Al-Furqaan Prep School

Curriculum Policy

Approved By:	Governors
Reviewed By:	SLT
Last Reviewed:	September 2025
Next Annual Review:	September 2026

Curriculum Policy

Introduction

At Al-Furqaan Prep school, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2024 framework in Reception. 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.

The curriculum includes all the planned activities that we organise to promote learning and personal growth and development. This is not only what is learnt formally in lessons, but also the range of extra-curricular activities the school organises to enrich the experience of the pupils. It also includes the 'hidden curriculum', or what children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so they can achieve their true potential. We draw on the National Curriculum Programme of study for most of our subjects.

Values

Al-Furqaan Prep School's curriculum is underpinned by the values that we hold dear at our school. The broad and rich curriculum is how the school achieves its objective of educating children and embedding morality and Imaan into the knowledge, skills and understanding that they need to lead fulfilling lives.

At Al-Furqaan Prep School we strive to make our children passionate for learning and make their learning as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive, Islamic, 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 with Islamic etiquettes 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 are introduced, discussed, and lived out through the ethos and work of our school.

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for what they are, and we treat them with fairness and

honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value freedom of choice, mutual respect, and tolerance.

At Al-Furqaan Prep school our values permeate all areas of school life and are reflected by the school's simple ethos: Education, Morality, Imaan.

Aims and Objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability.
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- to teach children the basic skills of literacy, numeracy, and science
- to enable children to be creative and to develop their own thinking.
- to teach children about their developing world, including how their environment and society have changed over time.
- to enable children to be positive citizens in society.
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To develop children in the following areas:
    - Moral & Social
    - Physical
    - Emotional
    - Intellectual
    - Linguistic & Mathematical
    - Aesthetic
    - Religious

Curriculum Coverage

We plan our curriculum in three phases.

- **Long-term plans**
  The long-term plan for each year group states what topics are to be taught in each term. We review our long-term plan on an as needed basis. The medium-term planning states what is to be taught throughout the term. Short-term plans break this down further into manageable lesson plans with clear learning objectives and outcomes.
- **Medium-term plans**
  With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the National

Curriculum as a basis for teaching these core subjects. We draw on commercial schemes of work for our medium- and short-term planning.

- **Short-term plans**
  Our short-term plans are those that our teachers write on a short-term basis. We use these to set out the learning objectives for each session, and to map the sequence of learning clearly showing differentiation, teaching assistant direction, vocabulary development and resources required. The teachers draw on commercial teaching guides to aid the planning of provision.

At Al-Furqaan Prep school we use Key Learning Indicators of Performance (KLIPS) which have been written by Lancashire Professional Development Service (LPDS) Teaching and Learning Consultants for Primary English in conjunction with the aims and statutory requirements set out in the National Curriculum 2014. This document supports us to ensure clear learning intentions and progression across the year groups. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

In the planning of the activities, we have set guidelines for the length of all taught subjects. The following serves only as a guide for lesson duration for the whole school, although the aim is to cover the subject as fully as possible to achieve set goals. The approximate length of subjects on a weekly basis is as follows:

- Literacy (English, Guided reading, SPAG) = 7 hours
- Numeracy = 5 hours
- Islamic studies (Arabic, Islamic Jurisprudence, Akhlaaq, Seerah, History, Adaab, Personal development, Aqaaid) = 1.5 hours
- Science = 2 hours
- PE = 2 hours
- Geography & History = 1 hour
- Art & Dt = 1 hour
- PSHE (Personal, Social and Health Education, which includes Religious Education, Relationship Education, Citizenship) = 40 minutes
- Computing & Design Technology = 1 hour
- Assembly = 50 minutes
- Collective worship = 20 minutes

In our school, we give great emphasis and importance to Islamic Studies. We also aim to highlight the cross curricular links between Islamic Studies and the National Curriculum where possible to promote our ethos and uphold the shared values of all the Abrahamic faiths.

Total time spent: 27 hours per week
These times are flexible especially due to prayer times in winter, affecting KS2.

Delivery of the Curriculum
Learning takes place in calm, ordered and stimulating environment, where all pupils feel happy, confident, and valued. A wide variety of approaches and teaching

strategies are adopted, drawing on each individual teacher's strengths and demonstrating a clear awareness of pupil needs.
All teachers are responsible for planning, evaluating, and teaching in their classes. Through INSET and other means, colleagues are encouraged to experiment with teaching techniques designed to enhance learning. Lesson planning includes clear learning objectives, success criteria, differentiated activities where appropriate and a planned plenary session to discuss the content of the lesson, explore future possibilities, and provide time for reflection.
The delivery of the curriculum is the immediate responsibility of the individual teacher.

Teaching and Learning
The school aims to engender positive attitudes to learning by fostering a climate of enquiry where ideas are respected and can be freely shared.
Within this environment, pupils are taught in mixed ability classes and in sets where it is deemed appropriate in mathematics and English.
Through the delivery of our curriculum, we seek to ensure that pupils:

- Acquire knowledge, skills and understanding progressively and at a good pace.
- Can achieve standards commensurate with their potential.
- Are competent and increasingly independent learners.
- Can concentrate, co-operate and work productively with others.

Teachers are expected to ensure that their lessons and/or activities:

- Have clear aims and purposes which are shared with the children.
- Cater appropriately for the learning of pupils of differing abilities, interests and learning styles.
- Have resources and learning tasks that are suitably differentiated to match individual learning needs.
- Create and sustain pupils' interest and motivation.
- Ensure the full participation of all pupils.
- Signal high expectations to all pupils and set high but attainable challenges.
- Incorporate regular feedback to pupils through thoughtful marking and discussion with pupils.
- Make observations to determine the next steps.
- Help pupils to form useful assessments of their level of attainment and what needs to be improved.

Teachers are expected to ensure that their lessons and/or activities involve teaching strategies which:

- Suit the subject matter as well as the pupils.
- Ensure pupils apply themselves with purpose and self-confidence.
- Encourage pupils to display and develop learning skills such as observation and information seeking; looking for patterns and deeper understanding; communicating information and ideas in various ways; posing questions and solving problems and applying what has been learned to unfamiliar situations.
- Encourage pupils to demonstrate independence and autonomy.

- Encourage pupils to be active participants in their learning.

Assessment, Recording, Monitoring and Evaluation
Short- and medium-term assessment is the responsibility of the class teacher. However, teachers will use informal assessment and observation daily to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format to cause minimal anxiety for pupils. These are used to help prepare children though the year groups for the end of key stage testing as required by law.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

For further information about assessment, recording and reporting as well as marking and feedback, please refer to our 'Marking Policy'.

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

Inclusion and Differentiation
To provide all pupils with relevant and appropriate work at each stage:
- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. This includes making all reasonable adjustments so that all pupils can access the curriculum.

If a child has a specific learning need, our school does all it practically can do to meet these individual needs. If a child displays signs of having specific needs, his/her teacher assesses this need. In most instances the teacher can provide resources and educational opportunities which meet the child's needs within the normal class organisation. Additional support is also provided from our school SENCO (Hawwaa Apa).

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Early Years Foundation Stage
The curriculum that we teach in the reception class meets the requirements set out in the revised for the Early Years Foundation Stage. Our curriculum planning focuses on the Early Year framework and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build on positive partnership with other nurseries and other pre-school providers in the area.

We understand all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Curriculum Communication to Parents
Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in several ways.

- Formal reporting to parents three times a year, either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress.
- Assessment results are submitted to parents every half term through their school planners.
- Curriculum newsletters are sent out three times a year, informing parents about themes and topics being covered in each term.
- Event sheets are sent out every half term. These cover all curricular and non-curricular activities taking place every half term.
- Parent assemblies and Jalsah (yearly whole school performance) are also opportunities for parents to observe children's performances and skills.
- Teachers regularly use school planners to communicate with parents about daily progress and assessments.
- ClassDojo; an interactive communication app is also used to connect parents to the classroom and share live classroom experiences.

Monitoring and Review

The SLT is responsible for monitoring the way the school curriculum is implemented. The curriculum will be reviewed as and when the need arises.

The Curriculum co-ordinator (Farhana Apa) will monitor the way the subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. The subject co-ordinator will also have responsibility for monitoring the way in which resources are stored and managed, for their subject

Educational Visits and Special Events
Educational visits are an important part of the curriculum and enrich and enhance the pupils' learning. Teachers are encouraged to organise visits appropriate to the curriculum and to look at the possibility of visits to school by other professionals, experts etc. This is to ensure that there are a range of trips, visits, and workshops across the year in different subject areas.

Handwriting
Because handwriting is a basic tool used in many subjects — taking notes, taking tests, and doing classroom work and homework for almost every content area as well as in language arts classes — poor handwriting can have a pervasive effect on school performance. Moreover, when handwriting is perceived as arduous and time-consuming, motivation to write may be greatly reduced, leading to a lack of practice that may further compound difficulties with writing.
Typically, when first learning to write, children 'print' their letters. They then move on to 'joined up' writing at a later stage. Learning two styles of handwriting can add an extra layer of difficulty and cause confusion. It is, therefore, much more helpful for our children to use a single system of handwriting right from the start.
At Al-Furqaan Prep school, we employ a handwriting style called 'continuous cursive'. Its most important feature is that each letter is formed without taking the pencil off the paper – and consequently, each word is formed in one, flowing movement. The key advantages to this system are:

- By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape.
- Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q).
- There is a clearer distinction between capital letters and lower case.
- The continuous flow of writing ultimately improves speed and spelling.

At Al-Furqaan Prep School, we aim to teach 'handwriting' so that it becomes an automatic process that does not interfere with creative and mental thinking. We aim to equip children with the dexterity and fluency needed to access the whole curriculum.

We use the Letter-join handwriting scheme (a continuous cursive and dyslexia-friendly approach) which covers all the requirements of the 2014 National Curriculum

and provides a structured and progressive approach. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Different types of print are evident in our school environment as found in the wider world, however, we use the Letter-join font wherever possible to model a good quality standard of joined script. We want our pupils to be proud of how they present their work and to take particular care in our cursive and joined-up handwriting style.

We encourage parents and carers to use the Letter-join resources at home and can arrange for free access to the Home Edition of Letter-join.

Method

Teachers model neat, joined-up cursive writing for all handwriting tasks, marking and comments.
For children whose handwriting is limited by problems with fine motor skills - including left-handed children, and children with special educational needs - will be given additional support as necessary to help achieve their optimum handwriting level.

Reception

During their first stages of writing, we teach the children to:

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals
- Understand writing their own name.
- Understanding different shaped letter families.

Key Stage 1

In Year 1 and 2, the children are encouraged to:

- Write legibly using upper- and lower-case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

Key Stage 2

From year 3 to 6, the children are required to:

- Improve quality, speed, and stamina of handwriting.
- Quality: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- Stamina: Have the strength and mobility to be able to write for longer periods of time without fatigue.
- Have full knowledge and ability of the different forms of handwriting for different purposes:
  - Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
  - Printed or capital letters for posters, notices, headings, labelling, and form filling.
  - Speedy handwriting for notetaking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.