



JAMEAH ACADEMY

CURRICULUM POLICY 2022/2023

Policy Date:	September 2022	Version: 3		
Policy Review Date:	September 2023	Head Teacher:	<i>K. Gulamuabi</i>	September 2022
Ratified by Governing Body:				
		Signature: <i>S. Musa</i>	Date: September 2022	

CURRICULUM POLICY

CONTENTS	PAGE
Statement of Intent	3
Curriculum intent	4
Curriculum aims	4
Legal Framework	5
Roles and responsibilities	6
Organisation and planning	9
Curriculum content	11
Behaviour for Learning	12
PSHE	14
Careers education	14
Reporting and assessment	15
Equal opportunities	15
Supporting pupils with SEND	16
Extra-curricular activities	16
Monitoring and review	17
Primary Curriculum	18
Madrasah Curriculum	27
Intent, Implementation and Impact Graphics	29
Appendix: Recovery Curriculum	31

STATEMENT OF INTENT

Jameah Girls Academy recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of pupils. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extra-curricular activities that we organise to enrich pupils' experiences of their lives and education.

Through this policy, the school aims to:

- Put pupils at the centre of all curriculum decisions, putting their needs above that of the school.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all pupils for the next stage of their education and for life in modern society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide courses which meet the needs of pupils.
- Nurture the talents of all and celebrate success.

1. CURRICULUM INTENT

What the curriculum is designed to do

To achieve our goals of spiritual and academic excellence, we believe in the collaboration of teaching and learning to make education an enjoyable and positive experience. We aim to establish a clear set of high expectations and a consistent approach to teaching and learning in order to achieve the highest possible standards for our pupils. This policy is designed in a way that provides a set of guidelines for staff members to follow to ensure quality teaching whilst providing them with the autonomy to adopt their own teaching style.

This policy will outline the Academy's expectations of effective teaching and learning and how we aim to monitor its success.

How we intend to deliver the curriculum

Below, we have outlined how we intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular.

- **Classroom-based learning:** we encourage teachers to make cross-curricular links where possible within their lesson plans and use different learning resources to teach core content.
- **Extra-curricular activities:** we provide a variety of extra-curricular activities for pupils that enhance their learning experience.
- A full list of subjects available to pupils in each year can be found in [section 6](#).

How the curriculum benefits pupils' learning and personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the ways outlined in [2.2](#).

2. CURRICULUM AIMS

2.1. The overall aims of the curriculum are to:

- Enable all pupils to be successful learners and achieve high standards.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable those who are not achieving age-related expectations to narrow the gap and catch up with their peers.
- Enable pupils to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.

- Enable pupils to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- Teach pupils to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness.
- Enable pupils to be creative and to develop their own thinking.
- Help pupils to develop an independent approach to their learning.
- Teach pupils about their ever-changing world, including how the environment and society have changed over time.
- Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Help pupils understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and others and to be able to live and work cooperatively with others.

2.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

3. LEGAL FRAMEWORK

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

3.2. This policy operates in conjunction with the following school policies:

- Assessment Policy
- Careers Policy
- Equal Opportunities Policy
- Homework Policy
- More Academically Gifted and Talented Policy
- PSHE Policy
- RSE and Health Education Policy
- SEND Policy

4. ROLES AND RESPONSIBILITIES

4.1. The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, department heads, assessment co-ordinator and teachers with regards to pupil progress and attainment.
- Contributing towards decisions made about the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The Head of Teaching and Learning is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with department heads, teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Producing an annual report for the governing board advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.

- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Updating and maintaining this policy.

4.3. The Department Heads are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the Head of Teaching & Learning and the Assessment Co-ordinator.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.

4.4. Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising medium term plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.

- Creating medium term plans for the curriculum with fellow colleagues and reporting these plans to the department heads
- Collaborating with the department heads and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the department heads and assessment co-ordinator.
- Working to close the attainment gap between academically more and less able pupils.
- Establishing a safe and stimulating environment that promotes a love for learning.
- Demonstrating knowledge of their pupils which is then reflected in lesson planning and structure.
- Providing clear learning objectives that help orient the learners at the start of the lesson.
- Providing clear support and challenge for pupils to ensure all are engaged during the lesson.
- Being aware of pupils' prior capabilities and knowledge and plan lessons accordingly.
- Allowing students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application, which are differentiated for varying needs by task, resources, outcomes and/or method.
- Explaining and modelling new material effectively in order for pupils to be able to move to other aspects of the learning process.
- Demonstrating high expectations of behaviour by establishing clear routines and promoting good behaviour in the classroom and around the school.
- Deploying skilful formative assessment of student performance to enable the effective scaffolding of next steps within the lesson and beyond.

- Adopting various methods that enable all pupils to learn.
- Adopting behaviour for learning strategies to model positive behaviour and promote an atmosphere of respect.
- Using assessment data to plan effective lessons.
- Using assessment for learning strategies throughout the lesson to monitor and direct learning.
- Adapting teaching to provide feedback to the needs of all pupils.
- Incorporating the school's Literacy, Numeracy and E Safety Policies which are enjoyable and interesting
- Being a reflective teacher, always aiming to improve teaching and learning.

4.5. The SENCO is responsible for:

- Collaborating with the head of teaching & learning and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

5. ORGANISATION AND PLANNING

- 5.1. The school's curriculum will be delivered over 184 days and equally throughout the school week.
- 5.2. Each school day will be split into four sessions and pupils will receive at least one lunch break and two shorter fruit breaks.
- 5.3. In collaboration with department heads, teachers and other members of the SLT, the head of teaching and learning will devise the following plans:
- Long-term plans that deal with the major areas and strands of the national curriculum to be covered across all key stages.
 - Medium-term plans that deal with the activities within units of work that are set out termly.
- 5.4. Where possible, teachers will look for links between areas of learning that will support one another and allow pupils to reinforce their skills from one subject within another.

5.5. When planning any lesson, teachers are required to demonstrate the following in every lesson:

- Clear learning objectives with success Criteria
- Seating plans developed using pupil profiles
- Support and challenge
- Formative Assessment throughout the lesson
- Show a variety of teaching styles across lessons
- Behaviour for Learning strategies

5.6. Lessons will use a range of techniques to appeal to different learning types. Teachers can:

- Use a range of visual, auditory and kinaesthetic activities
- Independent and collaborative learning
- Flipped learning
- Game- based learning
- Inquiry-based learning

5.7. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers should use a variety of techniques to support and challenge pupils. The concept of differentiation as planning completely different work for individual pupils is time consuming, unmanageable and ineffective. Instead, teachers should incorporate a range of strategies within the structure of their lesson to aim at all pupils with additional support and challenge given where needed. Strategies could include:

- Peer support learning (mixed-ability groupings)
- Modelling / examples
- Open & closed questioning
- Independent learning
- Collaboration, pair/ team work
- Challenge questions/tasks
- Use of visual aids (pictures, videos)
- Debating
- Activities based on BLOOMS
- Feedback (precise and specific so pupils know where/how exactly to improve)
- Breakdown tasks into smaller, more manageable chunks
- Flipped learning

- Personalised learning
- 5.8. A full list of subjects covered in school can be found in [section 6](#) of this policy.
- 5.9. Pupils who are identified as needing additional support will receive it, e.g. those with SEND – this will include dedicated time with TAs and access to specialist resources and equipment where required.
- 5.10. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.
- 5.11. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- 5.12. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- 5.13. Any difficulties identified will be addressed once curriculum planning has commenced.
- 5.14. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment.

6. CURRICULUM CONTENT

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year.
- 6.2. The school will ensure every pupil has access to the following core subjects:
- English
 - Mathematics
 - Science
 - Islamic Studies
 - Relationships and sex education (RSE)
- 6.3. The school will ensure pupils also have access to the following foundation subjects:
- Art and design
 - Citizenship
 - Computing
 - Arabic
 - Geography

- History
- PE

6.4. Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE mathematics and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 programme of study.

7. BEHAVIOUR FOR LEARNING

7.1. A crucial factor in effective teaching and learning is establishing clear routines and expectations in the classroom. This will provide pupils with clear boundaries and guidelines that will allow them to feel safe in the environment they are learning in. This in turn will encourage them to actively participate in the classroom and their learning. Teacher can use following strategies:

- Greet pupils at the door
- Insist on following the school behaviour policy
- Check uniform to encourage presentation and encourage a sense of responsibility and autonomy in the pupils
- Use the sanctions and rewards policy
- Develop a rewards system that can be bespoke to your class to encourage participation, hard-work, thoughtfulness etc
- Be consistent!
- Always insist on silence before speaking / giving instructions to ensure all pupils are listening and to model good manners
- Team-building activities
- Classroom privileges
- Clear instructions
- Clear and consistent routines
- Engaging and a range of activities

7.2. Methods of monitoring: To ensure teaching is effective and maintained at the highest standard possible, the Academy uses a range of monitoring methods throughout the year to continually review and improve teaching and learning. The methods used consist of the following:

- Formal lesson observations
- Learning walks
- Work scrutiny
- Pupil voice
- Pupil progress and outcomes

7.3. Methods of monitoring: Lesson observations are usually conducted by SLT or MLT members. The main aim of the observations is to help teachers to develop proficiency in a wide range of skills and improve their practice.

- Teachers will be observed at least twice a year (more if necessary depending on performance over time).
 - Teachers are expected to provide a lesson plan for the observed lesson.
 - Lesson observations will usually be 45 minutes minimum (one lesson period).
 - A standard lesson observation form will be completed and provided to the teachers after feedback is given.
 - Teachers are expected to reflect on their own practice and discuss with the observer post-observation.
- 7.4. Learning Walks may take place after formal lesson observations if it is decided during Teacher Appraisal meetings or Lesson Observation meetings. The purpose of the Learning Walks will be to informally observe certain criteria and determine if there has been any improvement in areas of development.
- 7.5. Work scrutiny will be used to get a detailed outline on pupil learning and progress. The aim of a work scrutiny is to monitor the quality of teaching and learning through observation of marking and assessments and subsequently its effectiveness in raising standards and progress.
- 7.6. Curriculum review: Triggered by T&L issues or examination results. These are to be used to guide, support and direct challenge through review meetings.
- 7.7. Quality Assurance: Monitoring of teaching and learning is quality assured through a model of paired observation and scrutiny wherever possible. The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.
- 7.8. Support for Teachers: Staff are supported in improving their teaching in the following ways:
- Development time/ targeted continuing professional development (CPD) sessions
 - Observing good practice at partner schools
 - External courses when necessary
- 7.9. Student and Parent Involvement: The views of pupils about lessons will also be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to pupils' success in school. They are strongly encouraged to review their child's school books, support them in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of pupil planner.
- 7.10. Continuous Professional Development: In order to facilitate outstanding teaching, we aim to provide teachers with continuous professional development. We

conduct staff meeting CPD sessions with a focus on target areas as well as providing individualised CPD opportunities for staff.

Teachers are expected to:

- Take part in staff meeting CPD sessions and Insets.
- Reflect on their own practice and take the initiative in developing themselves.
- Discuss teaching and learning with colleagues in formal or informal settings to share good practice.
- Organise and conduct peer observations to share good practice.

8. PSHE

8.1. As part of the curriculum, the school will make provision for PSHE where everyday topics, such as raising awareness of different cultures or anti-bullying, can be addressed.

8.2. Topics covered within these lessons include the following:

- Anti-bullying
- Celebrating different cultures
- British values

8.3. All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

9. CAREERS EDUCATION

9.1. The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Policy.

9.2. The school will ensure that every pupil is exposed to the world of work by the age of 14.

9.3. The school will engage with and ensure pupils have access to local employers, businesses and professional networks, and providers of post-14, post-16 and post-18 education and training, inviting visiting speakers, with whom pupils can relate to.

9.4. The school will host careers days every year, on which pupils can participate in meaningful encounters with employers. These encounters will include:

- Careers events such as careers talks and careers carousels.
- Transition skills workshops such as CV workshops and mock interviews.
- Employer delivered employability workshops.

- Business games and enterprise competitions.
- 9.5. Work experience is seen as an integral part of the educational entitlement of each pupil at Jameah Girls Academy. All year 10 pupils will be expected to spend a full working week in the world of work. The purpose of their work experience will be to provide them with insight into the world of work, specialist fields and relationships.
- Work experience is expected to assist the pupils' personal development, by involving them in a working situation where they have identifiable working roles and where they will come into contact with patterns of work and social relationships which will differ from those encountered at school
 - All pupils will be visited by a member of staff during their work experience week.
 - Work experience is a form of enrichment that can be used by subject teachers to enhance learning in school.

10. REPORTING AND ASSESSMENT

- 10.1. Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.
- 10.2. Homework will be set on a weekly basis in accordance with the school's Homework Policy.
- 10.3. The school's assessment processes are used to plan for differentiation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.
- 10.4. Individual pupil performance and progress is regularly monitored and reviewed.
- 10.5. Evaluations and assessments feed back into future or modified curriculum plans.
- 10.6. Assessment of pupils with EAL will take into account the pupils' age, length of time in the UK, previous education and ability in other languages.
- 10.7. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- 10.8. All reporting and assessments will be conducted in line with the school's Assessment Policy.

11. EQUAL OPPORTUNITIES

- 11.1. There are nine protected characteristics within the Equality Act 2010, these are:
- Age

- Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- 11.2. Care is taken within all schemes or work to ensure that all pupils have access to the curriculum content.
- 11.3. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.
- 11.4. When planning and implementing the curriculum, the school will have due regard to the Equal Opportunities Policy at all times.

12. SUPPORTING PUPILS WITH SEND

- 12.1. The curriculum is designed to provide access and opportunity for all pupils who attend the school.
- 12.2. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- 12.3. Pupils with SEND will not be discriminated against in any way.
- 12.4. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- 12.5. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

13. EXTRA-CURRICULAR ACTIVITIES

- 13.1. The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

13.2. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

14. MONITORING AND REVIEW

14.1. This policy is reviewed annually by the head of teaching and learning, headteacher and the governing board.

14.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

14.3. The scheduled review date for this policy is September 2021.

PRIMARY CURRICULUM

We aim to develop well-rounded children, where learning experiences are constructed through a rich and varied curriculum. We have used the National Curriculum NC2014 as a spring board to generate ideas for which topics, knowledge and skills will be covered within each year group.

It is our aim to provide a curriculum that:

- enables children to make great progress
- provides equal opportunities for all learners
- engages, motivates and develops curious children
- creates responsible citizens
- prepares children for the digital world
- promotes a healthy lifestyle

MADRASAH

Our aim is to develop the love and correct understanding of the Quran in the hearts of pupil. This will enable them to take the teachings of the Quran and implement them into their lives as an upright member of society.

We offer two learning pathways in the primary:

Tahfidhul Quran – Memorisation of Quran

I'dadiyah Studies – A study of Quran, exegesis of Quran, Prophetic teachings and pupils study a memorisation course book that covers key essentials for the daily life of a every Muslim (A Child's gift). Pupils engage in project based work to enhance their understanding of the main concepts of the Quran. The programme emphasises the importance of spiritual, moral, social and cultural development.

ART AND DESIGN

Art and Design are considered to be an integral part of the Arts curriculum –we provide exciting, high-quality learning opportunities for our children which sit firmly at the centre of everything we do. They bring cohesion to learning experiences from across the curriculum, enabling children to make sense of their experiences and to express how they feel about them.

We provide children with a wide variety of Art and Design activities. Each year the children build on the skills that they have learnt in the previous year. Our Arts Curriculum enables the children to find out about the work of different artists as well as developing their own artistic skills. Pupils have the opportunity to experiment with a range of mediums such as: sculpture, sewing, sketch pencils, charcoal, watercolours, oil pastels and acrylic paint.

The curriculum aims to help children to gain knowledge and understanding of materials, structures, controls and mechanisms. It also provides them with opportunities to develop their designing, enquiry, scientific and mathematical skills.

We like to celebrate the children's artwork by displaying it within the classrooms and school hall such as the WOW badge competition.

ENGLISH

At our School we recognise that reading and writing are key skills for pupils to develop for their future life and employment. Each week we have a cycle of focussed spelling, grammar and handwriting lessons, as well as exploring a variety of texts and offering varied opportunities for writing. We also seek to create a love of reading and a creative outlet in writing.

Reading at JGA

Key stage 2 pupils read books which provide a variety of fiction, non-fiction and poetry, with focussed comprehension questions to be completed at school or at home. These also provide parents with examples of questions they can ask their child when hearing them read, as the development of reading is a vital partnership between home and school.

Reading strategies are established through individual reading (with teacher, teaching assistant or adult helper) and Guided Reading sessions in groups with their class teacher/teaching assistants. Guided Reading provides an opportunity for the teacher to teach reading in relation to the differentiated needs of pupil groups and to introduce a variety of fiction, non-fiction and poetry texts, which are often beyond the level that children are reading independently. It also provides pupils with strategies for retrieving information from a text and for answering comprehension questions in their classwork and in test situations, with adults modelling the different types of answers.

Writing at JGA

Pupils are provided with frequent and varied opportunities to write. Sequences of English lessons typically begin by using high quality texts so that the children can learn from different authors and styles of writing, copying both their structure and style. Texts are broken down so that pupils understand the mechanics of the writing, the grammar, vocabulary, punctuation and sentence structure. This is followed by shared and modelled writing with the teacher, which helps to nurture the children's fluency and creativity. The children then apply their skills in independent pieces of writing which are finally edited and improved by the individual child as well as receiving some input from their peers. Children are taught to edit their writing for grammar, punctuation, spelling and style.

- Cursive handwriting is taught from the outset.
- In Key stage 2 pupils learn strategies for spelling exception words: those that cannot easily be sounded out using phonic strategies. Pupils are also taught how to build words using prefixes and suffixes.
- Good quality writing is also expected in other STEM and Humanities subjects, giving the children opportunities to write for different purposes.

Speaking and Listening at JGA

Pupils are provided with varied opportunities to speak and listen to each other, developing their confidence, reasoning and vocabulary. They may be asked to retell a known story, to debate a hot topic, or to give a talk on a chosen subject. When exploring a text, pupils may be asked to sequence events, retell or dramatise the story, predict the outcome or give opinions on the book.

When writing, younger pupils are encouraged to verbalise what they want to write so that they understand the patterns of sentences and the function of questions and commands.

Progress in English

The large majority of pupils progress through the curriculum content at the same pace. Pupils are grouped by ability for most English lessons. Differentiation is achieved through additional support and by encouraging children's individual flair and fluency.

Interventions focus on gaps in knowledge and may involve additional reading, spelling or writing practice, according to a child's needs. At JGA we believe in Quality First Teaching, treating every child as an individual and meeting their individual needs.

GEOGRAPHY AND HISTORY

We cover both the Geography and History objectives of the National Curriculum through termly or half termly Topics, ensuring that we build cross - curriculum links into our planning to tie this learning together. It is implemented either through a Topic approach alongside History and Art etc. or taught as a separate unit, depending on the objectives to be covered that half term. For example, locating the countries of the world will be taught as part of Topics that cover historic cultures from across the world, such as the Mayans, Greeks, Egyptians or Shang Dynasty, whereas more specific Geography objectives will be covered in particular Geography units, such as Trade and Economics.

GEOGRAPHY

Our Geography curriculum is designed to equip pupils with the knowledge and understanding about diverse places, people and resources within natural and human environments. Pupils will develop their geographical skills in order to carry out effective enquiries.

On our Implementation for our Geography Curriculum, pupils are given opportunities to lead their own lines of geographic enquiries and record their findings in a variety of ways. As well as completing work inside the classroom, field work is a key part of our Geography Curriculum and allows pupils to apply their geographical skills in real-life settings.

In Key Stage 2, pupils investigate their local area and a contrasting area, finding out about the environment and the people who live there.

HISTORY

Our History Curriculum aims to give children the hands on experiences and enquiry skills to develop key knowledge about past events and the impact on Britain and the rest of the world.

Our History lessons are based on a specific historic theme (e.g. Crime and Punishment), historic culture (e.g. the Romans) or a major event (e.g. World War 1). Each unit of work is introduced as a Topic approach with a link to cross - curricular opportunities. Our long term and medium term plans map out the skills and themes covered each term for each year group. These plans define what will be taught in line with the 'National Curriculum'. However, we believe that there should

always be scope for development based on the children's enquiries and what they would like to investigate further.

Class teachers deliver the Geography and History Curriculum throughout the year.

COMPUTING

Our ICT lessons teaches the skills aspect of the curriculum in weekly lessons and class teachers enable pupils to use these skills to develop other aspects of their learning. The school is well-equipped with an ICT lab.

We work hard to ensure that all pupils are able to use technology to support their learning and that they understand how to keep themselves safe when using a range of technological devices. E-safety is an essential part of the Computing curriculum.

Computing is far more than word-processing at JGA and our pupils move onto secondary education with advanced skills. The children become adept at using a range of Microsoft programmes including Word, PowerPoint and Excel; they also have the opportunity to learn Computational thinking, programming skills, using higher-order thinking processes to solve problems when controlling how a piece of code behaves, and experimenting with data-logging and control.

ISLAMIC STUDIES

The Islamic Curriculum has been developed using authentic sources and verified by senior scholars.

We deliver this curriculum using An-Nasihah publications which covers all important topics within the subjects of Fiqh, Ahadith, Sirah, Tarikh, Aqa'id, Akhlaq and Adab in a stimulating and age appropriate format.

Learning has been made easy and enjoyable with colourful illustrations and inspiring stories whilst maintaining a child friendly approach.

Our teaching of Islamic studies is underpinned by the School's aims, ethos, all of which implement Islamic values.

We enable our young women to become lifelong learners and thinkers who are spiritually, morally, socially and culturally equipped to succeed both within and beyond school. We encourage our pupils to pursue the highest skills in their chosen field and give them agency to be the best at what they choose to be. We empower young women whose success is always guided by a strong foundation in their knowledge and practice of our beautiful religion.

We offer children the opportunity to learn about other faiths, to develop enquiring minds – asking and answering questions, to recognise similarities and difference between religions, developing greater understanding and tolerance

The children are taught either in weekly sessions or in a block by their class teachers.

As we acknowledge children's different learning styles, our children learn through active participation in drama, stories, song/anasheed, video clips, discussion, interactive teaching walls, scrap book making and many more creative ways which extend and embed skills.

We will be introducing our pupils to the duff, where they will get the opportunity to play the instrument whilst singing along to anasheed from various artists.

PHYSICAL EDUCATION

As a small school we try to take as many opportunities as possible to engage in a variety of different activities.

The National Curriculum for Physical Education details a clear 'Purpose of Study' and 'Subject Content' for KS1 and KS2. Our whole PE skills progression chart combined with our yearly Curriculum Overview not only details the journey children will go on in this subject but also the high expectations we set, and the opportunities we provide in: gymnastics, swimming and games. We place a strong emphasis on 'healthy lifestyles' and general fitness.

We fully utilise our own staff specialism and also employ specialist teachers to ensure that teaching of Sport are of a high standard. The physical well-being of the children is also enhanced from year 3 through additional Swimming sessions in Spence street pool and Gymnastics provided by an external specialist trainer. Children will also learn a range of sports in PE.

MATHS

We recognise that Mathematics is both a key skill within school, and also a vital life skill. It helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics. We believe that by fostering resilience and a love of challenge and enquiry, children will develop an enthusiasm and love of maths that they will carry forward with them. We seek to dispel the myth that some people can 'do' maths while others 'can't' and instil in the children a 'can do' attitude of growth and development.

We aim to:

1. Develop a mathematical understanding through systematic direct teaching of appropriate learning objectives;
2. develop a positive attitude towards maths and an awareness of the relevance of maths in the real world;
3. encourage the effective use of maths as a tool in a wide range of activities within school and subsequently adult life;
4. develop an ability in the children to express themselves fluently, to talk about the subject with confidence, using correct mathematical language and vocabulary;
5. develop an ability to think clearly and logically with independence of thought and flexibility of mind;
6. Develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal.

The National Curriculum for Mathematics aims to ensure that all pupils:

- Reason mathematically by following a line of enquiry, understanding relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Become fluent in the fundamentals of mathematics, including the varied and regular practice of increasingly complex problems over time.

We have the expectation that the majority of pupils will move through the programmes of study at broadly the same pace. However, timely intervention and continuous assessment of children's grasp of concepts and readiness to move on, will determine the decisions about when to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered opportunities to deepen their understanding and knowledge before any acceleration through new content. Those who are not sufficiently fluent with earlier material will consolidate their understanding, including additional practice, before moving on. By continuously using both class and self-marking, our aim is that misconceptions are addressed in the lesson before they are allowed to take hold and embed themselves into the children's thought process.

We are currently in the process of applying the fundamentals of a 'Maths Mastery' way of teaching throughout the school to further develop the children's fluent understanding of mathematical skills as well as ensuring that they can apply this knowledge into more abstract problem solving situations.

MFL - ARABIC

We believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. In addition, children's knowledge of how language works will be developed to lay the foundations for further language learning in future. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Children develop their love of language learning and develop skills throughout their time in school.

In KS2, children are taught in weekly sessions, with class teachers reinforcing their learning outside of lessons. We aim for our children to develop an appreciation of the language of the revelation of the Holy Quran and other books in Arabic throughout their time at the school.

Details of topics covered in each year group can be found on the Arabic curriculum area. Since primary languages became statutory in the primary curriculum recently, children at our school have been advancing through well designed scheme of work. As we acknowledge children's different learning styles, our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Our Arabic curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures. These are as follows:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

Key Stage 2 have weekly Arabic lessons where we aim to develop a love of languages and an understanding of other cultures alongside language development.

In Year 3 we focus on learning to introduce themselves, ask questions and respond appropriately. They listen and respond to Arabic and learn the days of the week, colours, numbers to twenty and the Arabic alphabet. Their focus is on aiming to have a short dialogue confidently in Arabic with some opportunities to begin writing in Arabic.

Year 4 develop more skills in responding to classroom instructions and classroom objects. With a greater emphasis on beginning to write simple Arabic sentences, they also begin to describe family members and places in a town. Children begin to develop dictionary skills in Year 5 and 6 with a focus on writing grammatically correct sentences, Year 5 and 6 will learn about saying how they feel, school subjects and giving opinions, foods, weather and clothing. Our older children will also begin to learn more about using verbs in Arabic.

PSHE

We offer children the opportunity to develop the qualities and attributes they need to be healthy, independent and active participants in society.

Our teaching of PSHE is underpinned by the School's aims, ethos, Vision and safeguarding. The children cover units on British Values, Global Citizenship, Human Rights, Personal Safety, Anti-bullying, Health, Money issues, Drugs, Alcohol and Tobacco, Emotional wellbeing and Mental Health.

We believe that learning in PSHE gives the children a new and broader perspective on the world, encouraging them to have a greater understanding of themselves and others, their own cultures and those of others, thus enabling them to be more tolerant and understanding.

The children are taught either in weekly sessions or in a block by their class teachers.

There are three core themes which are:

- Health and wellbeing
- Relationships
- Living in the wider world

These core themes link to the National Curriculum targets of:

- Healthy and safe
- Emotional Health
- Anti-bullying
- Citizenship
- Values – incl. diversity and equal opportunities

The progression throughout the school, takes into account the development of the pupil's understanding of the overarching concepts and development of essential skills

As we acknowledge children's different learning styles, our children learn through active participation in drama, stories, song, video clips, discussion, interactive teaching, making and many more creative ways which extend and embed the PSHE skills and concepts.

Our PSHE curriculum will ensure all pupils develop the key skills, as set out by the PSHE Programme of Study. It enables the school to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life.

SCIENCE

Science lessons provide the perfect opportunity to stimulate and excite pupils' curiosity and interest in the world. Through practical exploration, children develop their understanding and knowledge of 'how', 'why', and 'what' from Year 3 upwards. At JGA, we encourage pupils to ask questions and discuss scientific issues that may affect their own lives. We help pupils to make sense of an ever-changing world.

A hands-on approach to teaching science is adopted throughout the school. Children first ask questions and discuss them before suggesting ways to find out answers. These include using secondary sources such as books and the internet, as well as conducting their own investigations. Throughout the school, children are taught to work scientifically, making observations, selecting appropriate equipment and using it safely, collecting data, measuring and checking results, making comparisons and communicating results and findings. Children are encouraged to use correct scientific vocabulary and to draw conclusions from their findings. They use labelled drawings, tables, graphs and charts to present findings. As they progress through the school, they are encouraged to write up their investigations in greater detail, using increasingly scientific vocabulary.

Children learn about weather and the seasons, materials and their properties, forces, and the natural world including plants, humans and other animals, their habitats, diet, health and fitness. They also learn about great scientists throughout history and how their discoveries have shaped our world.

Pupils enjoy science and demonstrate enquiring spirits and critical thinking.

ENRICHMENT ACTIVITIES

At JGA we believe that learning is more than attainment and scores. It is a combination of attitudes, emotions, beliefs and skills. Research indicates that learning through the 'Arts' and other enrichment skills can help children excel in many ways raising long term achievement. The

best learning incorporates kinaesthetic learners– this involves handling, observing, thinking, exploring and actually doing.

We ensure that the curriculum enrichment activities and wider opportunities chosen are available to all children, enabling them to be successful both now and in later stages of life. Our learning is organised into termly topics as part of our creative curriculum approach, designed to make learning stimulating, relevant and exciting for all.

We provide exciting additional learning opportunities through various clubs, Outdoor trips and outdoor learning sessions. We also participate in community projects such as clearing our local park. We participate in National and Local area competitions to create excitement and a network within our diverse society.

We raise awareness and funds to nominated or selected charities through a range of activities such as non-uniform days, fundraisers or sponsored competitions.

Throughout the school year we invite a wide-range of visitors into school. Trips are organised for each class in order to provide enrichment and extension to pupil experience.

We provide Career aspirations through Positive Footprints programme to enable our pupils from year 5 to adopt a growth mind-set and equip them with life-skills. This will also serve as a bridge during the transition to their Secondary education.

Our weekly 'Showcase Assemblies' gives pupils opportunities such as public speaking and confidence while taking pride in their selected pieces of work. Strategically designed Theme of the week, National celebrations days and weeks provide pupils to celebrate and participate in deeper learning and connect with the wider world.

Our Student councils actively engage in pupil voice and taking up other responsibilities. We also work across the school as mixed age aged groups to form Eco School committee and Journalism club. We want to be advocates of climate change.

Our main goal is to provide experiences that will develop natural curiosity and long-life learners taking forward the skills learnt for their future careers.

MADRASAH CURRICULUM

The aim of our madrasah curriculum is to establish a long-term relationship with and to embed a love for the Quran. Throughout the years, pupils consistently progress in their knowledge and skills in the recitation and implementation of the Quran.

We cover a range of subjects within our madrasah curriculum that aims to inspire the pupils to be socially and spiritually independent and contributing members of society by adopting the prophetic teachings into their daily lives.

The curriculum has two learning pathways:

Tahfidhul Qu'ran (years 4-11):

Memorisation of chapters of the Quran.

I'dadiyah Studies (years 3 - year 8):

A study of Quran, exegesis of Quran, Prophetic teachings and pupils study a memorisation course book that covers key essentials for the daily life of a every Muslim (A Child's gift). Pupils engage in project based work to enhance their understanding of the main concepts of the Quran. The programme emphasises the importance of spiritual, moral, social and cultural development.

Aalamiyah Studies (years 9 - year 11):

Robust study of the first year of Aalimiyaah studies. Including study of the Quran, in depth teaching of Arabic grammar including Arabic syntax and etymology. Study of Prophet teachings and stories of the Prophets also studied in the Arabic language.

I'DADIYAH/ AALAMIYAH STUDIES

The I'dadiyah/Aalimiyaah studies includes the following subjects:

- Quran
- Mutafarriqat

- Tarbiyyah
- Qasas (Arabic Literature)
- Lisaan (Arabic grammar)
- Sarf (Arabic morphology)
- Seerah

HIFZ STUDIES

The hifz studies includes the following topics:

- Tajweed
 - Daily duas
 - Quran memorisation
-

1. INTENT
What are we trying to achieve

Curriculum Aims	Holistic Development Confident learners with identity and character	Educational Excellence Successful learners who love learning, make progress and achieve their personal excellence	Prepared for life Responsible citizens who are equipped to make a positive contribution to society			
	Spirituality	Tolerance	Resilience	Initiative	Virtue	Exploration
	Positive attitudes and attributes to learning and life e.g. Respectful, resilient, resourceful, reflective and responsible learners and leaders	Powerful & transferable knowledge and understanding e.g. Excellent general, subject, social and cultural capital/ knowledge & opportunities	Connected deep learning skills e.g. Essential skills, digital/ literacy, numeracy, ICT, personal, social, emotional, learning and thinking skills, physical, moral & spiritual			

2. IMPLEMENTATION
How do we organise learning

Components	Lessons	Blended	Environment	Enrichment	Events	Visits/Visitors	Extended hours					
Learner Development	Character Education	Transferable powerful subject specific knowledge and skills	Creativity, Literacy, Numeracy	Beyond School Employability	Reading with fluency, Vocabulary	SMSC, emotional, intellectual and physical development	Communication and oracy for a range of audience and purpose	Application of Life Skills				
Whole Curriculum Dimensions	<p>Overarching themes that have a significance for learners, society, and provide relevant learning contexts: Ethos - STRIVE & British Values - identity and cultural diversity – SMSC - Healthy lifestyles – Community participation/ volunteering – Enterprise – Employability/ Careers - Global dimension/ citizen and sustainable development – Technology and the media – Creativity and critical thinking.</p>											
Faculties/Subjects	Hifz/Alimiya	Communication Includes literacy, oracy, reading and vocabulary	Civilisation SMSC	Discovery Includes enrichment & physical development	Sustainability Includes creative development & STEM	Inclusion Includes alternative provision and support	Calculation Includes numeracy, mathematical fluency and digital literacy					
	English	Maths	Science	Arabic	History	Citizenship	Computing	Art	Business Studies	PE	Geography	Islamic Studies

3. IMPACT

How well
are we
achieving
our aims

Validation, Monitoring and Evaluating IMPACT

Intelligent use of
Assessment that is
comprehensive and
balanced

Assess Learning,
Skills, Attitudes and
Attributes

Wide range of evidence of
pupils' learning & personal
development

Collaborative mechanism
of internal self-review,
coaching and appraisal

Provides feedback and
clear targets for
improvement for the
learners and stakeholders

Involves the whole school
learning community &
stakeholders

Links to national
standards which are
consistently
interpreted

Evaluates Learning
and informs future
planning and
teaching

Employ principled
effective formative
and summative
assessments

Variety of F+S
assessments
embracing peer and
self-assessment

The END GAME

**Accreditation &
examinations** High
standards of
achievement,
attainment

**Positive attitudes to
learning and life**
Excellent behaviour,
attendance &
punctuality

Contribution to society
Volunteering & Civic/
Community
participation

Future challenges
Positive physical &
mental health and
wellbeing

**Lifelong learning and
careers** Further involvement
in education, employment or
training

Appendix: Recovery Curriculum

1. Rationale

Our recovery curriculum at Jameah Girls Academy aims to support our pupils in recovering emotionally from the effects of the global pandemic whilst addressing pupils' learning gaps. We are conscious of the continuing challenges faced by staff, pupils, and the community at large and are committed to providing a safe learning environment for all.

2. Aims

- To provide a safe learning environment for all pupils and teachers.
- To support pupils' emotional well-being through transitional lessons on promoting 'Hope', 'Gratitude' and 'Connectedness'.
- To develop pupils emotional and mental resilience.
- To provide a broad, balanced, and relevant curriculum with opportunities to catch-up with missed learning in a coherent and adaptable format.

3. Planning and implementation

3.1. Extended Form Time

Teachers to go through the relevant changes to school procedures and routines and the expectations of conduct during these challenging times. This is intended to provide pupils with assurances of safety measures and provide them with clear guidelines on how to keep safe.

This will include discussing the following:

- Behaviour policy
- Covid 19 Risk assessment
- JGA Day Operations
- Timetable

Teachers will also discuss the importance of resilience, patience, compassion and understanding in line with pupils' faith.

3.2. Well-being lessons

- Teachers will start lessons with well-being lessons on 'Hope', 'Gratitude' and 'Connectedness' to promote emotional resilience and a collective spirit of compassion.
- Pupils will have the opportunity to visit the school mentor to discuss any concerns.
- Assemblies during form time will focus on the emotional well-being of pupils.

3.3. Catch-Up curriculum

- Lessons will start with recapping prior learning and discussions on missed content.
- KS2/3 lessons will focus on engaging and fun activities that can ease pupils back into learning whilst addressing pupil gaps (quizzes, word games).

- Autumn first half term will be focused on a catch-up curriculum, where teachers will address missed content from the previous year.
- Additional lessons will be provided (where necessary) to address challenges in catching up missed content.
- The timetable will be reshuffled to allow a greater focus on core subjects (KS4) where necessary to ensure content can be covered and caught up.