

Dated August 2016

Islamia Girls School/Brondesbury College "The School"

Curriculum Policy

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1. Introduction

The School's curriculum is planned and organised in order to promote learning, personal growth and development. It includes not only the explicit requirements of the taught, but also includes the implicit benefits of the 'hidden curriculum' – what the students learn from the way they are treated and the variety of opportunities which lie outside the timetable.

2. Aims

- 2.1. To ensure that students develop the essential literacy and numeracy skills to cope with the demands of the modern interconnected world;
- 2.2. To provide students with a full and rounded entitlement to learning;
- 2.3. To foster students' creativity and develop essential skills, including learning skills;
- 2.4. To promote a healthy lifestyle;
- 2.5. To inspire students to a commitment to learning;
- 2.6. To promote high standards in all learning and teaching.

3. The School Curriculum

- 3.1. The School's curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our students and of society and prepares our students for the opportunities, responsibilities and experiences of adult life.
- 3.2. The School continuously seeks to improve and broaden the School Curriculum as and when it can to enable students to have a wide variety of subjects to study.
- 3.3. Students are expected to acquire skills in speaking and listening, literacy and numeracy skills.
- 3.4. The School explores all qualifications including iGCSE and baccalaureate and provides for what would be considered in the best interest of the students.
- 3.5. The School provides personal, social, health and citizenship education reflecting the School's aims and ethos.
- 3.6. Religious Education is also provided for all students (Islamic Studies and key aspects of World Religions).
- 3.7. All students take part in the School's Physical Education and Games programme. Students can only be excused from PE and Games lessons for medical reasons, for which a note from a parent/carer will suffice, or other reasons agreed with the School.

- 3.8. An appropriate experience of enterprise education and Work Related Learning is provided through our links with the Brent and Harrow Work Experience Consortium and other programmes, for example, the Young Enterprise Company programme which is entered annually.

4. Differentiation:

- 4.1. A variety of different teaching and learning methods and materials are used in all areas of learning to suit students' different needs.
- 4.2. Teachers are encouraged to take account of students' learning styles (visual, auditory and kinaesthetic) in delivering their teaching programmes.
- 4.3. Key aspects of Assessment for Learning (e.g. clear learning outcomes, skilled questioning, and personalised student target setting) are an essential element of the School's curricular policy.

5. Concerns:

- 5.1. Parents/carers who have concerns about any aspects of the curriculum should discuss these in the first instance with the student's Subject Teacher or Form Tutor.
- 5.2. If the issue is not resolved parents/carers should see the Head Teacher.

6. Monitoring and Review:

This policy will be monitored by the Head teacher on a regular basis throughout the year. The Head will report to the School Committee on the progress of the policy and will recommend any changes.