Assunnah primary and Early Years

Curriculum Statement

The curriculum at Assunnah primary School aims to raise achievement and aspiration. Our challenging curriculum encompasses a great range of both academic and Islamic studies, and taught within the Islamic context of the teachings of the Quran and Sunnah to provide children with a solid foundation in Islam.

Intent:	Implementation will include:	Impact measured by:

• Values-led
• Inclusive
• Challenging
• Exciting
• Real and experiential
• Current
• Driven by pupil voice
• Gradual
• Safe
	• A clearly articulated learning journey
	• A entry point for learning
	• Use of pupil voice
	• Real experiences
	• An outcome
	• Reflection and evaluation
	• Application of basic skills incl computing
	• Cross-curricular links where they add value
		• Good basic skills
		• Good standards and achievement in a range of subjects
		• Pupils who enjoy and value learning
		• Pupils who know how to use their learning
		• Pupils who understand:
		  o self;
		  o their relationship with others;
		  o society; and
		  o the environment

The curriculum is underpinned and driven by an understanding and proactive response to:

- the school's distinctive ethos as Islamic primary school; and the culture of the school population and community. Values are principles that guide behaviour. At Assunnah, adults are encouraged to model values and to give time for reflective practices. We believe that this empowers individuals to be effective learners and good citizens.

- Our Islamic Values-based education underpins our work to actively promote fundamental British values of democracy, individual liberty, mutual respect and tolerance of those from all faiths, backgrounds and cultures. A rounded programme of assemblies and events promote children's spiritual, moral, social and cultural development, enabling them to develop their own moral and ethical compass to guide what is right and what is wrong.

Curriculum pedagogy

The curriculum at Assunnah Primary School has been designed to ensure that children receive their curricular entitlement in a way which is meaningful to their:

- context;
- stage of learning; capabilities; and interests.

We have an agreed pedagogy for curriculum construction and design. Pedagogy is defined as:

> *'Pedagogy is the act of teaching - together with its attendant discourse of educational theories, values, evidence and justifications. It is what one needs to know, and the skills one needs to command, in order to make and justify the different kinds of decisions of which teaching is constituted.'* Alexander (2004)

Our pedagogical approach is designed to enhance the learning experience for the pupil and ensure a degree of whole-school consistency. The chart below outlines the key features of this approach:

Learning journey	The learning journey is explicitly shared with children in order to ensure they connect to the 'big picture' of their learning, i.e. knowing what to expect. Teachers use their professional judgement in making decisions how this should be shared and what to include. Teachers may choose not to share all aspects in order to create suspense and curiosity for parts of the learning journey. Each class will have a display which includes a representation of the learning journey which is referred to and added to as the unit of work progresses. This display could take many different forms.

Entry point/hook for learning	Teachers identify an entry point to the learning in order to motivate and engage children. This can take many forms, for example: trip, object, story, question, a child, a visitor, video, newspaper, poem or something from home.
Pupil voice	• Input from pupils must be an integral part of the learning journey. The placement of this in the learning journey is decided by the teacher, e.g. pupils may undertake a pre-learning task prior to the unit starting to help the teacher structure the planning; alternatively, this type of activity may take place once some initial teaching has taken place and children have been introduced to the topic. This is essential to ensure that the curriculum meets the ongoing and varied needs of children. • Pupil voice is used throughout the unit to steer learning. Where children pose questions to be answered, teachers use these to ensure that children take responsibility for and develop ownership of their learning. Pupil voice is used on different levels and for different purposes: • to discover what pupils already know • to find out what pupils might like to learn • to explore interests and motivations o • to enquire how pupils might prefer to learn These inform the structure and design of a unit of work.
Experiences	Teachers actively plan for experiences which enhance and enrich learning. These can be in-school and out of school experiences. The purpose of the lessons is to add value to the learning journey. The school also has a curriculum map which is underpinned by Islamic Values and interlinked with British Values which outlines a minimum entitlement to ensure a rich and varied experience for all pupils at the school. The Curriculum Map is a working document and sometimes altered at times to suit the needs of the children throughout the year.
Strategies to engage children	Opportunities for speaking and listening including talking to others and talking with others, enquiry- based learning (P4C being a strategy), a creative approach, ICT and kinaesthetic opportunities are all strategies used to engage pupils in the learning process.
Outcome	Each unit of work has an agreed outcome which is shared with children. This may be driven through pupil voice and knowledge organisers The outcome provides purpose and relevance for the learning in a unit of work, e.g. performance, video, book, installation, experiential day, classroom transformation, art work and local community events.

Knowledge organisers	Knowledge organisers can be a valuable tool for both children, staff and parents. Class teachers are usually the ones who write the knowledge organiser, to set out their expectations of what pupils should learn about a topic – and to clarify their own thinking around what is important. Headteacher and subject leaders then may look at a series of knowledge organisers to check for progression and continuity both within and across curriculum subjects and to ensure standards and expectations for learning are being implemented, and if not, what CPD is required.
Reflection and review	Teachers plan for some kind of reflection and evaluation at the end of each unit of work. These focus on two key aspects in an age-appropriate way: - what has been learnt; and - how it has been learnt. The purpose of this reflection is to enhance pupil's ability to be able to identify how they learn and how they know what they know (meta-cognition) and be able to develop reflective learners.

Each unit or work includes the following information:
- Some topics are linked with English
- Links to mathematics units
- Basic skills to be reinforced during the unit

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