



CURRICULUM POLICY

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Rationale

At Rabia School we aim to provide an excellent environment for children to develop as learners and to grow as individuals. We encourage high standards of social, moral and ethical behaviour with a continuous emphasis on respect for all, respect for the individual, respect for the learning environment and respect for the community. We strive to give all pupils opportunities to enable them to develop as effective learners. We value the strengths of each young person and encourage and foster the acquisition of knowledge, understanding, skills and values relevant to the challenges of our ever changing world.

To support this commitment, we emphasise the importance of promoting, celebrating and recognising achievement in all its many forms. We believe in the concept of partnership, working together with parents, governors and the community to ensure that every child fully participates in school life, supporting the school in its vision of offering the very best in educational opportunities.

The school aims to deliver a high-quality education both Islamically and academically through well-designed courses disseminated by experienced and professional teachers. The school provides opportunities for the children to memorise the Holy Qur'an and benefit from a contemporarily structured Islamic syllabus. The school's objective is to equip individual students with Islamic principles and academic studies to become responsible and understanding citizens and even, just, inspiring and active leaders of society. In order to achieve this, in addition to the Islamic curriculum, the school follows the national curriculum. This is 'a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject' (DfE July 2015, The National Curriculum). Although the DfE have stated that 'private schools don't have to follow the national curriculum' we at Rabia School believe the national curriculum to be a valuable document which along with the Islamic curriculum will help to deliver our aims above.

When developing a curriculum policy, the school is mindful of the objectives of Rabia School which are:

- Providing highly supportive and challenging learning environments that encourage the highest expectations for academic success and excellence in character.
- Continuously striving to develop a culture of mutual respect and support through excellent working relationships between pupils, teachers and parents.
- Focusing upon the development of the whole person: spiritual, moral, social, cultural, physical and intellectual, to deliver the best outcomes for our learners.
- Nurturing a strong sense of shared purpose, generosity of spirit and the desire to serve others.
- Ensuring all pupils develop the knowledge, skills and dispositions to pursue purposeful ambitions and to accomplish fulfilling lives.
- Enabling pupils to become integral and active members of modern society and thus making a valuable contribution to the wellbeing of society as a whole.
- Vigorously monitoring and evaluating the effectiveness of the subject curriculum to ensure that students of all abilities and backgrounds can have access to the curriculum.

The Organisation of the Curriculum

Length of the academic year for all key stages: 190 days: (185 taught days; 5 days allocated to INSET training).

Length of the academic week: Monday to Friday

Length of academic day: 8:35am to 3:30pm (including one supervised morning break for secondary and primary, one supervised afternoon break for primary and one supervised lunch break).

Key Stages 1 & 2

Teaching and learning is organised into six 50 minute teaching periods each day.

Key Stages 3 & 4

Teaching & learning is organised into six 55 minute teaching periods each day.

The Curriculum Model

The curriculum has been reviewed to take the inspection findings into consideration regarding allocation of curriculum time. It also takes into account our own views on how to successfully implement a balanced curriculum that gives teachers the necessary time needed to deliver inspiring lessons and to encourage pupils to become reflective and proactive learners. It has gone through a transition as the school has purchased schemes of work designed to teach the new 2014 national curriculum and the previous schemes have been phased out. The tables below reflect the current distribution of subject areas.

RABIA SCHOOL SECONDARY 2018 TIME ALLOCATIONS											
SUBJECT	YEAR GROUP, LESSONS PER SUBJECT AND PERCENTAGE OF CURRICULUM TIME										
	7		8		9		10		11		Total lessons per subject
	LESSONS	%	LESSONS	%	LESSONS	%	LESSONS	%	LESSONS	%	
English	4	13	4	13	4	13	4	13	4	13	20
Maths	4	13	4	13	3	10	5	17	4	13	20
Science (Double Award)	3	10	3	10	3	10	5	17	6	20	20
Computing/ Business	2	7	2	7	2	7	2	7	0	0	8
Arabic	2	7	2	7	2	7	2	7	2	7	10
History/ Geography	4	13	4	13	4	13	2	7	4	13	18
Art/D&T	2	7	2	7	2	7	0	0	0	0	6
KS4 Islamiyat	0	0	0	0	0	0	4	13	0	0	4
PHSCE/RE	1	3	1	3	1	3	1	3	1	3	5
PE	2	7	2	7	2	7	2	7	2	7	10
Tarteel+ Nasheed(Music)	1	3	1	3	1	3	1	3	1	3	5
General Islamic Studies (GIS)	2	7	2	7	3	10	0	0	3	10	10
Qur'an	3	10	3	10	3	10	2	7	3	10	14
Total lessons per week	30	100	30	100	30	100	30	100	30	100	

RABIA SCHOOL PRIMARY 2018 TIME ALLOCATIONS							
SUBJECT	YEAR GROUP AND LESSONS PER SUBJECT						
	1	2	3	4	5	6	Total lessons per subject
English	5	5	5	5	5	5	30
Maths	5	5	5	5	5	5	30
Science	3	3	4	4	4	4	22
Computing	1	1	1	1	1	1	6
Arabic	2	2	2	2	2	2	12
History/Geography	1	1	1	1	1	1	6
Handwriting	1	1	1	1	1	1	6
PHSCE/RE	1	1	1	1	1	1	6
Shared Reading	0	0	1	1	1	1	4
Reading	1	1	0	0	0	0	2
Golden Time	1	1	0	0	0	0	2
ART / D&T	1	1	1	1	1	1	6
PE	2	2	2	2	2	2	12
Tarteel+Nasheed (Music)	1	1	1	1	1	1	6
Qur'an/Tajweed	3	3	3	3	3	3	18
General Islamic Studies (GIS)	2	2	2	2	2	2	12
Total lessons per week	30	30	30	30	30	30	

The Curriculum

Primary – Key stages 1 & 2 (years 1 – 6, ages 4-11 years)

Secondary – Key stages 3 & 4 (years 7-11, ages 12-16 years)

All subjects are taught according to the new 2014 national curriculum (NC). These subjects are taught via newly-updated materials and resources. At the end of key stage 2 (year 6) pupils sit their SATs tests. At the end of key stage 4 (year 11) pupils sit their GCSEs. Rabia Girls' School are officially AQA, EDEXCEL, Cambridge International Exams and JCQ registered examination centres for GCSEs.

Students study a broad range of subjects drawn from those specified by the national curriculum, along with Islamic subjects. The curriculum was reviewed in September 2014 to improve the balance between NC subjects and Islamic subjects so as to allocate enough time to English and mathematics in KS3, to ensure sufficient depth of learning. The curriculum is delivered through the subjects below for both schools.

Under each subject we have included the overarching aims for the subject in the national curriculum as stated in 'The national curriculum in England framework document' (2013) and the main ways in which we will try to fulfil those aims.

English

“Promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.”

Key stages 1 & 2

To achieve these aims we are using Wordsmith which is a whole-school approach to English with reading for pleasure at its core and grammar skills seamlessly woven throughout” (Pearson, 2013). It is based on 4 core principles which are:

- **Contextualised grammar:** Children learn grammar best when it is contextualised; when they explore the effect of language choices rather than just learning to label features.
- **Purpose and audience:** Writing takes on real meaning – and a real sense of excitement – when it's done for a real purpose and audience.
- **Talk for writing:** Talk is one of the most important factors in improving children's writing, allowing them to explore and analyse language and extend their vocabulary.
- **Varied, whole texts:** Varied, whole texts are essential: both for engagement and for helping children explore what real writers do.

Key stage 3

To achieve these aims we will be using Hodder Education's Real Progress in English Reading and Writing resources. The reading resources will enable pupils to build “their knowledge of reading comprehension and critical reading skills, and then applying their skills to a wide range of genres, historical periods, and authors.” The writing resources will help pupils „to master the essential knowledge and skills of writing effectively and with technical accuracy in order to write and present texts with confidence, for a range of purposes and audiences” (Hodder Education, 2014).

Maths

"To ensure that all pupils become **fluent** in the fundamentals of mathematics...**reason mathematically**... [and] **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions."

Key stages 1 & 2

To achieve these aims we are using Abacus which follows a „four pillar“ approach (Pearson, 2013):

- Children need to have an **appreciation of our number system and strong grasp of place value**.
- Children need a really good **bank of number facts**.
- Children need an **exposure to consistent and developmental models and images**.
- Children need a **comprehension of the key mathematical functions** based on doubling and halving.

Key stage 3

To achieve these aims we will be using Hodder Education's Mastering Mathematics series. It is split into the topics: algebra, number, geometry and measures, and statistics and probability. These encourage (Hodder, 2014):

- **Fluency** by helping pupils to have a conceptual understanding and be able to recall and apply their knowledge rapidly and accurately.
- **Reasoning** by encouraging pupils to follow a line of enquiry, assuming relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- **Problem Solving** by enabling pupils to break down problems into a series of simpler steps and persevering in seeking solutions to a variety of routine and non-routine problems.

Science

"The national curriculum for science aims to ensure that all pupils develop **scientific knowledge and conceptual understanding** through biology, chemistry and physics, develop understanding of the **nature, processes and methods of science**, answer scientific questions about the world around them and are equipped with the scientific knowledge and practical skills required to understand the **uses and implications** of science, today and for the future."

To achieve these aims we will be using Collins Connect for KS1 and KS2 and Hodder Education's Science Progress series for KS3. The topics are separated into biology, chemistry and physics as well as „working scientifically“ which builds investigative skills. Assessment is of topics and investigative skills such as designing fair experiments, interpreting graphs and concluding and evaluating experiments.

History

“The national curriculum for history aims to ensure that all pupils know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day...know and understand significant aspects of the history of the wider world...gain and deploy a historically-grounded understanding of abstract terms such as empire, civilisation, parliament and peasantry...understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance...understand the methods of historical enquiry...and gain historical perspectives by placing their growing knowledge into different contexts...”

Geography

“The national curriculum for geography aims to ensure that all pupils develop contextual knowledge of the location of places, seas and oceans...[and] understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time...[Also to ensure that they] are competent in the geographical skills needed to collect, analyse and communicate with a range of data...interpret a range of sources of geographical information, including maps...and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps and writing at length.”

Geography and **history** are alternated on a half term basis throughout key stages 1 and 2. At KS1 and KS2 pupils will be covering ancient history as well as British history which will cover the Romans, Anglo- Saxons and Vikings. At KS3 they will study British history from 1066 till the present day using the Aaron Wilkes series of resources. For geography pupils will cover topics like urbanisation, rivers, coasts and glaciation, world issues, plate tectonics and learn skills like how to use an atlas and Ordnance Survey maps, and how to design a questionnaire, carry out research and present the results.

Art and Design

“The national curriculum for art and design aims to ensure that all pupils produce creative work...become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design, know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.”

For key stages 1 and 2 **Art** incorporates **D&T** and children will have planned opportunities to make things using a variety of means. At KS3 pupils will be looking at various artists and what inspired their paintings. They will also be taught about fabric painting and will paint T-shirts. Pupils will also be encouraged to think about the whole journey when designing artefacts: from concept to final product.

Computing

“The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including...algorithms and data representation, can analyse problems in computational terms...can evaluate and apply information technology...analytically to solve problems and are responsible, competent, confident and creative users of information and communication technology.”

Key stages 1 & 2

To achieve these aims we will be using the Nichola Wilkins schemes of work and resources. The following topics, which cover the new computing program of study, will be taught:

- Around the World
- Networks
- Keeping Yourself Safe
- Computational Thinking
- Kodu
- Scratch Beginners
- Scratch Expert
- Creating Documents
- Excel
- PowerPoint
- Stop Frame Animations

Key stage 3

At KS3 we will also be using the Nichola Wilkins resources. The topics which will be covered are:

- Classify devices in terms of input and output.
- Correctly identify the input, process and output of common actions.
- Explain how ROM and RAM are used in a computer and describe how the key internal parts of a computer work.
- Describe how internal components of a computer system can affect performance.
- Summarise the needs of different users and make hardware recommendations to meet those needs.

Citizenship

“The national curriculum for citizenship aims to ensure that all pupils acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government, develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced, develop an interest in... volunteering, are equipped with the financial skills to enable them to manage their money on a day-to-day basis, and plan for future financial needs.”

To meet these aims we teach **PSHCE** which equips learners with the skills they need to make informed decisions and be active model citizens, to encourage learners to develop a healthy and safer lifestyle and to develop good relationships and respect differences between people. PSHCE is taught through RE, GIS, science and discrete lessons. It is also incorporated in the planning of enrichment days, activity days and assemblies, visits to different governmental establishments and religious institutes, visits by local authorities to deliver various topics police etc. and by volunteer organisations to come in for workshops on different issues from domestic violence to drug abuse etc. The citizenship programme focuses on equipping pupils with a basic knowledge and understanding of British democratic values and British public institutions. It also helps pupils to develop an appreciation of and respect for the diversity of cultures and beliefs that co-exist in Britain.

Our overarching conclusion is clear: citizenship values and Islamic values are broadly compatible. The School has mapped which topics are taught through which subjects at different times in the year in every year group.

Citizenship in Action – The pupils will be encouraged to support community led projects, linking with third sector organisations, for example the local food bank. Other initiatives will be encouraged for example:

- Community clean-up or Community recycle.
- Personal development (Years 7 and 8)
- Contribution of visiting specialists (e.g. Fire Service, police officers, NHS staff, local politicians)
- Whole-School events
- Enterprise Activity Days
- Assemblies

Design and Technology

“The national curriculum for design and technology aims to ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world, build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users, critique, evaluate and test their ideas and products and the work of others and understand and apply the principles of nutrition and learn how to cook.”

At KS3 some pupils will learn the basics of textiles such as fabric properties, basic stitches, seams, button holes and sewing machine parts etc. whereas others will be making Dresden plates. They will also learn how to cook healthy savoury dishes such as Hummus from vegetables that are in season, using our new food technology room.

Languages

“The national curriculum for languages aims to ensure that all pupils understand and respond to spoken and written language from a variety of authentic sources, speak with increasing confidence, fluency and spontaneity..., can write at varying length, for different purposes and audiences... and discover and develop an appreciation of a range of writing in the language studied.”

Pupils will be learning Arabic from year 1 to year 11. We will be using the Al Amal series of Arabic textbooks until year 6. Pupils will then be using the Mastering Arabic series to prepare them for their Edexcel GCSE Arabic exams in KS4.

Music (Tarteel and Nasheed)

“The national curriculum for music aims to ensure that all pupils... learn to sing and to use their voices... on their own and with others...”

We will be teaching this through the art of tarteel which is reciting the Qur’an aloud in a slow pleasant tone and style and through Islamic nasheed in English and in Arabic.



Physical Education

“The national curriculum for physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.”

PE schemes of work ensure that pupils can make progress in their skills and become competent in playing a wide range of team sports. Pupils also get to work on their own personal fitness by regularly visiting a local gym.

Religious Education

In the primary department RE consists of Islamic studies and 6 weeks study on other religions per year. Pupils study the basic 5 Islamic pillars and the history of prophets during Islamic studies lessons. In the secondary school stage pupils will learn about Islam in their General Islamic Studies lessons. They will learn about Islamic history, prophets, the companions of Prophet Muhammad (peace and blessings be upon him) and Islamic values and morals. These also overlap with PSHCE as they encourage pupils to be valuable and helpful members of their society. At this stage they also learn about the major religions of the world.

Assessment

Pupils are assessed through AfL strategies in lessons, classroom performance, end of term tests, homework and internal and external exams. The school tracks their progress against the national curriculum attainment targets and compares its performance with national norms by using DfE performance tables and National Transition Matrices.

Year 6 SATs and Assessment

Since the 2015-2016 academic year SATs results have no longer been graded using levels. Instead pupils are given scaled scores which are based on their raw scores in Reading, SPaG (Spelling, Punctuation and Grammar) and maths (at the end of KS2). According to the DfE "The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table. A pupil who achieves the national standard (a scaled score of 100 or above) will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education" (DfE, National curriculum tests, 2015).

According to current guidelines, Rabia School could report pupils' writing skills progress and use it to see if the school meets the DfE's expected 'floor standards' in Reading, Writing and Maths. The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. Despite the floor standards not applying to independent schools, we at Rabia Education Trust welcome their use for the purpose of accountability but have been unable to make use of them as according to the DfE "schools are also to be excluded from the floor standards where: there are fewer than 11 eligible pupils in their Year 6 cohort" and this has been the case at Rabia School for the last two academic years. Please see the documents below for full details:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609796/primary_school_accountability_in_2016_technical_guide.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538415/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_2_150716_PDFa.pdf

Key stage 3

For English, maths and science, assessment will be via a clear set of guidelines which will come from the Progression Charts in the links below. Progression is shown by GCSE equivalent grades and matched with old NC levels for comparison. From September 2016 the GCSE equivalent grades will be matched to GCSE equivalent numbers in line with the DfE's plans to use a number system where 9 to 1 will replace A* to G. For example, a year 7 pupil achieving within their age group will be a GCSE equivalent grade F or numbers 1 / 2 (old NC level 4). Consequently, pupils starting year 10 in 2016 will have their GCSE results graded using the new number system. Teachers will use these to set relevant targets and pupils will use them to know what they need to do further to improve their work. For all other KS3 subjects, progress will be shown using targets found within the teachers' resources.

Tracking and Reporting on Progress

As we now have assessment without levels, at Rabia Education Trust will be using the following 3 categories with which to assess the children's **ongoing progress** against the end of year expectations: Working Towards (WT), Working Below (WB) and On Track (OT) for KS1 and KS2, and Working Above (WA), On Track (OT) and Working Below (WB) for KS3 and KS4, for the curriculum year they are in. These are the terms that will be used with the parents in the end of year report. A similar assessment will be used for the other foundation subjects such as science, history, geography etc. The KS1 and KS2 progress is matched against Age Related Expectations (AGE) and the KS3 and KS4 progress is matched against the KS2-KS4 progress measures. Until further guidance is given on how the current UMS grading system matches with the old level system, at Rabia School we have taken the 100-pass mark as being broadly equivalent to a level 4 (both being the minimum needed to meet the DfEs 'expected' standard) and 110 being broadly equivalent to a level 5 (the minimum needed to meet the DfEs 'higher' standard).

KS4 and GCSEs

At Rabia School pupils have the opportunity to study the following GCSEs. The information under each subject has been abridged from the AQA and Edexcel websites.

AQA English Language

SKILLS YOU WILL GAIN:

Studying English Language will help you to challenge ideas and theories, question assumptions and engage in lively debates by becoming an independent, critical reader...develop your analytical and written skills...writ[e] to make an argument, tell stories...provide information, as well as covering the diversity of language used by different individuals and groups of people throughout the world.

POSSIBLE CAREERS:

Journalism, IT, advertising, marketing, publishing, public relations (PR), teaching, forensics, law and academia. The written, communicative and critical skills you'll learn, along with planning investigative and evaluative skills for research-based projects, are extremely valuable across a wide range of professions.

PARTNER COURSES FOR ENGLISH:

Modern Languages, Arts, IT, and Social Sciences. You may also find it useful to go alongside a set of science subjects in order to show a depth and range of skills and interests.

Information on the structure of the exams can be found here:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>

AQA English Literature

SKILLS YOU WILL GAIN:

...You will develop the ability to read critically, analyse, evaluate and undertake independent research to help you understand how texts can be connected and interpreted in different ways...learn to appreciate how the context in which something is written affects the way it's read and

understood...[and have] well-developed transferable skills in oral communication, research and writing.

POSSIBLE CAREERS

Publishing, TV and film production, journalism, public relations, law, marketing and education, town and country planning, personnel management.

Information on the structure of the exams can be found here:

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>

Edexcel GCSE Maths

SKILLS YOU WILL GAIN:

The logic and reasoning skills developed by studying maths make sure the qualification is widely respected, even in non-mathematical arenas.

POSSIBLE CAREERS:

Game development, accounting, architect, radiotherapy, fashion design and construction.

Information on the structure of the exams can be found here:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

AQA Science A and Additional Science and AQA Combined Science: Trilogy (Double Award)

SKILLS YOU WILL GAIN:

These will help pupils gain an understanding of day to day issues which affect our lives, nationally and globally, such as Global Warming, using nuclear fuels to generate electricity or relying on renewables such as wind turbines, and issues related to cloning and genetic testing. They can be used as stepping stones for further study of biology, chemistry or physics.

POSSIBLE CAREERS:

Medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology, forensic science, law, computing, accounting, teaching, nursing, biochemistry, working in the petrochemical or pharmaceutical industries, electronics, engineering and satellite design.

PARTNER COURSES:

Chemistry, Psychology, Sociology, Biology, Science in Society, Physics, Applied Science, Health & Social Care and Environmental Studies.

Information on the structure of the exams can be found here:

Combined Science: Trilogy (Double Award)

<http://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016-V1-0.PDF>

Computing

SKILLS YOU WILL GAIN and POSSIBLE CAREERS:

At a technical level, you'll need to know how information actually gets from wherever it is stored (like a company server) to where it is needed (like a mobile phone). But there's a creative side too. How will information be presented on a phone screen or tablet?...If you turn out to have a really technical interest in ICT, you could work for any corporation helping to design systems which support the whole company, from the mail room to the CEO's office. If you're more interested in the user interface, you could work in advertising or for a handset manufacturer.

PARTNER COURSES FOR COMPUTING:

Business Studies, Design & Technology, Science or Arts courses.

Information on the structure of the exams can be found here:

<http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/information-and-communication-technology-4520/spec-at-a-glance>

AQA Business

AQA business studies gives the pupils opportunities to explore the real business issues and how business works. It also elaborates practical application to new business concepts

Information on the structure of the exams can be found here:

<https://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132/introduction>

Edexcel Arabic

SKILLS YOU WILL GAIN:

When travelling...you'll be able to find out what the local people are thinking, how they live, and how their culture really works.

POSSIBLE CAREERS:

Translation, customer service, teaching, work in the travel and tourism industry, engineer or designer.

Information on the structure of the exams can be found here:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/arabic-2009.html> (outgoing-for current year 11)

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/arabic-2017.html> (new-for year 10)

Cambridge IGCSE Islamiyat

SKILLS YOU WILL GAIN:

...For people of any faith or no faith...to find out more about religion and its role in society.



POSSIBLE CAREERS:

Teaching, youth work, journalism, civil service or government.

PARTNER COURSES FOR Islamiyat:

If you're thinking of a career in law or medicine, then Religious Studies is looked upon favourably for undergraduate courses too. It is also a good partner course for English, History, Sociology, Philosophy, Government and Politics, Archaeology, Classical Civilisation and History of Art.

Information on the structure of the exams can be found here:

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-islamiyat-0493/>

A level subjects can be studied through other local forms as the school does not have college or sixth form.

Interventions for KS1 and KS2

Pupils who are working below their targets will be given intervention classes in maths to give them extra support and to set a stronger foundation to help them make progress.

Homework

All pupils are set homework tasks:

- To support and enhance pupils' learning in school
- To promote lifelong learning and good habits of home study.
- To develop effective individual learning skills.
- To support the development of the effective use of time.
- To promote strong partnerships with parents/carers regarding the education of their children.

Full details can be found in the Homework Policy

Islamic Subjects

General Islamic Studies (GIS)

The school will be implementing an abridged alim/alimah course designed to cover the necessary subjects to develop children's learning. The students' work is moderated internally.

Memorisation of the Qur'an with Tajweed

Students have the opportunity to memorise the whole of the Qur'an with tajweed. This is committing the whole Qur'an to memory. Each child's program is assessed and recorded daily and weekly.

An Extended Curriculum Approach

One of the main aims and central to the rationale of the extended curriculum is to help each pupil achieve employability and skills as part of their lifelong learning journey. Every young person has the ability to prove their strengths and develop new skills. The School recognises the importance of learning outside the classroom. The curriculum is enriched through Enterprise Activity Days, during which pupils have the opportunity to take part in activities involving problem solving, team-working and revision skills as well as curriculum specific events and educational visits. There are three whole-School Enterprise Activity Days organised throughout the year. On each of these days every pupil in each year group takes part in one activity. The programme of these activities changes on an annual basis. In Year 10, the pupils select a 1-week work placement and whilst in Year 11 the pupils will be helped with preparing CVs and will receive careers advice.

External Links and Activities

External links enrich and enhance learning, and allow pupils to make a positive contribution to our local community. Enrichment opportunities are an integral part of our curriculum and also include opportunities for informal learning in a range of settings such as clubs and communities. The school will also provide a range of clubs from the end of September 2014 to further extend pupils' physical, creative, technological and scientific skills and experiences such as an art club and a computing club. Also:

- The pupils run the School Council which develops their independence and leadership skills.
- They attend several personal and skills development trips e.g. Barton Le clay, Dunstable Downs.
- They visit places of worship such as synagogues, churches and temples (RE).
- They use computers safely (Computing).
- They take part in anti-bullying awareness activities (Personal Development).
- They take part in hiking and hill walking (PE).
- They take part in Scouts and Guides (Personal Development & PE).
- They take part in visits to Drayton Manor, Woburn Safari Park and Paradise Wildlife Park.

Planning

Schemes of work are planned and developed by curriculum/subject leaders and subject teams with regard to:

- Requirements of the new 2014 national curriculum and examination specifications.
- Qualifications and Curriculum Development Authority (QCDA) guidance.
- Whole School policies and practices.
- Pupils' needs – including additional educational needs (Special Educational Needs and Gifted and Talented provision), learning styles and reflecting diversity issues.
- The promotion of pupils' literacy, numeracy and ICT skills in all subjects as well as
- SMSCE (Spiritual, Moral, Social and Cultural Education).
- Aiming for pupils' good progress as a minimum, in accordance with Teachers'

Monitoring and Evaluation

The curriculum is monitored by the subject coordinators and heads of department through:

- Lesson observations (once a term minimum).
- Analysis of exam and test results (annually).
- Pupils' progress tracker system (half termly).

The information from monitoring activities is collected and used to evaluate the extent to which the curriculum serves the needs of all pupils well and is sufficiently broad and balanced.

Statutory Obligations

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief. In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably feasible. The school has an Access Policy, which is available to parents/carers on request.

SRE (Sex and Relationship Education)

The school provides sex and relationship education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life within an Islamic framework.

British Values Statement

Rabia School is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them.

The school accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by United Learning regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status or similar. We seek to serve all.

The DfE emphasises that schools are required to ensure that key 'British Values' are taught. The DfE set out its definition of British values in the 'Prevent Strategy' values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The school uses strategies within the national curriculum and beyond to secure such outcomes for pupils. Here are some examples of when British values are shared:

Curriculum themes and topics

Our curriculum prepares children for life in British society through PSHE and incorporating SMSC in subject lessons; this includes developing the understanding and use of money, effective reading and writing skills, collaboration and discussion to research ideas and concepts. Curriculum themes include historical and geographical study in the context of the United Kingdom as well as national and international comparisons.

Acts of collective worship/whole school assembly

In both phases, our assemblies uphold traditional values of empathy, respect and tolerance and these are reflected in the Behaviour Policies of the School. Local religious leaders and visitors are invited to take assemblies, all of whom reinforce these traditional values.

PSHCE and SMSCD

Mutual respect is also taught within formal PSHE and IS lessons and on an informal nature throughout the school days. In the secondary phase, tutorial time is often used to reflect on and discuss important themes and issues in the news. All pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised about how to exercise these safely, for example through our E-Safety Policy and PSHE work on keeping myself safe. SMSCD is incorporated in their respective subjects to link the subjects with the spiritual, moral, social and cultural aspects to enable them to respect and tolerate different groups.

Both schools do an annual pride of Britain project, celebrating all the values mentioned under the British Values Statement and British contribution to science and technology.

RE

Tolerance of those of different faiths and beliefs is promoted in RE as children gain a greater understanding of religious diversity and the practices of other religions present in the UK.

The local churches are visited as part of the primary RE curriculum. During key stage 3, all secondary pupils visit a local Sikh temple, a church and a synagogue.

PE

Promotion of the concept of 'fair play', following and developing rules, celebrating and rewarding success, accepting defeat and participating in activities that promote cooperation with others and inclusion for all form an integral part of the PE curriculum.

School Council

The school promotes democratic processes through the election of school councillors. This fosters the concept of freedom of speech and group action to address needs and concerns. In the primary phase, play leaders apply for their posts and are selected in a recruitment process. The same applies to key leadership positions in the secondary phase (for example tutor captains and prefects).

Careers Education & Work-related learning (see full Careers Policy)

There is a statutory requirement for the school to provide a balanced and broadly based curriculum which "prepares pupils for the opportunities, responsibilities and experiences of adult life" which includes preparation for working life.

From 2012, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in School years 9-11. Careers guidance secured under the new duty must:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options, including Apprenticeships
- promote the best interests of the pupils to whom it is given

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced, fair and equal manner.

E-Safety

Being aware of how to be safe when interacting with the range of ICT resources available in the school is an entitlement of all members of our school community. All Staff follow the Acceptable Use Policy regarding ICT in school. Pupils are taught as part of their curriculum about how to recognise and avoid danger when using ICT resources. Through its Behaviour for Learning, and Anti-Bullying policies and the work of the e-safety committee, the school works to prevent any member of its community becoming the victim of online exploitation and/or cyber-bullying. CPD sessions and training are given to staff once a year to update themselves on current legislation and practices of e-safety within schools.

Further details can be found in the E-Safety Policy.

Disapplication

In accordance with the law, the school has the right to respond to individual needs by modifying the national curriculum programmes to:

- Allow a pupil with individual strengths to emphasise a particular curriculum area.
- Allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum. Decisions about any of the above will only be made after discussion with the pupil and parent/carer.



Gifted and Talented Students

We have very high expectations of all our students, staff and parents. We aim to set ambitious progress and attainment targets for all our students based on their ability and prior attainment. We will try to ensure that we identify students who are G&T and challenge and support them to excel, with stimulating personalised targets in the classroom and tailored enrichment activities.

SEND/EAL Students

At Rabia Education Trust we will cater and accommodate children with SEND/EAL and we will work closely with all parents to determine the level of support needed for their child and the provisions that we provide. We will endeavour to do our best NOT to refuse any child who has Special Educational Needs and Disability/English as an Additional Language. However due to limited specialist staff and resources we may on occasions have to advise parents to seek help elsewhere depending on the needs of their child/children. If the child/children are identified as being SEND during their time at Rabia School, the school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

For further information please refer to the SEND and EAL policies.