



KD
GRAMMAR
SCHOOL
FOR BOYS

FAITH • LEARNING • LIFE

Kassim Darwish Grammar School for Boys

Secondary Curriculum Policy

Our aim is to create a caring warm Islamic atmosphere within which students can feel safe, healthy and happy, enjoy learning, achieve and succeed, be able to contribute to their school and society and so be prepared for a life in the 21st century.

By providing stimulating and differentiated work, setting tasks and goals that are achievable to all, we aim for all students to make significant progress in knowledge, understanding and skills; in attitudes and values, as social beings and as lifelong learners.

Through the teaching and practice of Islam, in the light of the Qur'an and Sunnah, we aim to help our students to develop a love for Allah (SWT) and confidence in their identity as young Muslim men. We hope, Insha'Allah to maintain close co-operation between the School, Parents, and the wider community.

Curriculum Overview:

The curriculum policy acts as an overall guide for how teaching and learning practices are implemented in KD Grammar to ensure that our students achieve to the maximum of their potential.

The objectives of this curriculum policy are:

- ♣ to ensure students achieve the maximum of their potential
- ♣ to provide every student access to a broad and balanced curriculum
- ♣ to promote collaborative learning
- ♣ to ensure necessary planning, assessment, reporting is completed to fulfill every student's needs
- ♣ to promote cross curricular activities
- ♣ to provide an environment which is conducive to teaching and learning and to encourage respect for the school and its surroundings to ensure that both teaching and learning is pleasurable and beneficial to all
- ♣ to ensure learning and teaching reflects the schools overarching ethos
- ♣ to ensure adaptations are made within curriculum areas to ensure that needs of students of differing abilities are met
- ♣ to provide challenge to students of all backgrounds, abilities and talents
- ♣ to promote the development of literacy, numeracy and ICT skills

Curriculum Aims:

- Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- Have high expectations for all
- Be developing the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- Be happy, cheerful and well balanced;
- Be enthusiastic and eager to put their best into all activities;
- Begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility, community participation; on which to base their own behaviour;
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- Care for and take pride in their school;
- Be developing tolerance, respect and appreciation of other cultures, religions and beliefs in an unbiased way;

In short, our curriculum extensively covers the following areas:

Linguistic
Mathematical
Scientific
Technological
Human and Social
Physical and
Aesthetic and Creative education.

Linguistic

KD Grammar aims to develop students' communicative skills primarily through mandatory KS3 and KS4 English lessons. Students are given opportunities to build and develop their listening, speaking, reading and writing skills.

The Modern Foreign Languages (MFL) offered are Spanish, Urdu and Arabic and it is mandatory for all students to follow the course of at least three of these subjects in years 7 and 8. Arabic is a core subject up until the end of year 9. Options allow students to pursue their language of choice in Year 9.

Mathematical

Mathematics is a core subject at KD and is taught extensively across all Key Stages up to GCSE level. Cross curricular study across other subjects reinforces mathematical approaches and logic for students.

Scientific

K D Grammar provides resources and attention to develop student's scientific and logical skills through its specialized science laboratories. It is compulsory across all key stages. Two fully equipped science laboratories provide purpose-built facilities for experiments, observations and recordings.

Technological

The purpose built and fully equipped ICT suite provides students with an opportunity to enhance their computing skills. Computer Science is taught as a core subject is enjoyed across at Key Stage 3 and as Key Stage 4 options. Information Technology is another option choice involving ICT in a more applied setting. Business Studies and Information Technology are option subjects that can be chosen to allow students to relate ICT to the world of work.

Human and Social

Assemblies are held daily and concentrate on PSHE elements across the spectrum. PSHE lessons for all year groups are mandatory and through these and the assemblies KD Grammar provides a wealth of human and social skills. Assemblies are planned out and have their own separate scheme of work.

RE lessons will include visits to religious/cultural institutions such as Churches, Synagogues, Temples, Buddhist MahaVihara, and Gudwara.

Speakers will be brought into discuss faith, culture and career opportunities.

Geography and History are mandatory for all Key Stage 3 students. Options are provided for students to choose History or Geography at Key stage 4.

Physical

KD Grammar aims to develop students physical and co-ordination skills by providing PE lessons weekly. The school is also focused and committed in ensuring additional physiological and tactical awareness skills are implemented.

A range of sports are taught including Football, Hockey, and Cricket and after school clubs are provided which include Table Tennis, Badminton and self-defense.

A programmed series of swimming lessons is in place for year 9 students. These will be delivered by an external swimming coach off site.

Aesthetic and Creative

KD Grammar aims to build on students artistic skills by providing Art and Design as a mandatory subject across Key Stage 3. A particular focus will be given to independent creativity, imaginative processes and composition skills.

Through the school Assembly 'programmer', students participate in role play sessions, drama, Musical nasheeds and public speaking.

Specific timetable allocation is given to Islamic Studies and Qur'an where recitation (of the Qur'an) is taught.

Additionally students are involved in display work and this offers ample opportunity for students to express their creativity.

Personal Development and Career Guidance

Students' personal development skills are promoted heavily during PSHE lessons and supplemented by whole school assemblies which have a heavy focus on PSHE issues. Careers guidance is provided during these assemblies where professionals from all sectors are invited to speak to students. All students in year 10 undergo work experience for 1 week each year.

Learning structure:

KD Grammar is a specialized School which provides a balance of traditional Religious education and National Curriculum subjects. Our aim is for students to leave this institution with both a firm understanding of their faith as well as a strong academic knowledge of National Curriculum subjects – a combination that will hopefully provide the student with a wide range of possibilities in her pursuit of further education.

Every KD Grammar student will study the following core subjects at Key Stage 3:

- Mathematics
- English Language
- English Literature
- Biology
- Chemistry
- Physics
- Religious Education
- Qur'an
- Islamic Studies
- Computer science
- Physical Education
- Art & Design
- Modern Foreign Languages (Arabic, Spanish, Urdu)
- PSHEE
- Geography
- History

Mathematics – is taught up to GCSE level and the school follows the Pearson textbooks and schemes of work. Additional resources are used from **Mathswatch.com** and these are often used for revision, homework and additional practice for lower achieving students or gifted and talented students according to levels (differentiation). The GCSE is offered by the Pearson board.

English Language and English Literature – These subjects are taught up to GCSE level. In Key Stage 3 students will follow the schools own schemes of work. In Key Stage 4, students prepare to sit the Pearson papers and follow its schemes of work. Teachers use many additional resources to supplement, support and differentiate each student according to their level.

Science (Biology, Chemistry, and Physics) The GCSE's are sat through the AQA. A variety of resources are used to create the schemes of work and additional resource material for the course across all Key Stages. Students are offered the opportunity to do either Separate Sciences or Science Trilogy, a dual award program, at Key Stage 4 via their options choices.

Religious Education – Students sit the Pearson paper at GCSE level and the Pearson text book and schemes of work are used (published by Pearson). At Key Stage 3 level, students are

taught from a wide range of resources and schemes of work are created by the department. World faiths are taught as part of the curriculum

Computer Science – Our own internally designed schemes of work are used for this core subject across all key stages, based on the AQA schemes. Key Stage 3 focuses on establishing basic ICT principles whilst Key Stage 4 offers students an opportunity to advance their skills in desktop publishing software, web development or office suites. Information Technology gives students a real understanding of their digital environment, preparing them for their future use of IT in their chosen careers. Business Studies at Key Stage 4 provides students with the opportunity to relate their learning in school with the world of work. These vital enterprise skills are valuable to future job opportunities and future life.

Physical Education – Physical education is offered across all Key Stages.

Art & Design – is a subject offered across Key Stage 3. A range of resources are used to create schemes of work and for planning drawing mainly involving fine art.

Modern Foreign Languages – Arabic is a core subject for years 7, 8 & 9.

Both Spanish and Urdu are core subjects for Year 7, with students deciding which one of these will be continued in years 8 & 9. The languages each follow the Pearson board at GCSE level and the departments set schemes of work from a range of resources in accordance with student abilities. These are all taught at Key Stage 3 & Key Stage 4.

Humanities – a particular focus is paid on Geography and History where students are able to develop skills. Geography and History are taught to all Key Stage 3 students, with the option of furthering the studies to Key Stage 4 via the options program.

Year 7 Curriculum 2023

The Curriculum is based broadly on the National Curriculum and is intended to give the boys breadth and balance. There is no setting for any subjects and boys attend classes in their form groups.

Subject	No. of Periods a Fortnight
Arabic	3
Art	4
Computer science	4
English	8
Geography	4
History	4
Islamic Studies	4
Mathematics	8
Physical Exercise	4
PSHCE	1
Quran	4
Religious Studies	2
Science	6
Spanish	2
Urdu	2

Year 8 Curriculum 2023

The students are in sets in Science, English and Mathematics based on ability. All three languages continue with the students taking Arabic, Spanish and Urdu in year 8. All other subjects are attended in their form groups.

Subject	No. of Periods a Fortnight
Arabic	3
Art	4
Computer science	4
English	8
Geography	4
History	4
Islamic Studies	4
Mathematics	8
Physical Exercise	4
PSHCE	1
Quran	4
Religious Studies	2
Science	6
Spanish	2
Urdu	2

Year 9 Curriculum 2023

The students are in sets in the Sciences, English and Mathematics based on ability. The language sets are created from the students' individual choice at the end of year 8. Arabic is a core language taken by all students up to year 9. All other subjects are attended in form groups.

Subject	No. of Periods a Fortnight
Arabic	3
Art	4
Biology	3
Chemistry	3
Computer Science	4
English	8
Geography	4
History	4
Islamic Studies	3
Mathematics	8
Physical Exercise	4
Physics	3
PSHCE	1
Quran	3
Religious Studies	2
Spanish	(3)
Urdu	(3)

Year 10 Curriculum 2023

By February half-term of Year 9, students will have chosen which subjects they wish to study as GCSEs and they will continue with these subjects for next two years. In all, they will take 9 GCSEs at the end of the Year 11.

Some subjects are still compulsory and all boys study English, English Literature (whose GCSE is taken at the end of year 10), Mathematics, Religious Studies, Living Islam, Quran, PSHCE and either Science Trilogy (Dual award) or the three Separate Sciences.

Subject	No. of Periods a Fortnight
Biology	3
Chemistry	3
English	10
Living Islam	1
Mathematics	10
PE	4
Physics	3
PSHCE	1
RS	5
Quran	2
Option subject (x3)	6

Year 11 Curriculum 2023

The curriculum followed by Year 11 follows that studied in Year 10. The subjects that students chose as Options in Year 10 continue into Year 11 and subject groups normally remain the same.

Some subjects are still compulsory and all boys study English, Mathematics, Religious Studies, Living Islam, Quran, PSHCE and either Science Trilogy (Dual award) or the three Separate Sciences.

Subject	No. of Periods a Fortnight
Biology	3
Chemistry	3
English	10
Mathematics	10
Living Islam	1
PE	4
Physics	3
PSHCE	1
Quran	2
RS	5
Option subject (x3)	6

Timetabled lessons 2023-24 (shown as lessons per fortnight)

Year	7	8	9	10	11	Total
Arabic	3	3	3	-	-	9
Art	4	4	4	-	(6)	18
Biology	-	-	3	3(5)	3(5)	13
Business	-	-	-	-	(6)	6
Enterprise & Marketing	-	-	-	(6)	(6)	12
Chemistry	-	-	3	3(5)	3(5)	13
Computer Science	4	4	4	(6)	(6)	24
English	8	8	8	10	10	44
Geography	4	4	4	(6)	(6)	24
History	4	4	4	(6)	(6)	24
Islamic Studies	4	4	3	-	-	11
Information Technology	-	-	-	(6)	(6)	12
Living Islam	-	-	-	1	1	2
Maths	8	8	8	10	10	44
Physical Education	4	4	4	4	4	20
Physics	-	-	3	3(5)	3(5)	13
PSHCE	1	1	1	1	1	5
Quran	4	4	3	2	2	15
Religious Studies	2	2	2	5	5	16
Science	6	6	-	-	-	12
Spanish	2	2	(3)	(6)	(6)	19
Urdu	2	2	(3)	(6)	-	13
Total	60	60	60	60	60	369

Figures in (brackets) indicate an option subject.

Year 10
Options

Y10 option A	Enterprise, Triple Science, IT.	6
Y10 option B	Geography, History.	6
Y10 option C	Spanish, Urdu, Computer Science.	6

Year 11
Options

Y11 option A	Triple Science, Business, IT.	6
Y11 option B	Art, Computer Science, History.	6
Y11 option C	Geography, Spanish, Enterprise.	6

Assessment and Reporting

Students are formally assessed 2 times a year. The assessments are recorded on our MIS system and this system is available for all teaching staff to use to further a students' progress. Assessments are compiled to provide a report after each assessment. End of year exams and assessments are compiled and evaluated in the end of year report. Teachers are expected to regularly carry out AfL to ensure that all students progress sufficiently.

Differentiation

Teachers are expected to plan lessons according to the range of abilities in the class.

KD Grammar has an inclusive policy which ensures that all students, low ability to high ability, average learner, gifted and talented, students who have English as an additional language, students who develop and/or have statements are catered for. Resources are ordered where differentiated work is available. In catering for all abilities, we will identify students who are talented and or gifted and provide appropriate stimulation and challenge to enable further development through the taught curriculum or extra-curricular or enrichment opportunities. KD Grammar feel it is equally as important to identify students who have experienced or will experience some degree of learning difficulty and provide appropriate support, through additional teaching if required, and work appropriate to their ability.

KD Grammar works in close partnership with parents when devising, monitoring and reviewing individual education plans to support the needs of our students. The school continually monitors the curriculum, setting targets and evaluating our performance throughout the year and is monitored overall by the Head Teacher and the Senior Leadership Team. Staff are provided with CPD inset training through the year which focuses on topics such as differentiation, questioning, using data for assessment and AfL to ensure that teaching is delivered to a high standard and ensures the students' progress.

Schemes of work and plans contain detailed opportunities for differentiation. All learners are provided with appropriate challenge, reasoning and problem-solving activities. Numeracy and Literacy are taught across the curriculum.

Some students have been assessed and now have an Education, Health and Care plan (EHC) to help improve their school performance. If a student has an EHC it is used to modify the challenge and scope of the lessons as it is delivered to them. Hopefully it allows the lesson plans to be tailored to suit the abilities and capabilities of that particular student and promote the maximum progression possible for the student.

Marking

KD Grammar recognizes that marking is key to assessing student progress. Marking is used to provide feedback, offer strategies for improvement, consolidate and extend learning. It ensures that students are aware not only of their current achievements, but are also aware of their expected and target. Written feedback helps students to gain a clear understanding of how well they have gained knowledge, concepts and skills and what needs to be done to meet the learning objectives.

Teachers are expected to fully implement this through regular marking of books. Marking should consist of diagnostic teacher written feedback, peer assessment and self-evaluation.

Extra-Curricular activities and British Values

KD Grammar seeks to activity promote the fundamental British values of tolerance, democracy, liberty and rule of law. All students at KD Grammar will have opportunities to participate in enrichment and creative activities. As part of PSHCE, and RE, all students across all key stages will have the opportunity to visit places of worship. This is to enable students to be exposed to positive role models across all cultures and faiths as well as to increase understanding, tolerance and harmony with the community at large.

Additionally, students will be engaged in activity based enrichment days three times per year to ensure that they are exposed and able to experience a range of activities. These activities positively enforce the policy on the incorporation of British Values into the curriculum.

The school council will continue to run and will be given particular focus by the lead teacher to ensure that this becomes a thriving and productive extracurricular activity. Meetings will be held weekly with minutes and agenda points discussed publicly. Important school issues will be tackled through this student led activity.

Key stage 3 and 4 students will have the opportunity to raise money for a relief aid charity as well as participating in a dedicated charity week.

Date	September 2023
Reviewed by	Mr A Crosbie
Next Review Date of this Policy	Summer Term 2024