

CURRICULUM POLICY

Date of last review:	July 2021
Date of next review:	September 2022
Approved by:	Rabia Education Trust

Rationale

At Rabia Girls' and Boys' 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 achievements of 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 tailored, well-designed courses disseminated by professional teachers from the community. The school provides opportunities for the children to memorise the Holy Qur'an and explore the breadth and depth of the religion of Islam in our community. The school's objective is to equip individual students with Islamic principles and academic studies to become responsible and understanding citizens as well as to develop British values, morals, justice and to encourage pupils to become inspiring and active leaders of society. To achieve this, in addition to the Islamic curriculum, the school is dedicated to providing a knowledge rich academic curriculum with the English Baccalaureate at its heart and the promotion of creative and aesthetic learning.

When developing a curriculum policy, the school is mindful of the objectives of Rabia Girls' and Boys' 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 well-being of society as a whole; and
- 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: 189 days: (184 taught days; 5 days allocated to INSET training).

Length of the academic week: Monday to Friday

Length of academic day: 8:30am to 2:30pm (including one supervised morning break and one supervised lunch break)

Key stages 3 & 4

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

The Curriculum Model

The curriculum has been reviewed to match our ambitious intent of promoting EBacc and creative and aesthetic subjects. The allocation of curriculum time has been distributed to allow for academic rigour and personal development. 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 pro-active learners. Schemes of work reflect the updated curriculum intent. The tables below indicate the distribution of subject areas.

Rabia Girls' and Boys' School 2021-2022 Time Allocations											
Subject	Year Group, Lessons per Subject & 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
Mathematics	4	13	4	13	4	13	4	13	4	13	20
Science (Double Award)	3	10	3	10	4	13	5	17	5	17	20
Computing/ Business	2	7	2	7	2	7	2	7	2	7	10
Arabic	2	7	2	7	2	7	2	7	3	10	11
History/ Geography	3	10		10	3	10	3	10	2	7	14
Art/D&T	2	7	2	7	2	7	0	0	0	0	6
PHSE/RE/ Citizenship	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
GIS/Islamiyat	2	7	2	7	2	7	2	7	2	7	10
Qur'an	3	10	3	10	3	10	4	13	4	13	16
Intervention	1	3	1	3	0	0	0	0	0	0	2
Total lessons per Week	30	100	30	100	30	100	30	100	30	100	

The Curriculum

All curricula have been designed in accordance with the new 2014 national curriculum (NC) to allow for knowledge rich teaching and learning. The progression plans and schemes of work are tailored to meet the needs of learners.

At the end of key stage 4 (year 11) pupils sit their GCSEs.

Rabia Girls' and Boys' 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 Studies. The curriculum was reviewed in September 2019 to improve the balance between NC subjects and Islamic Studies to allocate enough time to English and mathematics at KS3, to ensure sufficient depth of learning. The curriculum is delivered through the subjects below for both schools.

Protected characteristics

Section 4 of the Equality Act outlines the protected characteristics, which are fundamental to a successful society. At Rabia Girls' and Boys' School, we cherish the protected characteristics as a core facet of Islam. The protected characteristics are weaved through the academic curriculum, Islamic teachings and personal development to seize all opportunities to promote equality. The following protected characteristics are incorporated across the PSHE, RE, citizenship and science curricula:

- a) age
- b) disability
- c) gender reassignment
- d) marriage and civil partnership
- e) pregnancy and maternity
- f) race
- g) religion or belief
- h) sex
- i) sexual orientation

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

Curriculum intent and implementation

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.”

English Yearly Progression					
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
Reading and textual analysis	Students will read a variety of texts and work on reading and comprehension skills. Students will be introduced to a variety of literary techniques. Students will be introduced to the use of Point Evidence Explain to write about the use of	Students will read a variety of texts and develop their reading and comprehension skills. Students will extend their knowledge of literary techniques. Students will develop their use of Point Evidence	Students will read a variety of fiction and non-fiction texts and develop their reading and analysis skills. Students will extend their knowledge of literary techniques. Students will develop their use of subject	Students will read a variety of fiction and non-fiction texts and develop their reading and analysis skills. Students will use analytical paragraphs to show a clear understanding of language and structure. Students	Students will read a variety of fiction and non-fiction texts and secure their reading and analysis skills. Students will use analytical paragraphs to show a detailed understanding of language and structure. Students will secure their use

	language and structure in texts.	Explain to write about the use of language and structure in texts.	terminology to comment on the use of language and structure in texts.	will develop their use of subject terminology to clearly explain the effects of writers' choices.	of subject terminology to clearly explain the effects of writers' choices.
Evaluation and comparison of texts	Students will be introduced to the language of comparison and evaluation of texts.	Students will compare and evaluate a variety of texts and develop their written skills for evaluation and comparison.	Students will extend their skills of comparison and evaluation through a range of texts, including 19 th century texts.	Students will apply the skills of evaluation and comparison to evaluate texts critically, and compare ideas and perspectives found in texts, including the comparison of texts written in different time periods.	Students will evaluate texts critically and in detail, and compare ideas and perspectives in a variety of texts, including those from different time periods.
Spelling, punctuation and grammar	Students begin to secure sentence demarcation, a range of punctuation, a range of sentence forms and some accurate spelling of more complex words. Students are encouraged to use a varied vocabulary.	Students develop consistently accurate use of sentence demarcation, a range of punctuation, a range of sentence forms for effect and generally accurate spelling including of complex and irregular words. Students are encouraged to use an increasingly varied vocabulary.	Students develop secure use of sentence demarcation, a wider range of punctuation, a wider range of sentence forms for effect and accurate spelling including of complex and irregular words. Students are encouraged to use an increasingly sophisticated vocabulary.	Students develop secure use of sentence demarcation, a wide range of punctuation, a wide range of sentence forms for effect and accurate spelling including of ambitious vocabulary. Students are encouraged to use an increasingly ambitious vocabulary.	Students have secure use of sentence demarcation. They accurately use a full range of punctuation, sentence forms for effect and use accurate spelling including of ambitious vocabulary. Students are encouraged to use an increasingly extensive vocabulary.

Imaginative and transactional writing	Students will be introduced to forms of narrative and descriptive writing. Introduction to various forms of transactional writing: letters, articles, speeches. Focus on accuracy, organisation and communication.	Students will practise forms of narrative and descriptive writing. Exploration of various forms of transactional writing: letters, reviews, articles, websites and speeches. Focus on cohesion and coherence in writing.	Students will extend their experience of narrative and descriptive writing. Production of increasingly engaging and well organised transactional writing. Focus on matching purpose, register and form	Students will develop more varied and inventive narrative and descriptive writing. Production of increasingly engaging, complex and well organised transactional writing. Focus on conscious crafting of vocabulary and linguistic devices.	Students will secure skills for varied and inventive narrative and descriptive writing. Production of engaging, complex, fluently connected and well organised transactional writing. Focus on conscious crafting of vocabulary and linguistic devices and convincing communication.
Literature	Students will read Conflict poetry anthology (including pre-1914 poetry) and Holes by Louis Sachar in order to determine their understanding of plot, theme, character, language and narrative structure, as well as any moral, social or spiritual issues which arise as a result of studying the text.	Students will read Conflict poetry anthology (including pre-1914 poetry) and Holes by Louis Sachar in order to determine their understanding of plot, theme, character, language and narrative structure as well as any moral, social or spiritual issues which arise as a result of studying the text.	Students will read Animal Farm, Macbeth and some poetry from the Power and Conflict Anthology in order to develop skills for writing about plot, theme, character, language and narrative structure, writers' methods and links to context.	Students will read Animal Farm, Macbeth and some poetry from the Power and Conflict Anthology in order to improve skills for writing about plot, theme, character, language and narrative structure, writers' methods and links to context.	Students will consolidate knowledge of Animal Farm, Macbeth, the Power and Conflict Anthology, and the Strange case of Dr Jekyll and Mr Hyde in order to secure skills for writing about plot, theme, character, language and narrative structure, writers' methods and links to context. Students will be introduced to a selection of poems by a variety of poets.

Mathematics

“To ensure that all pupils become fluent in the fundamentals of mathematics and are able to 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.”

The schemes of work followed are Dynamic Learning KS3 textbooks cover Number, Algebra, Geometry and Measures and Statistics and Probability. At KS4 we use Dynamic Learning EDEXCEL Foundation and Higher textbooks. In addition to that, we use Pearsons Study workbooks, CGP

extended exam style questions, TES resources and pdf as well as PowerPoints taken from Dr Frost, Pixie Maths. Additional questions are covered from Corbettmaths, Maths Genie and EDEXCEL past papers. Online resources for homework are from Seneca.

Mathematics Yearly Progression				
Subject	Year 7 & 8	Year 9	Year 10	Year 11
Number	Adding, subtracting, multiplying and dividing whole or negative numbers Writing and ordering decimals, powers of 10, rounding to the nearest 10-100, decimals to the nearest integer, 2dp Understanding fractions, equivalent fractions multiplying, adding and subtracting fractions, mixed numbers Understanding and calculating percentages, conversion between fractions, decimals and percentages Ratio notation and proportionality Multiples, factors, primes and powers. Divisibility tests, index notation	BIDMAS Multiplying and dividing decimals Using number system effectively Standard form Rounding to 2dp Significance Approximation Limits of accuracy Upper and lower bounds Multiplying, dividing, adding and subtracting fractions Working with mixed numbers, prime factorisation. Converting from fractions and decimals to percentages Applying percentage increase and decrease to amounts Finding percentage change from one amount to another Sharing a given ratio Working with proportional quantities.	Prime numbers, LCM & HCF, Rounding, Significant Figures, Estimate, Bounds, Fractions, Recurring decimals, Ratio, Proportion, Percentages, Reverse percentage, Compound interest, Direct & inverse proportion	Using and applying questions on ratio, proportion and percentages Revision
Algebra	Using letters Combining variables Setting up and solving simple equations using brackets Generating a sequence Linear sequences Real life graphs Plotting graphs of linear functions The equation of a straight line Trial and improvement Linear inequalities Use substitution to solve a pair of equations Greater depth topics	Working with formulae Setting up and solving simple equations Using brackets-word problems Linear sequences Special sequences Trial and improvement (Exam style) Linear inequalities-extended Equations of a straight line Plotting quadratic and cubic graphs	Recap equations, formulae and factorisation Applying and using questions on squares, cubes and roots, indices and index law, standard form, surds Greater depth topics on equations, iteration, identities, quadratic factorisation & formulae Using and applying questions on simultaneous equations, linear & quadratic inequalities, simultaneous graph Greater depth topics	Using and applying problem solving on indices, like terms, factorisation Difference of 2 squares Quadratic factorisation & equation Completing the square, algebraic fractions, iteration, identities and recurring decimals Inequalities, circle graphs & equations Sequences (arithmetic & quadratic) Functions and sets Revision and past papers

	for G&T: Solve simultaneous equations using elimination Using graphs to solve simultaneous equations		(Higher Tier) sequences, functions, cubic & quadratic graph, gradient of non-linear graphs	
Geometry and Measures	Length, mass, time, and volume Interpreting scales The metric system Metric - imperial conversions Position and cartesian co-ordinates. Cartesian co-ordinates in 4 quadrants. Translation, reflection, rotation Moving on: Enlargement Properties of 3D shapes Understanding nets Volume and surface area of cuboids Common shapes Line symmetry, rotational symmetry Angle facts, angles in triangles and quadrilaterals Understanding area Finding area and perimeter Angles in degrees Construction with a ruler and protractor	Bearings Scale drawings Compound units Types of quadrilaterals Angles and parallel lines Angles in a polygon. Circumference Area of circles Constructions with a pair of compasses Loci Enlargement Similarity Trigonometry Properties of 3-D shapes Understanding nets-extended. Representation of 3D shapes Prisms	Angles & lines Triangles & Quadrilaterals Polygons, Symmetry, Tessellation, Scale drawing, Construction, Loci, Bearing, Metric & Imperial units, Compound units Pythagoras theorem in 2D & 3D Trigonometry, sine rule, cosine rule, sin, cos & tan of larger angles, trig graph introduction Compound measures Distance/velocity-time graphs Real life graphs Vectors Area & Perimeter Circles Arcs and Sectors	Pythagoras theorem, 3D Pythagoras, trigonometry, 3d trig, trig graph, sine rule, cosine rule. Speed, density, mass & volume, force, area & pressure Revision and past papers
Statistics and Probability	Using tables and charts Stem and leaf diagrams Vertical line charts, pie charts Displaying grouped data using mode, mean, median, range Frequency Tables Extension: Grouped Frequency tables Collecting data. Designing a questionnaire Introduction to probability Single event probability	Using frequency tables Using grouped frequency tables Interquartile range tables and charts Extension and exam style questions – Stem and leaf diagrams Vertical line charts Pie Charts Single event probability Combined events	Data collection Sheets & questionnaires Sampling Averages of grouped data Interpreting data sets Tables & charts Dual stem and leaf diagrams Time series Scatter graphs Pie charts	Data collection, Questionnaires, Averages, Pie charts, Scatter graphs, Interquartile range, Box plots, Frequency polygons, Histograms, Cumulative frequency Probability, Venn diagrams, Conditional probability

	Combined events Estimating probability			
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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.”

Science Yearly Progression					
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
Chemistry	Understanding the best way to separate mixtures The following methods could be used: Distillation, filtration, evaporation & chromatography Particles and states of matter Particle arrangement of solids, liquids and gases Diffusion Atoms, elements & compounds Atoms and sub-atomic particles Explain the difference between elements, compounds and mixtures Acids and alkalis Group substances into acids and alkalis Neutralisation reactions Pure/impure substances Testing for solubility	Using the periodic table correctly Development of the periodic table Properties of group 1 and group 7 elements Metals reacting with oxygen, water Reactivity series Displacement reactions Properties of metals Metals reacting with acids Word and symbol equations Metal oxides reacting with acids Neutralisation reactions Making salts	Atomic structure Chemical equations with symbols Isotopes History of atoms The periodic table Discovery of the atom Group 1 Group 7 Explaining trends Structure and bonding ionic, covalent and metallic bonding Structure of simple/giant molecules Chemical calculations Balancing equations, relative masses and moles Expressing concentrations Chemical changes Reactivity series Displacement reactions Extracting metals Making salts (with	Chemical changes Extracting metals Making salts Neutralisation equations Weak and strong acids Electrolysis: Introduction to electrolysis. The extraction of aluminium Electrolysis of aqueous solutions Energy changes: Exothermic and endothermic reactions Reaction profiles Bond calculations Rates and equilibrium: Explain the rate of chemical reactions Factors affecting chemical reactions Reversible reactions Dynamic equilibrium Crude oil and fuels: Hydrocarbons Fractional distillation Burning and cracking	Rates and equilibrium: Explain the rate of chemical reactions Factors affecting chemical reactions Reversible reactions Dynamic equilibrium Atmosphere Crude oil and fuels: Hydrocarbons Fractional distillation Combustion Cracking Hydrocarbons Chemical analysis: Pure substances Analysing chromatograms Testing for gases The Earth: History of our atmosphere Our evolving atmosphere Greenhouses gases: Global climate change Atmosphere pollutants Finite and renewable resources

			equations) Neutralisation reactions with balancing equations Strong and weak acids	hydrocarbons Chemical analysis: Pure substances and mixtures Analysing chromatograms Testing of gases The Earth's atmosphere: History of our atmosphere Our evolving atmosphere Greenhouse gases Global pollutants Atmosphere pollutants	Water safe to drink Treating water Recycling reduce
Biology	Cells and tissues Drawing and labelling plant and animal cells Describing the function of animal and plant organelles Specialised cells Using a microscope Environment and adaptation Types of habitat Food webs Photosynthesis Word equation for photosynthesis Structure of a leaf Fertiliser Food and digestion Healthy food Food tests Digestive system Variation and classification Classifying organisms Variation Inheritance/genetic and environmental factors	Structure of the breathing system Describing adaptation of the lungs Describing diffusion Names of types of bones and muscles Names of different types of joints Types of drugs Drug testing process Legal and illegal drugs Plant reproduction Animal reproduction	Cell structures and transport Magnification with change of units Stem cells Cell cycle Cell division Mitosis Meiosis Growth and differentiation Stem cell issues Organisation and the digestive system Food testing Catalysts and enzymes Making digestion efficient Organising animals and plants Blood vessels Transplants, implants, Breathing and gas exchange Tissues and organs in plants Transpiration and evaporation	Communicable diseases Pathogens Viral, bacterial, fungal and protist diseases Human defense responses Preventing diseases and vaccination Antibiotics and drugs Discovering and developing drugs Non-communicable diseases: Cancer risk of diseases from diet, smoking and alcohol Photosynthesis: The rate of photosynthesis How plants use glucose Making the most of photosynthesis Respiration: Aerobic and anaerobic respiration Metabolism and the liver	Adaptations, interdependence and completion: The importance of communities Distribution and abundance Competition in animals and plants Adaptation in animals and plants Organising an ecosystem: Materials cycling The carbon-cycle Biodiversity and ecosystem: The human population Land and water pollution Air pollution Deforestation and peat destruction Maintaining biodiversity

			in plants Communicable diseases Viral, bacterial, fungi and protist diseases Human defence system Preventing diseases and vaccination Discovering and developing drugs, antibiotics and pain killers	Response to exercise Biological responses: Principles of homeostasis The structure and function of the nervous system and Reflexes Hormonal coordination Principles of hormonal control Controlling blood glucose and diabetes The role of negative feed back Human reproduction	
Physics	Energy Types of energy Thermal energy Gravitational energy Forces Effects of forces Friction Electricity Current Potential difference Circuit components	State magnetic materials Describe how magnets attract Explain the use of electromagnets Conduction Convection Radiation Insulation Types of waves Sound waves How light travels Refraction Reflection Coloured light Exploring the movement of the Sun, Earth and Moon Solar system	Conservation and dissipation of energy Calculating energy with formulae Theoretical velocity Energy transfer by heating and energy resources Energy issues Heat capacity Electric circuits Component characteristics Parallel and series circuits with calculations Electricity at home Alternating and direct current, cables and plugs Calculating power and efficiency Molecules and matter	Electricity in the home: alternating current plugs and wires power efficiency. Molecule and matter: Density Specific latent heat. Gas pressure and temperature. Internal energy Forces in balance: Scalars and vectors. Centre of mass. Resolution of forces motion: Velocity and acceleration. Analysing motion graphs. Force and motion: Forces and acceleration Weight and terminal velocity Momentum Forces and braking	Waves and electromagnetism: Properties and use of waves Electromagnetic waves Magnetic fields the motor effect

			Internal energy Specific latent heat, gas pressure and temperature	Forces and elasticity. Waves and electromagnetism: The nature of waves Reflection and refraction electromagnetic spectrum Communication Magnetic fields the motor effect	
How Science Works	Safety in the lab Recognising hazards Identifying equipment How to write and plan an experiment Types of variables Hypothesis How to research Planning an investigation Drawing graphs	Lab safety Types of variables Drawing and reading graphs			

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...”

History Yearly Progression			
Subject	Year 9 (GCSE 3 YEAR COURSE)	Year 10 (GCSE 2 YEAR COURSE)	Year 11 (GCSE 1 YEAR COURSE)
Early Elizabethan England, 1558-1588	Elizabethan society and government The situation on Elizabeth's accession The settlement of religion Challenges to the religious settlement Mary, Queen of Scot Plots and revolts Relations with Spain Rivalry – England and Spain Outbreak of war with Spain The Armada Defeat of Armada Education and Leisure	Elizabethan society and government The situation on Elizabeth's accession The settlement of religion Challenges to the religious settlement Mary, Queen of Scot Plots and revolts Relations with Spain Rivalry – England and Spain Outbreak of war with Spain The Armada Defeat of Armada Education and Leisure	Elizabethan society and government The situation on Elizabeth's accession The settlement of religion Challenges to the religious settlement Mary, Queen of Scot Plots and revolts Relations with Spain Rivalry – England and Spain Outbreak of war with Spain The Armada Defeat of Armada Education and Leisure

	Sport pastimes and theatre Problem of the poor Exploration and voyages of discovery Raleigh and Virginia	Sport pastimes and theatre Problem of the poor Exploration and voyages of discovery Raleigh and Virginia	Sport pastimes and theatre Problem of the poor Exploration and voyages of discovery Raleigh and Virginia
New Module- Russia and the Soviet Union 1917-1941	Russia in early 1917 The February Revolution The Provisional Government (September 2020 module continuation) The Bolshevik Revolution Early consolidation of power, 1917-18 The Civil war, 1918-21 Moves towards totalitarianism Economic and social change, 1918-24 The struggle for power, 1924-29 The use of terror in the 1930s Propaganda and censorship The Cult of Stalin Agriculture and collectivization Change in industry Life in the Soviet Union in the 1930s The position of women & ethnic minorities (Spring 2021 new module Crime & Punishment through time, c1000-present) (Spring-Summer new module History Conflict in the Middle East 1945-1995)	Russia in early 1917 The February Revolution The Provisional Government The Bolshevik Revolution Early consolidation of power, 1917-18 The Civil war, 1918-21 Moves towards totalitarianism Economic and social change, 1918-24 The struggle for power, 1924-29 The use of terror in the 1930s Propaganda and censorship The Cult of Stalin Agriculture and collectivisation Change in industry Life in the Soviet Union in the 1930s The position of women and ethnic Minorities Revision exams (September 2020 Autumn new module Crime & Punishment through time, c1000-present) (Spring-Summer new module History Conflict in the Middle East 1945-1995) End of course	Russia in early 1917 The February Revolution The Provisional Government The Bolshevik Revolution Early consolidation of power, 1917-18 The Civil war, 1918-21 Moves towards totalitarianism Economic and social change, 1918-24 The struggle for power, 1924-29 The use of terror in the 1930s Propaganda and censorship The Cult of Stalin Agriculture and collectivisation Change in industry Life in the Soviet Union in the 1930s The position of women and ethnic Minorities (End of course) Revision Exams

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) as well as communicate geographical information in a variety of ways, including through maps and writing at length.”

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.”

Art and Design Yearly Progression			
Subject	Year 7	Year 8	Year 9
Autumn Term Aboriginal Art	The Formal Elements of Art Line, Shape, Tone, 3D Form Colour, Pattern, Texture Exploring the context and history of Aboriginal Art and its characteristics	Pop Art – Roy Lichtenstein Studying the work of Roy Lichtenstein and his comic book style impact words Pupils will design their own font and add patterns in the style of Roy Lichtenstein which will later be developed into a painting	Self Portraits Pupils will explore and analyse work by a range of artists who are inspired by portraits Following this, pupils will respond by working in similar styles, media and techniques These will include paint, chalk pastel and wire Proportion of the face, symmetry and mark making will also be explored
Spring Term	Aboriginal Art continued Creating a personal and symbolic final piece to represent you	Pop Art – Roy Lichtenstein continued African Masks – introduction Exploring the culture art and artefacts of Africa	Indian art In this project pupils will explore Indian Art and Rangoli patterns Pupils will then produce a design based on these patterns Pupils will develop their drawing and colour blending skills Pupils will use a range of textile techniques to create a final piece of Indian textiles and patterns
Summer Term	Natural Form Observational drawing of shells in a range of media Exploring artists and designers that are inspired by natural forms	African Masks continued Pupils will learn about the symbolic meaning of African masks and design a mask with a personal meaning	Graphic Design Pupils will explore different styles of packaging design for different products Pupils will be required to produce a set of research sheets on their chosen product Following this, pupils will create a range of design ideas before making their product The skills pupils will develop are drawing skills, applying mixed media, design and making skills
Ongoing throughout the year students will be encouraged to build on basic skills. Students will be introduced to a variety of artists, designers and crafts people and encouraged to discuss and compare styles to help them develop their own style.			

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 (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 as well as the work of others, understand and apply the principles of nutrition and learn how to cook.”

Computing/Business

“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), analyse problems in computational terms, evaluate and apply information technology analytically to solve problems and are responsible, competent, confident and creative users of information and communication technology.”

Computing Yearly Progression		
Subject	Year 7	Year 8 + 9
Digital literacy	Cyber Security Emails Inside a computer Where it all began Peripheral Devices Input and Output devices Passwords	Online safety
Information Technology	Microsoft Word Microsoft PowerPoint Microsoft Excel	Spreadsheets Website builder: Mission 1 Mission 2 Create your own webpage profile MS Word
Computer Science	Scratch Games Python	Python vs Scratch Building a game Which Window Simple Maths Input/Output Ketchup and Pickles Loops Scratch: Dogs Dinner Lists, functions and silly sentences Tuples Machine

Business Studies Yearly progression			
Subject	Year 9	Year 10	Year 11
Business in the Real World: Year 10 Finance Year 11	<u>You and Your Wealth PHSE</u> Banking, saving, you as a consumer Unemployment, benefits, jobseekers Earning a halal living Understanding interest	The purpose and nature of the business Business ownership Setting businesses aims and objectives Stakeholders Business location Business planning Expanding a business	Sources of finance Cash flow Financial terms and calculations Analysing the financial performance of a business
Influences on business: Year 10 Human Resources Year 11	<u>Relationships - PHSE</u> Racism, prejudice and discrimination, institutional racism Bullying People with illnesses Assertive, aggressive and passive behaviour <u>Citizen and the law PHSE</u> Crimes and punishment, gang crime, knife crime The UN Globalisation	Technology Ethical and environmental considerations The economic climate of businesses Globalisation Legislation The competitive environment	Organisational structures Recruitment and selection of employees Motivating employees Training
Business Operations Year 10 Marketing Year 11	<u>Opinions and values - PHSE</u> Making decisions Human rights issues Freedom of expression Equality	Production processes The role of procurement The concept of quality Good customer service	Identifying and understanding customers Segmentation The purpose and methods of market research Elements of the marketing mix Using the marketing mix: product and pricing Promotion and distribution

PHSE/RE/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 as well as how laws are shaped and enforced, develop an interest in volunteering, become equipped with the financial skills to enable them to manage their money on a day-to-day basis, and plan for future financial needs.”

PHSE Yearly Progression					
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
You and your time	Time management Organisation and planning			Debating Planning and giving a speech	Planning and organisation for the future
You, your body and your health	Eating and exercise Smoking Drugs and drug taking Menstruation	Adolescence Your feelings – dealing with loss Drugs and drug taking Eating disorders	Drugs and drug taking Drinking and alcohol Food and eating	Healthy eating Drinking smoking and drugs Health matters	Healthy eating Drinking smoking and drugs Health matters
You, other people and relationships	Britain as a diverse society Family Bullying discrimination, prejudice People with disabilities	Other cultures and lifestyles, diversity Families, divided families Attitudes to older people Peer pressure	Racism, prejudice and discrimination, institutional racism Bullying people with illnesses Assertive, aggressive and passive behaviour Parent and teenager relationships	Influences Moods and emotions Assertiveness Coping with crisis Discrimination prejudice, racism	Influences Moods and emotions Assertiveness Coping with crisis Discrimination, prejudice, racism
You as a citizen and the law	Britain`s government  Children`s rights The parliament The electoral system	The police Understanding your rights The EU and its laws	Crimes and punishment, gang crime, knife crime The UN Globalisation Global issues and global warming	Benefits of a multicultural society Human rights Rights and responsibilities The law of the land, crime and punishment	Benefits of a multicultural society Human rights Rights and responsibilities The law of the land, crime and punishment
You and your wealth	Money management Budgeting and saving Consumer rights and responsibilities	Earning a halal living Gambling	Banking, saving you as a consumer Unemployment benefits, jobseekers Earning a halal living Understanding interest	Thinking ahead Managing money Financing businesses Setting up a young enterprise	Thinking ahead Managing money Financing businesses Setting up a young enterprise

			Zakah, inheritance		
You and the world or work	Developing a produce Production costs Advertising Attitudes to work	Employment and unemployment Transferable skills Understanding business Financing a business	Investing careers Reviewing own strengths and weaknesses	Thinking ahead Managing money Financing businesses Setting up a young enterprise	Thinking ahead Managing money Financing businesses Setting up a young enterprise
You and your community	Being a good neighbour Your neighbourhood Taking action – fundraising Organising a fundraising event	The local environment The school as a community Taking action – fundraising Organising a fundraising event	Local government Pressure groups and campaigning Global issues - poverty	Fulfilling social responsibilities as Muslims in Britain	Applications
You, your opinions and values	Expressing your opinions Speaking skills Your values – right and wrong	Your influences admirations Your values Facts and opinions Debating	Making decisions Human rights issues Freedom of expression Equality Which political party do you support?	Faith and culture Political participation Media engagement Serving the needs of my community	

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, write at varying length, for different purposes and audiences and discover and develop an appreciation of a range of writing in the language studied.”

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.

Theme	KS3	KS4
Listen to, review and evaluate Islamic tarteel and nasheeds (performances and recitations)	Learn how the pitch, duration, dynamics, tempo, timbre, texture and structure of sounds vary in recitations and human voice performances Describe the effectiveness of the various styles of recitation and performances	Evaluate the content and style of performances and recitations
Learn to sing and use their voices for performances and recitations	Use voice to create various recitation sounds Use voice to create performances of recitations	Use singing voice to design a performance or a recitation
Explore how to create Islamic performances and recitations	Be able to explain how recitations and performances can vary using different sounds and use of expressive voice Design and perform Islamic performances and recitations	Evaluate Islamic performances and recitations

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.

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.

Since 2016, GCSE equivalent grades have been matched to GCSE equivalent numbers in line with the DfE's plans to use a number system where 9 to 1 have replaced 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). At KS4, exam boards provide Assessment Objectives and advice on the different skills demonstrated at different grades. They also provide exemplars where students and teachers can see the skills and knowledge that need to be demonstrated to achieve higher grades. Teachers will use these to give constructive feedback as well as to set relevant targets and pupils will use them to know what they need to do further, to improve their work. These can be found within the teachers' resources/folders.

KS4 and GCSEs

Our aim is to provide 100% of our pupils with the opportunity to achieve the EBacc, which is surpassing the DfE target. Pupils are provided the opportunity to study a range of subjects as outlined below. 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 as well as develop your analytical and

written skills. It will help you write to make an argument, tell stories, provide information and will cover 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 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. You will learn to appreciate how the context in which something is written affects the way it is 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 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:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance>

AQA Business

AQA business studies gives the pupils opportunities to explore 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/gcse/business-8132/specification-at-a-glance>

Edexcel Arabic

Skills You Will Gain:

When travelling you will 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-2017.html>

Edexcel IGCSE Islamic Studies

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 Islamic Studies:

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 Civilization and History of Art.

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

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-islamic-studies-2017.html>

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

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 make hifdh of 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 organized 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. The school has increased the opportunities to further extend pupils' physical, creative, technological, and scientific skills and experiences. Also:

- the pupils run the School Council which develops their independence and leadership skills;
- they attend several personal and skills development trips e.g. Touring the Houses of Parliament and participating in workshops;
- they take part in anti-bullying awareness activities (Personal Development);
- they take part in visits to Drayton Manor, Woburn Safari Park, Theme parks, Museums and Paradise Wildlife Park;
- they visit the Centre of Cell to promote biology studies and take part in a Bletchley Computing visit;
- they take part in first aid sessions;
- they take part in extracurricular clubs; and
- they take part in multicultural days, school competitions and organise events.

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
- The Qualifications and Curriculum Development Authority (QCDA) guidance
- Whole School policies and practices
- Individual pupils' needs— including additional educational needs (Special Educational Needs)
- The promotion of pupils' literacy, numeracy and ICT skills in all subjects as well as SMSCD (Spiritual, Moral, Social and Cultural Development)
- Aiming for pupils to have good progress and attainment, as a basis of the scheme, with personalisation using individual and group data

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 are 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 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, within the curriculum, for all pupils in which they are encouraged and guided by moral principles and taught to recognise the value of family life within an Islamic framework.

British Values Statement

Rabia Girls' and Boys' 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 influence them unduly or illegally.

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 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.

PSHE and SMSCD

Mutual respect is also taught within formal PSHE and GIS 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.

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, playleaders 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 broad-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 placed 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; and
- 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. At Rabia Girls' and Boys' School, we are committed to the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Our curriculum does not undermine or conflict with British values.

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 as well as 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; and
- 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. Pupils are identified as G&T on a subject basis and their learning experiences are enriched to promote their progress in these subjects.

SEND/EAL Students

At Rabia Girls' and Boys' School, we will cater for 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 occasion 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 the school then 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.

Personalising and tailoring the curriculum

To ensure that the curriculum is personalised and tailored to individual pupils needs, Key Progress Indicators, KPIs are used to scaffold, extend and stretch pupils at KS3 and KS4.

Year group	Abilities	Personalisation required
7	Lower ability pupils – 0 Medium ability pupils- 1 Higher ability pupils – 0 SEND Pupils -0.	Lower ability pupils are given scaffolds, support, paired support, modelling by the teacher and peers. More think time and clearer instructions. Higher ability are challenged to deepen their understanding of concepts and complete more demanding work. More demanding reading and extended writing tasks are completed to create opportunities for mastery.
8	Lower ability pupils – 0 Medium ability pupils- 0 Higher ability pupils – 0 SEND Pupils -0	Lower ability pupils are given scaffolds, support, paired support, modelling by the teacher and peers. More think time and clearer instructions. Higher ability are challenged to deepen their understanding of concepts and complete more demanding work.

		More demanding reading and extended writing tasks are completed to create opportunities for mastery.
9	Lower ability pupils – 0 Medium ability pupils - 0 Higher ability pupils – 1 SEND Pupils - 1	All pupils are given opportunities practise and strengthen key skills and knowledge. Higher ability are challenged to deepen their understanding of concepts and complete more demanding work. More demanding reading and extended writing tasks are completed to create opportunities for mastery. SEND pupil follows IEP
10	Lower ability pupils – 0 Medium ability pupils- 1 Higher ability pupils – 0 SEND Pupils -0	All pupils are given opportunities practise and strengthen key skills and knowledge. Higher ability are challenged to deepen their understanding of concepts and complete more demanding work. More demanding reading and extended writing tasks are completed to create opportunities for mastery.
11	Lower ability pupils – 0 Medium ability pupils- 1 Higher ability pupils – 1 SEND Pupils -0	Lower ability pupils are given scaffolds, support, paired support, modelling by the teacher and peers. More think time and clearer instructions. All pupils are given opportunities practise and strengthen key skills and knowledge. Higher ability are challenged to deepen their understanding of concepts and complete more demanding work. More demanding reading and extended writing tasks are completed to create opportunities for mastery.

Assessment

Pupils complete a yellow page assessment, either at the end of a unit, end of half term or end of term, dependent on subject. Pupils are given written feedback in the form of WWW/EBI comments. Teacher led feedback is used to clarify misconceptions and correct pupil assessments.

To scaffold, stretch and challenge pupils, staff use individual class targets and KPIs to personalise the curriculum which the pupils use to self-assess. Pupils sit rigorous assessments allowing teachers to assess pupil progress

CURRICULUM POLICY

Date of last review:	September 2021
Date of next review:	September 2022
<u>Approved by the Proprietor/ Chair of Governors/ Governing Body:</u> <u>Name:</u> <u>Position:</u> <u>Signature:</u>	