

Curriculum policy

Dar ul Madinah Primary School



Approved by:	Board of Directors	Date: Aug 2025
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1. Curriculum aims

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support pupils' spiritual, moral, social and cultural development
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Have a high academic/vocational/technical ambition for all pupils
- › Equip pupils with the knowledge and cultural capital they need to succeed in life
- › Promote the learning and development of our youngest children and make sure they are ready for Key Stage 1

These curriculum aims are underpinned by our values:

- › Outstanding Muslims
- › Outstanding British citizens
- › Outstanding results
- › Outstanding language
- › Outstanding Behaviour

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [academy trust governance guide](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The board of Directors

The board of directors will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also make sure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › The school is complying with independent school standards and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the board of directors
- › The school's procedures for assessment meet all legal requirements
- › The board of directors is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The board of directors is advised on whole-school targets, in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including pupils with SEN

3.3 Other staff

Other staff will make sure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

All children will use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

At Dar ul Madinah, we have a comprehensive curriculum for EYFS, Key Stages 1, 2, 3, 4, 5 & 6.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

At Dar ul Madinah we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive, and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful, and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded, and independent individuals, respectful of themselves and of others in our school, our local community, and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values and Islamic values are introduced, discussed, and lived out through the ethos and work of our school.

Planning

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests. In KS1 our curriculum is all planned on a yearly cycle with an emphasis placed on 'wow' experiences, cross curricular links and learning supported by quality texts and other quality experiences. All teachers are responsible for planning, evaluating, and teaching in their classes. Long term, medium term, weekly and daily planning are expected for the teachers to provide which has high expectations for each child and to their needs. Teachers will be supported by the Head Teacher and the Director of Education.

Baseline Assessments

At DM every child entering the school will undergo a baseline assessment, irrespective of when they join the school.

Regular Assessments

Children will be assessed regularly throughout each subject. Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Classroom monitor will be used to support the teachers to ensure the children attain a successful level of knowledge. Assessments will be conducted every half term to identify and knowledge gaps and check how will children are making progress in their learning.

A curriculum overview has been created for years 1 to year 6. This will cover the following areas directly:

1. English
2. Maths
3. Science
4. Islamic Studies
5. PE
6. PSHE/Citizenship

Further subjects will be taught throughout the academic year either directly or through topics:

1. History
2. Geography
3. Art

4. D&T
5. Computing
6. Arabic
7. Nasheeds
8. RE

Each child will be monitored for each subject. Any potential problems will be discussed with the Headteacher and if necessary, outside help will be made available. In the case of child who is exceeding beyond the normal levels then the staff will arrange activities and lesson plans that will encourage the child to continue his or her learning be respected and their individuality and potential recognised, valued and nurtured.

Following topics will also be covered:

- Relationships and health education
- Relationships and sex education (if applicable)

See our EYFS policy for information on how our early years curriculum is delivered.

Phonic, Literacy and Numeracy

Dar Ul Madinah supports phonics and literacy across the curriculum. Key vocabulary is part of the short-term planning for all subjects. Our Mathematics curriculum supports literacy across the curriculum in the following ways:

- Teaching mathematical vocabulary and technical terms
- Asking learners to read and interpret problems
- Expecting learners to locate and discuss the mathematics in problems
- Expecting learners to explain, argue and present their conclusions to others, both orally and in writing. Literacy supports Numeracy in both key stages.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and they will make sure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Monitoring arrangements

Board members through DoE monitor coverage of subjects and compliance with other statutory requirements through:

- Monthly Board meetings with DoE, school visits, meetings with the headteacher and regular reports, etc.
- Planning scrutinises, learning walks, book scrutinies, half termly assessment and progress tracking through CM.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives