WHOLE SCHOOL CURRICULUM POLICY

Date Reviewed	September 2026
Reviewed by	Head teacher and Deputy head
Approved by	Proprietor
Planned review date	September 2027

Curriculum

The Curriculum is the totality of the pupils' learning experiences. We believe that our curriculum should be broad, balanced, and relevant to meet the needs of all pupils regardless of their ability.

At Eden Springs Girls Secondary we offer a broad combination of subjects chosen to enrich learning experiences. The Curriculum is a blend of subjects taken from the national curriculum and Islamic studies. Neither course of study sits separate to the other as the Islamic ethos permeates through the whole of the curriculum. Reaffirming the Islamic ethos of the school, in every aspect of teaching and learning.

Aims of the curriculum:

Eden Springs Girls Secondary is firmly committed to:

- To ensure the Islamic faith is delivered throughout the curriculum to allow pupils to live in the United Kingdom as proud British Muslims.
- To promote high standards in English and Mathematics.
- To enable pupils to be confident in Computing.
- To enable pupils to acquire Scientific knowledge and skills.
- To promote an awareness of the importance of a healthy lifestyle.
- To promote mental and physical development.
- To develop every pupil's personal and social skills.
- To develop every student in resilience through mental health and wellbeing teaching.
- To teach RSE throughout the curriculum in accordance with Islamic values.
- To provide opportunity for every pupil to make progress.
- To prepare pupils for the responsibilities, experiences, and opportunities of adult life.
- To enable pupils to learn to love learning.
- To develop the intellectual, moral, physical, social, spiritual, and creative capacities of all pupils
- To ensure that the curriculum incorporates statutory requirements, including the Equality Act of 2010, Fundamental British Values.
- To prepare pupils for the world of work and lifelong learning

All of the above is accessible to all students regardless of ability. The curriculum is further broken down in subject progression maps ensuring prior learning is revisited or consolidated before moving forward. This is designed so that each pupil reaches their optimum. Delivery and activity are differentiated according to the abilities and needs of students in all subjects and across the breadth of the curriculum.

The Curriculum is planned effectively to provide continuity and progression. It promotes an enjoyment of learning and is committed to learning and achieving. Students are taught the context in which skills acquired will be used in their daily lives thus moving away from superficial knowledge, giving a greater substance to the learning. Through the provision of rich and varied activities we aim to encourage the best possible progress and the highest attainment for all pupils. We support pupils to think creatively and solve problems. We aim to develop pupils' capacity to learn and work independently and collaboratively when required.

The Organisation of the Curriculum

From Years 7 to 11 we endeavour to meet the statutory requirements of the new national curriculum whilst enhancing the provision with robust coverage of Islamic studies (Ilm course), for all pupils.

Ilm course and Non-Advanced Islamic Studies

The course is designed to offer pupils an insight into the correct teachings of Islam and how this can be adopted in daily practices whilst living cohesively in modern British society. Pupils gain confidence in living as positive, Muslim, British citizens. In pursuit of this objective the study of Quranic and hadith texts are explored.

To aid this course of study pupils are taught Urdu and Arabic to enable a better comprehension of the text and to enhance the ability to spot and combat incorrect interpretations held by individuals who do not possess the skills acquired through this learning experience.

The 'Ilm syllabus covers the study of Nahwa, Sarf, Seerah, Tajweed, Urdu Grammar, History and Islamic beliefs. This develops in later years to the study of Tafseer, Usool, Adaab, Fiqh, Quranic Exegesis and Hadith.

The main mediums for teaching this area are English and Urdu. Pupils are not required to have any prior knowledge of the Urdu language before they embark on this course.

The curriculum is further enriched with regular lessons on Careers, PSHCE (including Citizenship), Religious Studies, Art & Design, ICT, QOPS (Quranic & Oratory Practice Sessions) and Nasheed lessons. The personal development of every student is at the fore of the curriculum and a conscious effort is made to adopt different aspects across the board.

Assessment and Examination

Assessment is formative, diagnostic, summative, evaluative and an integral part of all teaching and learning activities.
Recording and reporting of pupil's progress is the statutory duty for all teachers.
We believe there are two parts to assessment:

Assessment of learning and Assessment for learning.

- Assessment of learning, which is used to make judgements about attainment. It is the duty of all teachers to keep record of each pupil's achievements.
- Assessment for learning which is the process of seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there. Assessment for learning is on-going and an integral part of teaching and the learning process.

Assessment of learning finds out what pupils know whereas assessment for learning finds out what pupils know and then plans the pupil's next steps.

Aims

- To recognise and take account of the variety of prior experiences, learning styles and multiple intelligences of pupils.
- To enable teachers to identify achievements and plan for future progress.
- To ensure continuity and progression of pupil`s learning upon entry and then through KS3 and KS4.

Requirements

- On entry to Year 7 pupils will be assessed using a baseline assessment.
- A record must be kept of each pupil's academic achievements, progress, and other skills, which must be updated annually.
- Achievements must be logged in the agreed format.
- A written report containing achievements and future targets must be sent to each pupil's parents at least once annually.

Evidence

- The evidence of pupils' achievements can be taken from children's class work, discussion, tests, and assessments completed during the academic year.
- Assessment evidence can also be found in teachers' individual notes, evaluations, and comments in pupil's books.
- Evidence of assessments will be filed away in assessment files or books wherever relevant.

Monitoring

Monitoring is carried out in order to ensure that policies are put into practice, procedures are followed, and planning, teaching, and learning are of a high quality. It includes classroom observations by the head teacher, senior teachers or those nominated by the head teacher and learning walks, scrutiny of teachers planning, pupils books and teachers records.

Recording

Records should be concise, accessible, manageable, and meaningful. This could involve, marking, anecdotal evidence, check lists, storage of pupils work, pupils records.

Reporting

Reports should be informative, reflecting strengths and weaknesses. Included should be a summary of what the pupil has gained, positive achievements, progress made and areas for development. Grading of attainment and effort will be recorded.
Reporting to the next teacher could be verbal or written but must take place, including the passing on of all records.

Half termly or End of topic tests will be administered in all subjects alongside continuous informal judgements i.e. marking/feedback etc.

Public Examinations

Pupils will be expected to acquire GCSE's, the following will be options however this list is not exhaustive:

AQA English Language
AQA English Literature
Edexcel Mathematics
AQA Combined Science (Trilogy)
Edexcel History
Edexcel Religious Studies
AQA Urdu
Edexcel Citizenship
AQA Art &Design

The Post 16 curriculum will include the final three years of the Ilm course (Hidaya, Mishkaat, Bukhari) alongside A-Level / BTEC subjects. We expect all our students to have finished their GCSE studies by the age of 16. All A-level/BTEC studies need to be completed by the age of 18.

After completion of A-Level/ BTEC subjects there is the option for students to carry on at school to complete Ilm subjects as part-time students alongside other college/university studies or other commitments.