4.6 Short term lesson plans are evaluated by SLT and feedback is used to adapt medium-term plans and to inform assessment targets and, if needed, IEP (via Initial Concern Form) targets, for each child and group. Schemes and programmes of work are revised and amended termly or annually as the need arises.

4.7 There are at least three to four educational trips a year (termly) linked to curriculum areas, though a trip every half-a- term is the expected number.

4.8 We stress cross-curricular links to be made at the planning stage. English, PSHCE and Islamic Studies in particular are taught in a cross-curricular way wherever possible. All teaching staff (National curriculum and Islamic studies) sit once a term together to plan their lessons , cross curriculum links as well trips brainstorming.

4.9 Islamic Studies is also taught discretely through three timetabled subjects: Arabic, Qur'an and Islamic Studies. Dedicated specialists deliver these subjects. Islamic studies is also addressed through the school ethos, assemblies and organisation as well as a cross-curricular approach to teaching to national curriculum subjects of the school curriculum.

4.10 Assemblies are delivered every day and are used to support the delivery of the school's ethos PSHCE curriculum. A separate plan of assemblies to be delivered through the year is created to reflect these requirements.

5. Children with Special Needs

5.1 Imam Zakariya Primary is an all-inclusive school which depends on our own resources, or those privately available to families and those available to independent schools from outside agencies.

5.2 The curriculum in our school is designed to provide access and opportunity for all children who attend our school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

5.3 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need and refers the child to the school's SEN teachers. The SEN teachers prepares an IEP for the child which in most instances the teacher is able to use to provide the resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we meet with the child's parents to ask them to consider referring their child for a statement of special needs. This process may also involve contacting external agencies for support such as educational psychologists.

5.4 The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5.5 The school uses a similar approach for pupils needing Individual Behaviour Plans (IBP) and for children who are Gifted and Talented.

5.6 The school is of the view that almost all its pupils are EAL pupils. This it aims to develop Literacy across the curriculum and provide visual cues and word banks as well as encourage reading through daily whole-school reading sessions, and parental meetings and newsletters to encourage its development in the home environment.

6. Thinking Skills

The school aims to develop pupils higher order thinking skills to help them make the most of their potential and achieve highly. The school recognises that all pupils have different learning preferences and styles and aims to help pupils develop their weaker skill areas as well as capitalise and cater for their stronger skill areas and learning styles and intelligences. Teachers plan for the development of pupil thinking skills recognising that slower learners often demonstrate the use of lower order thinking skills but not always.

7. The Role of the SLT

7.1 The role of SLT is to raise standards in his/her subject whilst:

- providing a strategic lead and direction for the subject;
- monitoring the quality of teaching in the subject across the school;
- monitoring pupil progress in the subject area by examining pupil work and assessment data;
- monitoring planning and assessment in the subject area; providing efficient resource management for the subject;

supporting teachers to identify groups of pupils in need of intervention and help design, resource and deliver an effective intervention programme to narrow the gap (in English and Mathematics).

8. The Year Six Transition Syllabus

8.1 The transition syllabus aims to ease the transfer of year six pupils from Imam Zakariya Primary School to any establishment and is taught across the last half term of the school year, after the Key Stage Two tests. The Transition Syllabus aims to give pupils learning opportunities to develop life skills to aid their transition from primary to secondary schooling and from childhood to adolescence-adulthood. Teaching and learning is aimed to be hands-on and experiential with the use of frequent trips but also include formal lessons and workshops. The syllabus also equips pupils by asking them to reflect on themselves, others and their wider community. They investigate how to deal with various situations with a focus on how they can practically benefit others.

8.2 The syllabus aims to cover the six key skills of communication, application of number, ICT, working with others, improving own learning & performance and problem solving to ensure pupils still receive a broad and balanced curriculum and education.

8.3 Activities planned throughout the curriculum also allow pupils to develop skills towards achieving the five ECM outcomes of: staying safe, enjoying, achieving, making a positive contribution and achieving economic well-being.

8.4 Key Topics Covered

- Allah's World, My World

- Who Am I? , What Can I Do and Give?

- Preparing For The Hereafter

- Manners Of AMuslim

My Role

- Growing Up: Taharah - Purity & Puberty

- Growing Up: Relationships
Entrepreneurial Project

- Enrichment activities

8.4.1 ALLAH'S WORLD, MY WORLD:

1. Our role in Allah's world.
2. Our impact as humans on climate change(Project: Clean the street, recycling assembly)

8.4.2 WHO AM I? - WHAT CAN I DO AND GIVE?

1. Exploring ideas about my qualities and traits and how these are pleasing to Allah (including identity) and how can I use them to add value to society
2. Plan out where I want to be in my life every 10 years until the end of my life (reflecting on whether Allah is central to my life, careers).
3. Reflecting on who I am and what I can offer.
4. Revising what I can do to help strengthen for my family/ friends/ community.

8.4.4 MANNERS OF A MUSLIM

1. Learn what the manners of Muhammad SAW were.
2. Research the characteristics of the prophet SAW and reflect upon my own.

8.4.5 MY ROLE

1. The purpose in life is to worship Allah.
2. Explore Islamic dress.
3. Discuss a Muslim's role in society (including da'wah).

8.4.7 GROWING UP: TAHARAH- PURITY & PUBERTY

1. Revise - Basic hygiene and Wudhu before prayer.
2. Revise - Major and minor impurity and how to perform Ghusl.
3. The physical and emotional changes during puberty.
4. How to be responsible after puberty.
5. How to deal with their emotional feelings.

8.4.7 GROWING UP: RELATIONSHIPS (now taught in Year 5 & 6)

1. Revise- showing respect to and listening to family members.
2. Revise- the importance of family and key members of the family.
3. Learn about the different types of relationships: Marriage/ friends family members

4. Learn how to manage feelings and emotions in relationships.
5. Revise - Anti-Bullying (including Homophobic bullying)
6. Protected characteristics- Different Families – The Equality Act 2010

8.4.8 ENTREPRENEURIAL PROJECT

This consists of a series of lessons which gives pupils a small budget of £100 and asks them to generate ideas, research and develop ideas, practise product design, cost final product, evaluate marketing techniques and finally produce the product for commercial sale.

8.4.9 WORKSHOPS / ENRICHMENT

Transport Safety

Transport for London visits Year Six during the last half term to advise pupils on how to use transport safely. They look at the use of buses, trains, tubes and the DLR. Pupils watch a video which describes the dangers of using various modes of transport in reconstructions of real events.

Along with the video pupils are taught how far to stand from the edge of the platform and the road, how to use TfL bus, train and tube maps, how and where to purchase tickets from and who to ask for help if problems arise.

Year 6 Graduation Ceremony

This is where pupils share their school memories, entertain through song and play and are presented with a graduating gown, hat plaque and gifts and as to the mark the end of their schooling at Imam Zakariya Primary.

Assemblies and Themed weeks (Please see our academic year planner)

- Anti-bullying Week
- Mental health Week
- Science week
- Prominent women and their contributions in society
- Multi-Cultural Week

- Disability awareness week

9.1 Education Visits:

Each year group have at least three Educational visits a year, as we feel this enhances their learning further as most times pupils have hands on experience in some workshops.

- Parliament, London Mayor & Newham Mayors' office,
- Religious institutions
- Science Museum
- British Musuem
- History Musuem
- Farm
- Parks
- Kidzania London
- British Library
- Imperial War Museum
- Local childrens Hospice

9.2 As well as our pupils going out for Educational visits, we also have Educational visitors coming to our school to speak to pupils for example:

- British Army
- Royal Air Force
- London Fire Brigade
- Community Police
- Local Charities (Newham Cancer you are not Alone, Local Food bank, Newham Deaf Society)

9.3 Religious places of Worship

Pupils visit each year a Synagogue, Hindu Temple and Church

9.4 Technology Field Trip

Year 5& 6 Pupils will be visiting the Apple Store in the summer term as to take part in creative workshops to enhance skills in using and making slideshows with effects and themes.

9.5 Residential Care Home visit

Year 6 Pupils will be visiting a local care home to meet and speak with some of the elderly residents there. Pupils conduct informal interviews and ask questions to obtain information about people’s lives and interests. Pupils are able to witness at first hand the effects of old age on people’s mental and physical health and learn a sense of respect and appreciation for the elderly in the local community.

9.6 Whole school community project

The following are some of community based project our pupils take part in:

- Food collection for local food bank- Spring term
- Clean the street(where pupils in KS2 went round our surrounding streets- collecting litter while KS1 pupils did this project inside the school)- Summer term
- Toys collection and drop to local children’s hospice-

10.1 Assemblies are delivered by teachers every morning between 7:45am – 8:00am, pupil lead assembly once a month.

10.2 Lunch and after School Clubs

The following are lunch and after school club activities:

Days	Lunch (12:20pm – 1:45pm)	After school club (3:35pm – 4:15pm)
Tuesday	Art & DT Year 3 – Year 6	Football, Table tennis, board games, air hockey **Year 3& Year 4
Wednesday	Debate	-

	Year 3 – Year 6	
Thursday	-	Football, Table tennis, board games, air hockey **Year 5& Year 6

** Martial Arts club will be introduced in the summer term; this will run on Friday after school.

10. Curriculum coordination

10.1 The curriculum coordinator is the current head teacher and vice principal/ Islamic co-ordinator. The role of the coordinators is to ensure delivery of the curriculum, to ensure match between all phases of planning, to lead review and improvement of the curriculum and to ensure the delivery of the school aims, coordination between teachers and subject leaders and to develop cross-curricular links or integration of subjects.

11. Monitoring and Review

11.1 The SLT are responsible for monitoring the way the school curriculum is implemented. They review each subject area regularly.

11.2 The head teacher is responsible for the overall organisation of the curriculum. The head teacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives.

11.3 SLT examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy was reviewed in August 2019. It is looked at every time we analyse pupils' results as well when new changes come in, as to ensure the policy complies with new legislation.

Head teacher: _____ Date: _____

Chair of Governors: _____ Date: _____

