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## CURRICULUM POLICY

# DUIHS

## Changes, updates, reformations

<b>Date</b>	<b>User</b>	<b>Change(s)</b>	<b>Rationale</b>	<b>Pg</b>
06/11	Azmol Ali	<ul style="list-style-type: none"> <li>• Updates to terminology</li> </ul>	To establish the change for focus fundamentally on making progress	12
“”	“”	<ul style="list-style-type: none"> <li>• Removal of information</li> <li>• Update to information</li> </ul>	Detail regarding 'Geography' removed since it no longer exists in the DU curriculum. Details regarding ICT updated to reflect removal of ICT DiDa and removal from years 9 to 11.	13
“ “	“ “	<ul style="list-style-type: none"> <li>• TO BE UPDATED: NUMBERS OF LESSONS / CHARTS / STATEMENT TO REFLECT INCLUSION OF NATIONAL CURRICULUM SUBJECTS IN AM</li> </ul>		
15/01	Azmol Ali	<ul style="list-style-type: none"> <li>• Update: charts and stats regarding lesson quantity and provisions (National Curriculum)</li> </ul>		
30/01	Azmol Ali	<ul style="list-style-type: none"> <li>• Covid-19 updates</li> </ul>		
30/08	Azmol Ali	<ul style="list-style-type: none"> <li>• Logistical updates + Intervention</li> </ul>		
01/11	Azmol Ali	<ul style="list-style-type: none"> <li>• Inclusion of 'detention' statement as part of intervention strategy</li> </ul>	The introduction of detentions (parents informed) as part of improving the quality of education.	

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## **Introduction**

Darul Uloom Islamic High School (DUIHS) is providing education for pupils aged from 11 to 16 years. Established in 1985, DUIHS Birmingham has served the wider community by providing excellent, well nurtured, Ulama (Islamic Scholars) and Huffaz (Memorizers of the Qur'an) as model representatives of Islam to serve both the non-Muslim and Muslim communities alike. DUIHS is a madrasah and school combined, dedicated to the purpose of providing extensive knowledge of Islam and its values as well as a strong provision of the national curriculum. Our national curriculum is broad and balanced with the aim of providing outstanding learning and teaching.

## **Purpose**

The purpose of the Curriculum Policy Statement is to detail how the curriculum serves the needs of all pupils whilst adhering to professional standards and DfE requirements.

## **Overcoming the Covid-19 / Pandemic – Lockdown (VLE) and Social Distancing**

The lockdown and social distancing measures established have necessitated a change in strategy for deliverance of education and the education provisions as a whole. Being an independent school the reasons, in addition to the immediate effects, particularly revolve around financial setbacks. The following lists provide summary of the key changes undertaken and the impacts to learning.

Social Distancing in the school affecting education:

- Group-learning is restricted (in-bubble group work is under review)
- Non-contact activities where physical activity is required in Physical Education
- PE kits are to be worn under the uniform during PE days
- PE, where applicable, will be hosted at a later time in the timetable to avoid the need to change out of PE kits
- Where change is required for PE, it will be staggered and distanced
- Peer-to-peer assessment is only available online via Google Classroom and social platforms
- Science practical is restricted (awaiting further advice and risk assessment)
- Work, assignments, marking and feedback is predominantly assigned and completed via VLE
- Parent meetings / Parent days / consultations will take place via Zoom or Google Meet

Lockdown:

- Reduced timetable, prioritizing core subjects;
- ICT as a subject on hold – its relevant skills are applied through the VLE
- PE as a subject on hold;
- Madrasah Education subjects reduced to fundamental/core aspects: Fiqh, Hadith, Hifdh, Nazirah
- Increased break with encouragement of exercise and rejuvenation
- VLE learning via Google Classroom and VOIP modules including Zoom and Google Meet
- Post-lockdown 'Checkpoint Assessments'

*Details relating to the impacts of Covid-19 are in live-analysis.*

## **Whole School Philosophy**

We at DUIHS promote and teach the mainstream understanding of Islam according to the Hanafi Fiqh and maintain that these teachings are not in conflict with the laws of the UK. We uphold the correct teachings of Islam which are far away from extremism, terrorism or any form of violent protest. We do not endorse any school of thought over another. Through the teachings of Islam our curriculum unites our pupils in the worship of one god, Allah, the implementation of the highest levels of positive moral character and active community engagement and cohesion.

At DUIHS we aim to develop through the blessed teachings of Islam pupils who not only excel academically but who are outstanding community members in modern Britain.

We will do this by:

- Nurturing the abilities of all pupils to communicate effectively in speech and in writing; to listen with understanding and to become enthusiastic and responsive readers so that they can cope with the language demands in adult life. As our pupils are from many ethnic

backgrounds, we aim to use a wide range of multi-cultural literature and reference materials, to develop the self-esteem of all pupils.

- Promoting an understanding, tolerance and respect for all cultures, religions, and other people's lifestyle choices.
- Educating pupils about the dangers of religious extremism according to the Islamic faith and how to balance their religious duties and beliefs within the context of life in the UK.

Our school philosophy is disseminated throughout all aspects of our curriculum provision. In the afternoon session we follow the new National Curriculum aims and objectives for all our lessons. We do this by through a construction of schemes expertly developed through the consortium of expert practitioner input, commercial acquisition of accredited schemes and regular audit.

### **Practitioner Selection**

Recruitment Policy further elaborates on this point. DUIS has made the virtue to appoint practitioners who are qualified in their remit either as specialists or pertaining competency in the applied field. As such, there is an establishment of trust during appointment that the practitioner will be equipped to fulfil all the remits alluded to or stated in throughout this policy.

### **Equal Opportunities**

All subjects are taught in line with the Schools Equal Opportunities Policy. All pupils, regardless of their diversities outlined in the Equality Act 2010 under 'Protected Characteristics', shall have the opportunity to develop their full potential and scientific capability.

Planning at all levels ensures equality of access to our curriculum for all pupils. Pupils will be given the opportunity to work individually, in pairs, as part of a small group and as a whole class each term. Schemes of work are fully differentiated according to ability, aptitude and age and are used to guide and inform what is taught in class. Pupils are encouraged to use a variety of means for communicating and recording their work.

Teaching assistants and other educational support staff will work as directed by the teacher. Where staff are assigned to pupils with special educational needs, they are well briefed beforehand.

All pupils including those with special educational needs, undertake the full range of activities. Teacher assessment informs teaching and activities used in lessons. Annotated planning shows how activities have been adapted or extended for the needs of all pupils and, where appropriate, how they relate to Individual Education Programmes [IEPs].

The teacher learner ratio will not exceed 30:1 ratio, where necessary intervention is required management will accommodate accordingly.

### **Confidentiality, Health and Safety (GDPR / Safeguarding)**

All subjects are taught in line with our general school GDPR and Health and Safety policies. All activities both on and off site will be appropriately assessed for any risks or hazards and pupils will be advised and supervised accordingly. The school will always maintain statutory staff – pupil ratio's and ensure appropriate levels of first aid trained staff. All teachers will also be trained on handling data in the most correct manner to ensure pupils' and fellow colleagues' identities are not jeopardised.

### **What are our school aims?**

*Our ambitions are:*

- To recognise the individual needs and talents of each pupil and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities;
- To ensure that the curriculum incorporates statutory requirements, including the Equality Act of 2010, yet is flexible and relevant to pupils' needs;
- To prepare pupils for the world of work and lifelong learning.
- To instil awareness of legal rights and obligations to insist a law-abiding persona.

- To ensure the Islamic faith is delivered throughout the curriculum.
- To instil Fundamental British Values (FBV) along with high self-esteem for being a British Muslim.

### **A Summary of Educational Provisions**

Darul Uloom provides a demanded balance of traditional Islamic education and National Curriculum subjects which aims to nurture intellectual development, interest and enthusiasm for learning as well as achieving the highest results. We follow the GCSE programme of study for public examinations as a conclusive qualification in recognition of their course of study at the DUIHS. DUIHS is dedicated to teach beyond what is expected through drawing on a wide range of experience and techniques as well as adding an Islamic outlook to each subject. The school is experience, knowledge and intellect driven, with a progressive curriculum strategically evolving in respect to age and abilities. The intention is ultimately to develop minds and not just prepare for examinations. Qualifying examinations serve, therefore, as assessment for recognition of pupils' efforts and work, and token achievements towards the next stage in their educational and/or professional journeys.

At DUIHS there are two sections. The first, beginning each day, in the morning, is the Madrasah Education section, which begins specifically with the worship of Allah, to meet expectations as Muslims and to honour the expectations of the school ethos. In this section pupils learn a variety of skills; they learn the skills of literacy through the Arabic language, vocabulary pertaining to Arabic, History by understanding Islamic heritage, analysis, listening and speaking skills through the memorisation, recitation and tafseer of the Qur'an (discussion and analysis). They learn an array of schoolings that are applicable to their national curriculum subjects. The second is the National Curriculum subjects that cater specifically to SMSC and FBV whilst building up to the attainment of GCSE.

The Islamic Section is further divided into two separate directions:

- ◆ Alimi Classes (Primary focus: Sciences of Islam, Secondary: Memorisation of the Quran)
- ◆ Tahfiz al-Quran (Primary focus: Memorisation of the Quran, Secondary: Sciences of Islam)

Year 7 begin their first year preparing for Hifzul Quran or the Alimi section. Each pupil is set a target to memorise selected verses of the glorious Quran with proper Tajweed. The pupils are assessed every term. At the end of the academic year, teachers, parents and pupils will have a choice which section to enter. Either they can choose the Hifzul Quran section or the Alimi section.

National Curriculum education in DUIHS has year-by-year progression according to UK national standards. Madrasah Education section however, is organised to ability-based classes not by age-group or year group. Pupils are assessed prior to enrolment into specific classes and have opportunity to progress into higher groups by above-target increase in work ethic, progress and attainment.

### **Curriculum Map: Schemes, Assessment Strategy, Level Descriptors Grading, Audit**

A steadier understanding of the various depths of each curriculum can be found in the school's Curriculum Map (Update: under-review, due for completion June 2022). All schemes and assessments are analysed and ratified by the Curriculum leads.

The school's schemes, as aforementioned, are simplified to strategies outlined by the DfE's systemics on what DU has dubbed the three I's: Intent, Implementation and Impact. Each scheme is developed by lead practitioners, or by external support packages where the practitioner lacked, was unavailable or limited in the adequacy of skills required to lead on the project. Assisting its development, all schemes where possible and where national standards formally apply adhere to or are adapted according to accredited schemes and syllabi. Additionally, the curriculum is built in respect to the ethos of the school, embedding it in all aspects of learning. The schemes are in live development thereafter, with practitioners obliged to analyse, assess, develop and update according to yearly and demographic needs throughout the year. The following is a summary of the key elements addressed in each curriculum:

- Timeline breakdown
- Unit/topics
- Differentiation
- Intent
- Implementation

- Impact

The assessment strategy is further detailed in the assessments policy. Falling in line with the schemes, and marking each assessment period assigned in the DUIHS yearly calendar, assessments are constructed to adhere to the following list of parameters:

- Sanctioned practitioners will construct assessments for Ks3 according to topics leading up to assessment periods in the schemes of work
- Assessments should be accumulative, accounting the time leading up to each assessment point
- GCSE/iGCSE mocks should use past-papers or papers available through the exam boards
- Where necessary, the papers may be synthesized to appeal to the standard of accumulation
- GCSE/iGCSE mocks will differ with a holistic assessment of skills and knowledge

Grades and Level descriptors have been constructed in the same manner. Like the schemes, they follow a national standard and are further moderated and manufactured to be progressive. Taking into consideration year groups and abilities, the descriptors lead up to the thresholds and grade boundaries set out by corresponding exam boards. Further details on the grading system available in the DUIHS Assessment Policy.

Following a triennial pattern, the school conducts an audit lead by curriculum leaders that examines the quality of each curriculum according to existing and developing guidelines. Each curriculum is assessed on a week-by-week analysis of topics according to the following categories:

- Intent
- Implementation
- Impact;
- Outcomes
- Development
- Careers
- SMSC / FBV
- Equality / Diversity
- Weekly Theme– Assembly Link
- SRE
- Safeguarding, Wellbeing, Health and Safety
- Ethos / Islamic Relevance

### **Madrasah Education Section**

The Madrasah Education operates between 8.30am and 11.40pm with a 25-period weekly timetable each lesson quantifying 35 minutes.

Alimi classes

This section begins from Year 8 and in itself is extensive in the range of subjects and skills that it involves. The course is designed to prepare pupils to take the path in becoming knowledgeable Ulama (Islamic scholars) who have a thorough understanding and practice of all the basic and extensive teachings of Islam.

Alimi subjects include:

**Aqeedah:** Aqeedah is taught with the intention of informing and knowing about the six articles of faith: Belief in Allah, His angels, His books, His messengers, the Last Day and Destiny. There are also additional topics related to Allah's attributes and unseen matters. The pre-requisite to ensuring all forms of Ibadah are valid comes in the form of having the correct Aqeedah. This is why pupils of DU are required to study the subject from Year 7 to 10.

**Quran Tafsir:** The memorisation of some selected chapters of the Holy Qur'an. This subject has a huge variety of experiences for pupils. Verses can be recited in beautiful tones and melodies giving pupils creative experiences. Pupils become extremely confident as they get the opportunity to recite daily in the presence of their teacher and classmates.

**Hadith:** Prophetic traditions (the sayings, actions and approvals of the Prophet peace be upon him)

*Arabic (Inc. Morphology):* Various books are prescribed to enable the pupils in reading, writing, speaking and understanding classical and modern Arabic.

*Fiqh:* (Islamic jurisprudence) is taught with the intention of understanding and complying with the Shariah laws in personal, social lives and matters related to Hudud, Qisas and rulings on peace and warfare in the light of Quran, Sunnah, consensus and analogy. However, in DU, Ibadat is taught so that students place importance on purification, Salah, Sawm etc.

*Arabic and Urdu Calligraphy:* The art of writing Arabic in varied beautiful styles. This is incorporated into Arabic.

*Islamic History:* The history of Islam and Muslims from the time of the Prophet. This is taught through Urdu and Seerah lessons.

*Seerah:* A study of the life of the Prophet (May Peace Be Upon Him).

*Qur'anic Arabic:* Pupils learn Qur'anic Arabic through the study of the lives of the Prophets, from the Qur'an and the Ahadith.

*Nahwa:* Arabic grammar (Syntax). This is taught from basic upto advance level. It also helps pupils develop their English grammar knowledge and skills as they learn the different types of verbs, nouns and particles.

*Tashilus Sarf:* Arabic grammar (Morphology). This also helps pupils understand the origins of words in Arabic. Pupils literacy skills are further developed as pupils can identify how words have developed depending on their state. These skills are easily transferable for pupils and as a result pupils literacy skill improve.

*Dorosul Lughatul Arabiyah:* This entails the studies of grammatical functions in Arabic including syntax, phrases, sentence types and punctuation as well as studies of vocabulary.

*Sifatul Masadir:* This provides pupils a word-to-word understanding of Arabic, helping them develop a more comprehensive understanding of Arabic as a spoken (speaking and listening) and written (reading and writing) language.

## **Hifz Section**

Pupils in the Hifz section embark on the noble task of committing the whole Qur'an to memory. They undergo a rigorous routine of memorization designed to ensure completion within three years. In addition to their daily assessments, regular evaluations take place through monthly, termly, and end of year examinations. Darul Uloom employs very high calibre teachers who are Hafiz and Qaris. Hundreds of pupils have completed their memorization of the Qur'an here, and several of them have won local and national Hifz competitions. During Ramadan, many of the current and former Darul Uloom pupils lead the Tarawih prayers in mosques nationwide.

For the Hifzul Quran Section, pupils have 3 sessions linked to 3 targets from 8:30am - 11:45am. The 3 sessions are split up according to pupils individual abilities.

1. The first session and target are known as Sabak. This means to memorise new verses of the glorious Quran. Then to read the memorised verses to the teacher.
2. The second is known as Sabki. This is revising the last 5 days' worth of Sabak.
3. The third is known as Dohr. This means to read

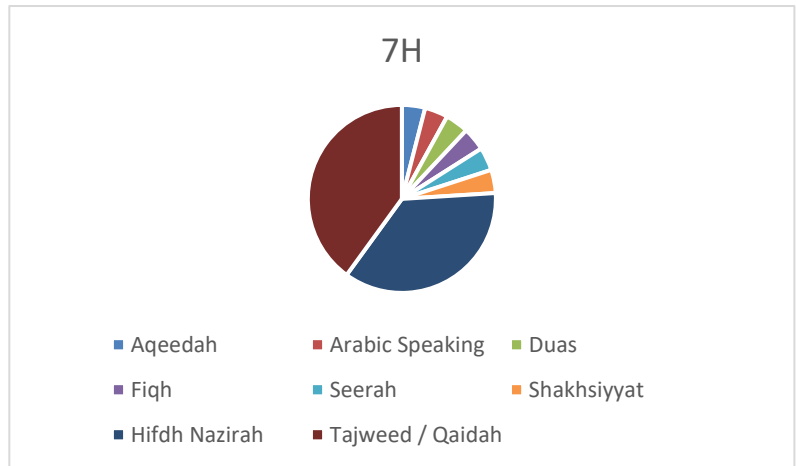


## Madrasah Education

Below is a break-down of current subjects taught as of September 2021 with measures related to lockdown. It highlights the quantity and duration of subject within Madrasah Education timings for each year group. It additionally considers the introduction of booster sessions to supplement year 11 in their NC development by reducing Islamic subjects that do not heavily impact their Islamic studies (see 'Intervention' – below). The charts are reflective based on 25 available lessons of Madrasah Education per week. H = Hifdh class, A = Alimi class

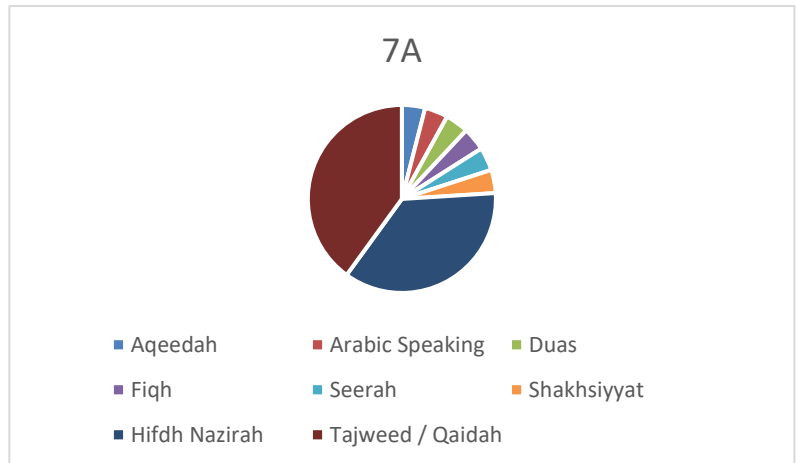
### Madrasah Education: Year 7H Subjects taught and breakdown:

Subject	%
Aqeedah	4
Arabic Speaking	4
Duas	4
Fiqh	4
Hifdh Nazirah	36
Seerah	4
Shakhsiyyat	4
Tajweed / Qaidah	40



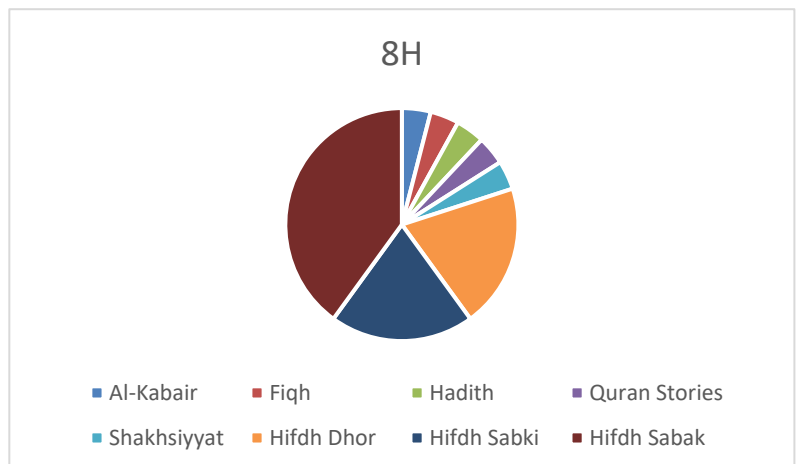
### Madrasah Education: Year 7A Subjects taught and breakdown:

Subject	%
Aqeedah	4
Arabic Speaking	4
Duas	4
Fiqh	4
Hifdh Nazirah	36
Seerah	4
Shakhsiyyat	4
Tajweed / Qaidah	40



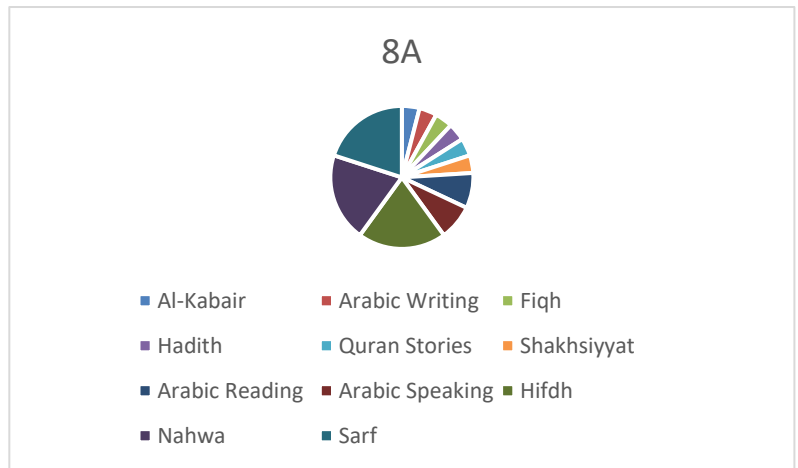
### Madrasah Education: Year 8H Subjects taught and breakdown:

Subject	%
Al-Kabair	4
Fiqh	4
Hadith	4
Hifdh Dhor	20
Hifdh Sabak	40
Hifdh Sabki	20
Quran Stories	4
Shakhsiyyat	4



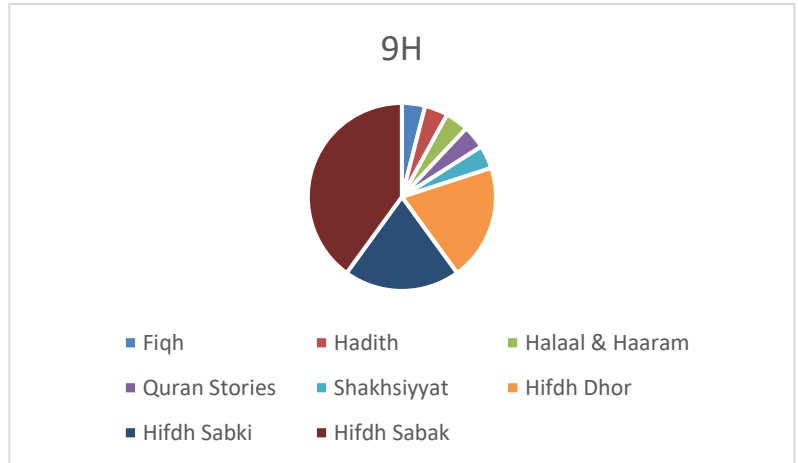
**Madrasah Education: Year 8A**  
**Subjects taught and breakdown:**

Subject	%
Al-Kabair	4
Arabic Reading	8
Arabic Speaking	8
Arabic Writing	4
Fiqh	4
Hadith	4
Hifdh	20
Nahwa	20
Quran Stories	4
Sarf	20
Shakhsiyyat	4



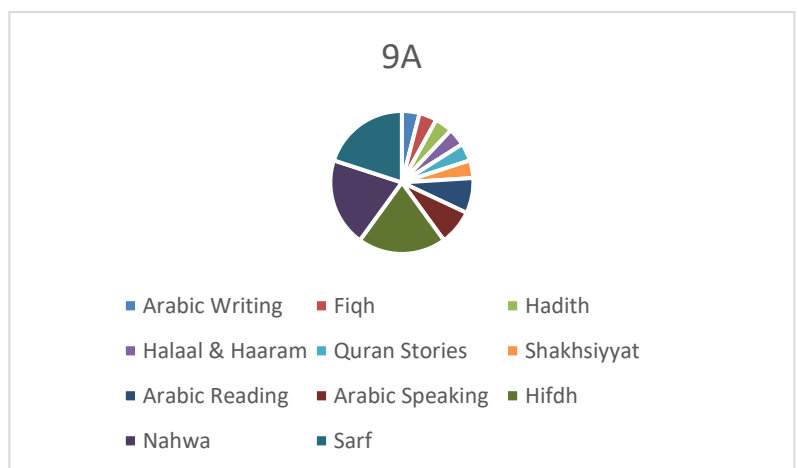
**Madrasah Education: Year 9H**  
**Subjects taught and breakdown:**

Subject	%
Fiqh	4
Hadith	4
Halaal & Haaram	4
Hifdh Dhor	20
Hifdh Sabak	40
Hifdh Sabki	20
Quran Stories	4
Shakhsiyyat	4



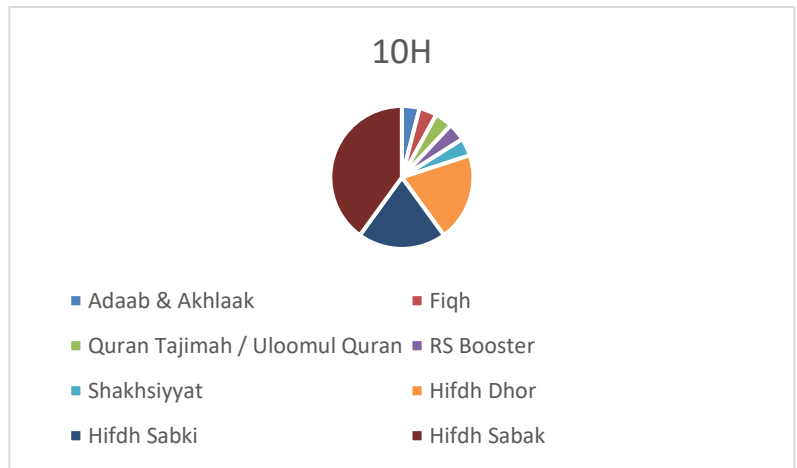
**Madrasah Education: Year 9A**  
**Subjects taught and breakdown:**

Subject	%
Arabic Reading	8
Arabic Speaking	8
Arabic Writing	4
Fiqh	4
Hadith	4
Halaal & Haaram	4
Hifdh	20
Nahwa	20
Quran Stories	4
Sarf	20
Shakhsiyyat	4



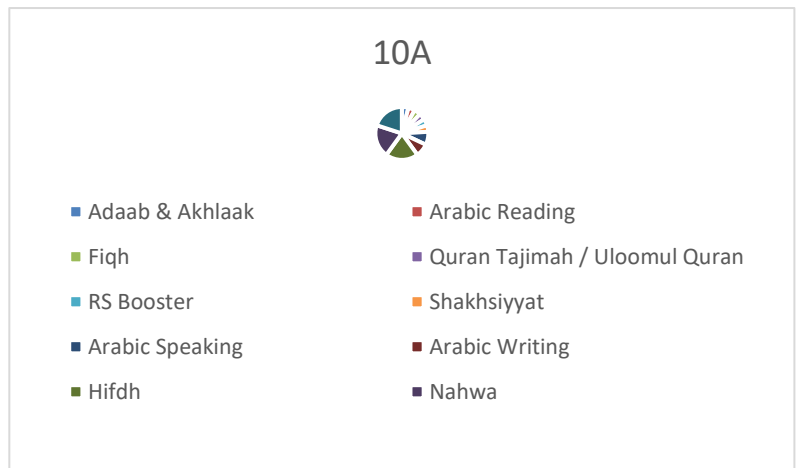
**Madrasah Education: Year 10H**  
**Subjects taught and breakdown:**

Subject	%
Adaab & Akhlaak	4
Fiqh	4
Hifdh Dhor	20
Hifdh Sabak	40
Hifdh Sabki	20
Quran Tajimah / Uloomul Quran	4
RS Booster	4
Shakhsiyyat	4



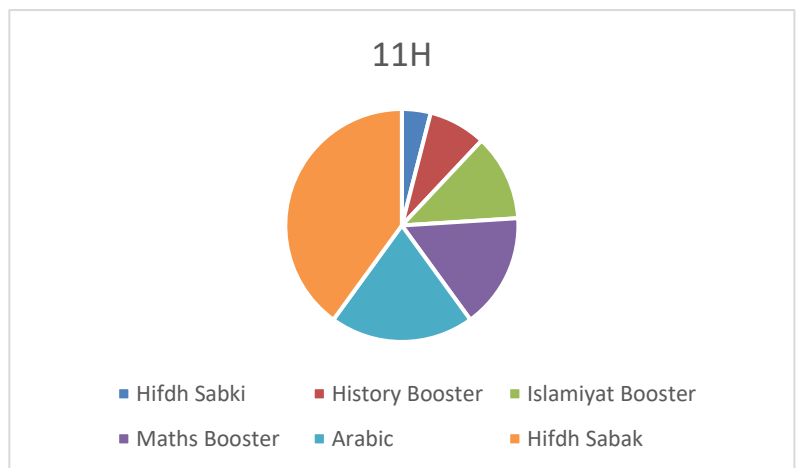
**Madrasah Education: Year 10A**  
**Subjects taught and breakdown:**

Subject	%
Adaab & Akhlaak	4
Arabic Reading	4
Arabic Speaking	8
Arabic Writing	8
Fiqh	4
Hifdh	20
Nahwa	20
Quran Tajimah / Uloomul Quran	4
RS Booster	4
Sarf	20
Shakhsiyyat	4



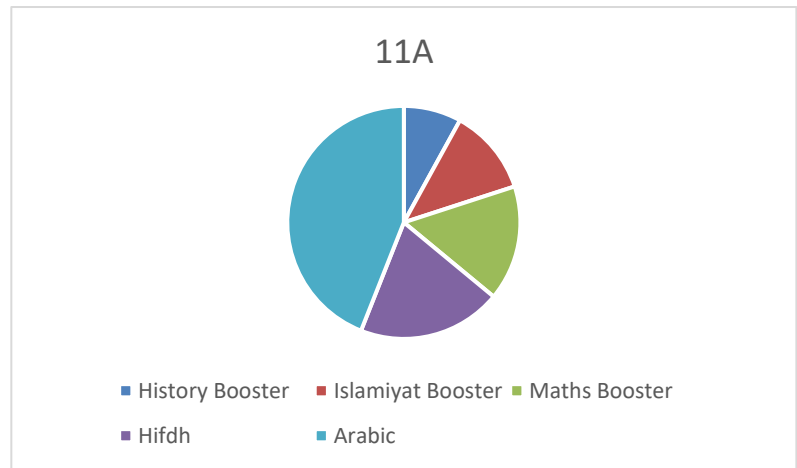
**Madrasah Education: Year 11H**  
**Subjects taught and breakdown:**

Subject	%
Arabic	20
Hifdh Sabak	40
Hifdh Sabki	4
History Booster	8
Islamiyat Booster	12
Maths Booster	16



## Madrasah Education: Year 11A Subjects taught and breakdown:

	%
Arabic	44
Hifdh	20
History Booster	8
Islamiyat Booster	12
Maths Booster	16



		7H	7A	8H	8A	9H	9A	10H	10A	11H	11A
Adaab & Akhlaak	AA	n/a	n/a	n/a	n/a	n/a	n/a	1	1	n/a	n/a
Al-Kabair	KB	n/a	n/a	1	1	n/a	n/a	n/a	n/a	n/a	n/a
Aqeedah	AQ	1	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Arabic	AR	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	11
Arabic Reading	ARD	n/a	n/a	n/a	2	n/a	2	n/a	1	n/a	n/a
Arabic Speaking	AS	1	1	n/a	2	n/a	2	n/a	2	n/a	n/a
Arabic Writing	AW	n/a	n/a	n/a	1	n/a	1	n/a	2	n/a	n/a
Assembly	ASM	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Duas	DU	1	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English Booster	EB	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Fiqh	FI	1	1	1	1	1	1	1	1	n/a	n/a
Hadith	HD	n/a	n/a	1	1	1	1	n/a	n/a	n/a	n/a
Halaal & Haaram	HH	n/a	n/a	n/a	n/a	1	1	n/a	n/a	n/a	n/a
Hifdh	HI	n/a	n/a	n/a	5	n/a	5	n/a	5	n/a	5
Hifdh Dhor	HI/D	n/a	n/a	5	n/a	5	n/a	5	n/a	n/a	n/a
Hifdh Nazirah	H/NZ	9	9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hifdh Sabak	HI/SB	n/a	n/a	10	n/a	10	n/a	10	n/a	10	n/a
Hifdh Sabki	HI/SK	n/a	n/a	5	n/a	5	n/a	5	n/a	1	n/a
History Booster	HB	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	2
Humanities	HU	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Islamiyat	IL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Islamiyat Booster	ILB	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3
Maths Booster	MB	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	4
Nahwa	NW	n/a	n/a	n/a	5	n/a	5	n/a	5	n/a	n/a
Nasihah	NSH	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Nazirah	NZ	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Quran Stories	QS	n/a	n/a	1	1	1	1	n/a	n/a	n/a	n/a
Quran Tajimah / Uloomul Quran	QT/UQ	n/a	n/a	n/a	n/a	n/a	n/a	1	1	n/a	n/a
RS Booster	RSB	n/a	n/a	n/a	n/a	n/a	n/a	1	1	n/a	n/a
Sarf	SRF	n/a	n/a	n/a	5	n/a	5	n/a	5	n/a	n/a
Seerah	SR	1	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Shakhsiyyat	SK	1	1	1	1	1	1	1	1	n/a	n/a
Tajweed / Qaidah	T/Q	10	10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## **National Curriculum Section**

Beginning in the afternoon, in addition to form and assembly periods, the National Curriculum section follows a 20-period week and 25 periods for Years 10 and 11. Each lesson lasts 45 minutes and is dedicated to National curriculum subjects only and refers to the afternoon timetable 12.05pm - 4:15pm and 5.00pm for Years 10 and 11. Boosters and Clubs range between a finishing time of 5.30pm and 6.00pm.

Darul Uloom achieves outstanding progress in public examinations for the National Curriculum subjects, consistently maintaining a leading position in the UK.

The subjects can be categorised into three distinctions: (a) Core – subjects that must be taken, (b) Additional – subjects that are supplementary, (c) Optional – subjects which well-performing pupils have the option to appeal for.

### **Our National Curriculum subjects include:**

#### ***Core: English Language / Optional: Literature***

A great emphasis is placed on English as a study as part of the curriculum. The ability to understand, speak and write in good English is of huge importance in present day society, and it aids in the learning of other subjects.

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. The overarching aim of the English department is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. KS4 pupils are entered for iGCSE English Language, and English Literature if they choose to. The school uses the Cambridge iGCSE examining board.

#### ***Core: Mathematics***

Mathematics is one of the core National Curriculum subjects taught at Darul Uloom. Great emphasis is placed on a subject that forms an important foundation for many career paths. Recent performance in this subject has been very impressive. KS3 pupils follow the new 'My Maths' syllabus which focuses on understand concepts and then applying these concepts when tackling problem solving questions. When pupils reach KS4 they will either complete the foundation tier or the higher tier. They will further develop their core knowledge and confidently tackle more advanced mathematical problems. The school uses Cambridge iGCSE curriculum. This has been designed to develop all pupil's problem-solving skills.

#### ***Core: Science / Optional: Triple Award***

The use of experiments and practical work is an integral part of the learning of science. Darul Uloom's science laboratory and preparatory room is equipped with appliances and apparatus that will enable pupils to acquire a comprehensive education in science from Key Stage 3 up to Key Stage 4, with the aid of specialist, well-qualified teachers. All pupils should leave having an outlook in life where Science to them is more than a lesson but is everywhere around us impacting our daily lives. The school uses the Cambridge iGCSE examining board.

#### ***Additional: Religious Studies***

This subject provides an opportunity to teach pupils about different religions and viewpoints, around the world. It is designed to create an appreciation and tolerance within the pupils for other ways of life, and the importance of learning to live in harmony in spite of differences in lifestyles and beliefs. The school uses the Cambridge iGCSE examining board.

## **Languages**

### **Core: Arabic / [Optional: Urdu, Bengali – not taught within school timetable]**

With a heavy emphasis on Islamic studies, the study of Arabic is compulsory and strongly emphasised. It is taught by specialists and focuses on the development of confident reading, writing, speaking and listening.

### **Core: Information & Communications Technology (7-10 – Functional ICT Qualification)**

Increasingly in this modern age, the use of computers is becoming indispensable in every sphere of society. Darul Uloom has a modern ICT laboratory equipped with the latest computers and accessories, so that pupils acquire a thorough education in this subject from between years 7 and 8. Furthermore, ICT equipment (computers, projectors etc.) is used throughout the Madrasah, displaying a clear focus on pupils acquiring literacy in IT. In Key Stage 3 pupils learn various programming codes and essential IT skills that will place them at an advantage when leaving the school.

### **Physical Education, Sports & Leisure Activities**

The Madrasah aims to offer all pupils the opportunity to achieve success, improve self-confidence, gain self-esteem and promote health and well-being through physical education. It also fulfils a part of our objective to teach pupils good, healthy and beneficial forms of entertainment. In addition to time-tabled lessons, a wide range of sporting activities are accessible during lunchtimes and after Madrasah every day. Pupils are able to pursue a variety of sports and games, including football, cricket, volley ball, table tennis, snooker and many others. The facilities now include a large playground which has been constructed to cater sufficiently for the increasing number of pupils.

### **Core: Islamiyat**

Pupils develop their understanding of the importance of the major beliefs of Islam, and of the early history of the Islamic community. Learners develop their knowledge and understanding of the main elements of Islamic faith and history, evaluating the meaning and importance of these elements in the lives and thoughts of Muslims. Although the syllabus is studied in English, some familiarity with passages from the Qur'an and Hadith in Arabic is assumed.

### **Core: Creative Arts (years 7 to 10 – no formal qualifications)**

Islam has a rich heritage of art and calligraphy. The pupils are given the opportunity to further their creative and aesthetic abilities, through the composing of their own works of art. We plan for each boy to develop his creative thinking skills to the full and develop their own creative interests. This can include Art and Graphics, Model making, Poetry and Qiraat as well as Drama. Although Creative Arts is not available for KS4 pupils many aspects of creative learning are available in English, History, Quran and throughout the rest of the curriculum.

### **Core: PSHE – no formal qualifications)**

This is a supplement to the personal and social education the pupils receive through the Islamic curriculum. The programme in the afternoon covers personal development, health and fitness, careers guidance, citizenship, and the enhancement of study skills necessary for success now and in the future. Pupils are taught the importance of democracy, how to respect the rule of law in England, individual liberty and different faiths. This subject supports our pupils to understand why they should elect pupil councillors to represent their concerns, queries and suggestions as well as familiarises pupils with the methods for electing candidates. Pupils are always intrigued by the aspect of debating and find our annual mock elections absolutely fascinating.

### **Core: Humanities/History**

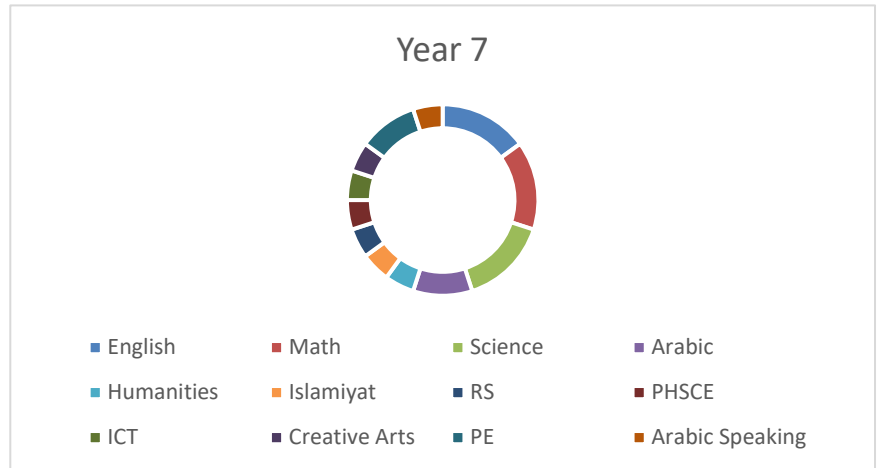
Newly introduced to the DUIHS in the later stage of 2020/21 academic year, this subject explores British History with a complementing study of Geography. The subject is critical and logical in its approach, combining the logistics of mathematics through its study of chronology and English studies through its analytical approach.

Below is a break-down of current subjects taught as of September 2021 with measures related to lockdown. It highlights the quantity and duration of subject within the National Curriculum timings for each year group. It is due to change with the reintroduction of ICT, PE and Creative Arts following the lockdown measures. The charts are reflective based on 20 available lessons of National Curriculum per week for ks3 and 25 for ks4.

### National Curriculum: Year 7

#### Subjects taught and breakdown:

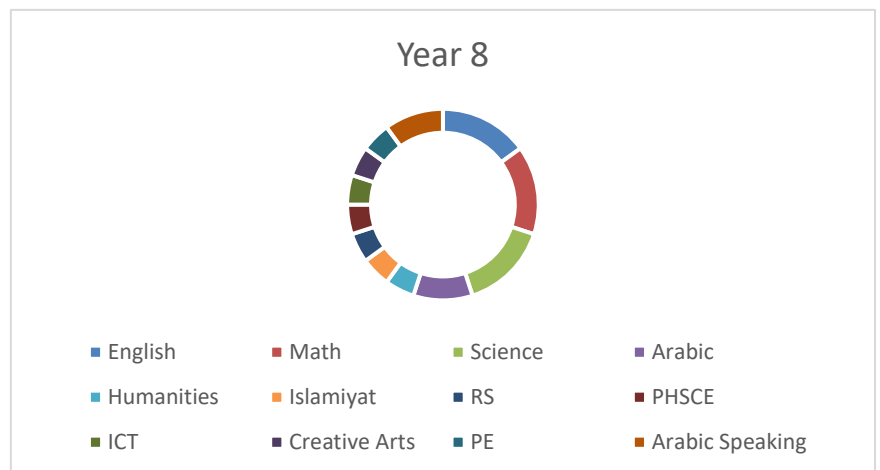
	%
English	15
Math	15
Science	15
Arabic	10
Humanities	5
Islamiyat	5
RS	5
PHSCE	5
ICT	5
Creative Arts	5
PE	10
Arabic Speaking	5



### National Curriculum: Year 8

#### Subjects taught and breakdown:

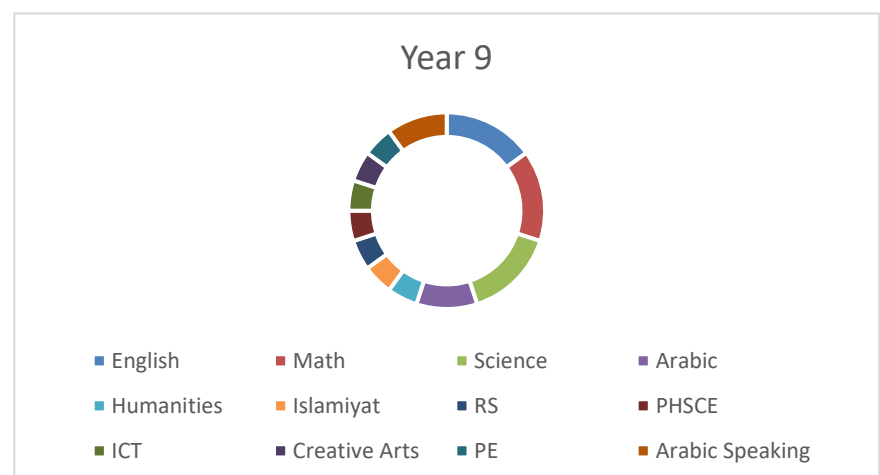
	%
English	15
Math	15
Science	15
Arabic	10
Humanities	5
Islamiyat	5
RS	5
PHSCE	5
ICT	5
Creative Arts	5
PE	5
Arabic Speaking	10



### National Curriculum: Year 9

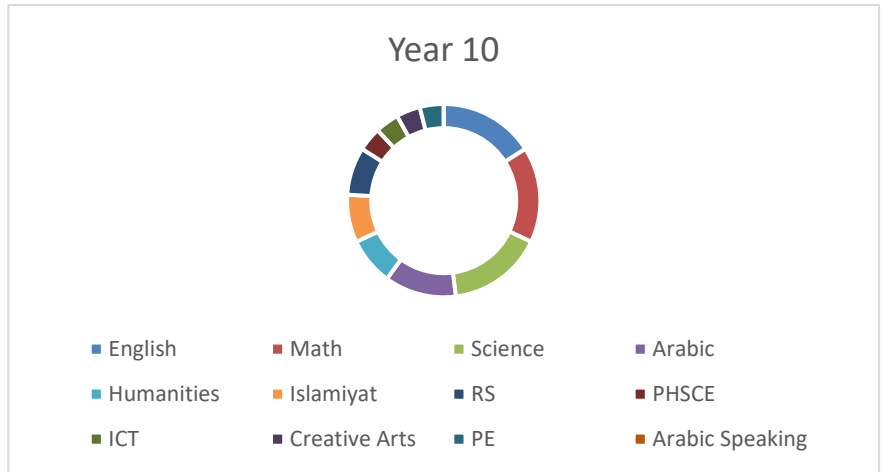
#### Subjects taught and breakdown:

	%
English	15
Math	15
Science	15
Arabic	10
Humanities	5
Islamiyat	5
RS	5
PHSCE	5
ICT	5
Creative Arts	5
PE	5
Arabic Speaking	10



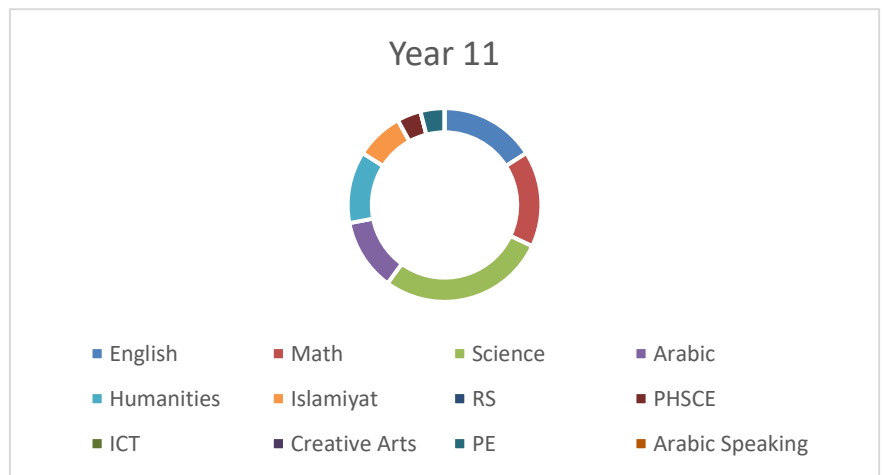
**National Curriculum: Year 10**  
**Subjects taught and breakdown:**

	%
English	16
Math	16
Science	16
Arabic	12
Humanities	8
Islamiyat	8
RS	8
PHSCE	4
ICT	4
Creative Arts	4
PE	4



**National Curriculum: Year 11**  
**Subjects taught and breakdown:**

	%
English	16
Math	16
Science	28
Arabic	12
Humanities	12
Islamiyat	8
PHSCE	4
PE	4



		Year 7	Year 8	Year 9	Year 10	Year 11
English	EN	3	3	3	4	4
Math	MA	3	3	3	4	4
Science	SC	3	3	3	4	7
Arabic	AR	2	2	2	3	3
Humanities	HU	1	1	1	2	3
Islamiyat	IL	1	1	1	2	2
RS	RS	1	1	1	2	n/a
PHSCE	PHSE	1	1	1	1	1
ICT	IT	1	1	1	1	n/a
Creative Arts	CA	1	1	1	1	n/a
PE	PE	2	1	1	1	1
Arabic Speaking	AS	1	2	2	n/a	n/a
		<b>20</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>25</b>



## Interventions

Particularly undertaken following a decline in performance levels during the Covid-19, causing pupils to be off their progressive journeys, the intervention package was designed and implemented to supplement learning, allowing pupils to return to a sense of stable progression. GCSE pupils (those in year 11 or within the final year of a course of study) will be subjected to additional, booster sessions in substitute of selected Islamic studies during the Madrasah Education timetable. The following list provides a breakdown of current intervention programmes in place to cater to overcome deficiencies and/or to further supplement and strengthen learning:

1. *Morning Boosters:* Particular focus with Islamiyat and Arabic to cater to historically lower results than other subjects and to enhance learning to overcome predictive developments
2. *Evening Boosters:* For GCSE specific NC subjects, year 10 and 11 have an operative timetable during which certain students (and those who voluntarily attend) will have a specific learning program to address deficiencies
3. *Segmented Learning:* Where additional periods are provided for Islamiyat and Arabic, the delegation has been spread with different experts tackling the various assessment objectives for each subject. For instance, there are three additional teachers, with the lead practitioner presiding, in Arabic, each of them catering to (a) Speaking and Listening, (b) Reading, (c) Writing. And for Islamiyat, an expert practitioner is provided to cater to the knowledgeable aspects whilst the lead practitioner focuses on aiding pupils in applying that knowledge in written practice
4. *Parental Intervention / Learning Plan Construction:* To create awareness, a desire for external services and a need for support at home, pupils are invited to intervention meetings with parents present to discuss current positions, targets and evaluation of work ethic and ability. Through this meeting pupils and parents demonstrate consciousness of the significance of a positive work attitude through creating a rota/timetable to be followed at home, with the commitment of development as well as understanding of how
5. *Learning Support Packages [In-process]:* The school is cognizant of its commitment to developing and improving the available provisions to enhance the resources for learning. Currently it is comparatively evaluating 'Doddle' as a modernized, virtual tool for national core subjects (Eng, Math, Sci) against the 'My..' series for each
6. *Enhanced Marking Strategy –* Reinforcing the teaching standards (and its growth), the school insists on a more progressive learning strategy where supplementary support is required.
7. *Assessment Development Strategy [In-process]:* Recognizing limitations with the current assessment grading system, the school is in the process of overhauling the strategy to be a more inclusive, communicative and impactful method. The objective is to make the levelling system effectively translated so pupils – and other stakeholders – can easily decipher the parameters associated with each level in the grading system
8. *Behaviour Strategy:* The school recognizes the correlation between positive behaviour and learning. By introducing the ASPIRE system with the new DETENTIONS system (see Nov-21 updates to Behaviour Policy), the school virtues to improve the quality of teacher-pupil interaction to ensure every spent minute in learning is conducive.

## Extra-Curricular Activities

To unearth, and to exceed, their mental capacities, pupils at Darul Uloom are given the prospect to take part in additional curricular activities that extend their abilities and knowledge in application to a creative approach to learning. Including participating in the school football team to compete with other schools and study skill development sessions.

In addition to activities within the school, our pupils take pleasure in taking day-trips to visit cultural, religious and socially significant institutions to develop appreciation and understanding for the society they reside in.

Darul Uloom understands its legal duty & actively strives to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs as per section 78 of the Education Act 2002. 6 Mainly (though not exclusively) through PHSE lessons and assemblies, the school challenges opinions or behaviours in school that are contrary to fundamental British values.

Through the provision of SMSC, Darul Uloom:

- enables pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combating discrimination. It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with

### **School Council**

The school's council gives pupils first-hand experience in the democratic process and system solidifying the understanding of democracy. Candidates are elected through pupils voting for others campaigning to become a school councillor. After pupils have been elected, pupils communicate with their councillors to bring about change to benefit the school and pupils.

### **Career Development**

We have a dedicated a careers room and have designated a careers advisor to give impartial advice to pupils regarding their future aspirations. We also regularly bring in speakers from the world of work to give pupils an insight into work expectations as well as the opportunity to clarify questions and explore their inquisitiveness. Pupils are able to gain a deeper understanding of specific jobs allowing them to make informed choices about their future. Pupils are required and supported to complete a work experience placement.

Pupils attend the NEC skills show to enrich their understanding and participate in Web-seminars with The Big Assembly to enrich their understanding of future prospects.

### **Examination Entry**

It is school policy to enter all pupils for public examinations in the core courses they have been following. The tier of entry, whilst it will be discussed with the pupil and parents, remains the decision of the school.

In exceptional circumstances, such as failure to complete a significant amount of coursework, extremely low attendance or serious behavioural conduct the school may withdraw a pupil's entry of additional GCSEs for one or more examinations. This will be determined following a series of unpromising meetings with the individual and parents, interventions, opportunities for redemptions, mentoring and all exhaustive strategies to provide the necessary support. Consistent failure will establish a conditional opportunity to redeem and failure thereafter will ensue the necessary actions.

Optional iGCSE/GCSE subjects will be offered on the basis of progress and achievement. The conditions include but are not limited to at-least good attendance and punctuality, consistent meeting of targets, positive subject-teacher reference (where relevant), positive mock assessments and behaviour.

### **Monitoring, Reports, Consultations and Tutorials**

Constituent elements of the Curriculum Policy are monitored throughout an academic year. The Head teacher and curriculum leaders monitor all aspects of the curriculum primarily by analysis of curriculum reports and school performance data. Deep-dives will additionally be conducted in a four-part consulted strategy:

- Lesson observations
- Scheme analysis
- Student interviews / focus sessions
- Teacher interviews

Each teacher uses formative as well as summative assessments to monitor the progress of the National curriculum. Upon entry, pupils undertake a baseline assessment to determine their starting points as well as justify the Ks2 results (if available and/or provided). There are two formal assessments through the year and with the Covid-19 measures there is the introduction of Checkpoint Assessments to be administered circumstantially. Such assessments will typically take place following a lockdown to revisit grades and identify shortcomings. Progress data then will be used to plan teaching and learning.

Pupils are given a daily report book to monitor their progress of memorising the Quran or the progress of learning the Islamic sciences.

Parents are welcome to speak to the teachers at any time and two formal parents' meetings take place every academic year. Also, pupil progress reports are given every term. The reports will provide data efficiently with a conducive approach to helping pupils and parents understanding the specific requires required for further progress. Reports are reviewed for accuracy in grammar and language clarity by senior leaders prior to release. They are electronically delivered through the HUB.

Information detailed in the reports is as follows:

- Numerical report of behaviour: count of merits, referrals and RTL referrals
- Attendance and punctuality figures
- Current levels per subject
- Expected levels per subject
- Target levels per subject
- Three specific targets towards the next level of progress per subject
- Progress judgement: graded by A for 'outstanding', B for 'adequate', C for 'inadequate'

Twice a year these reports will be followed by parent meetings and consultations the following day, during which parents/guardians will receive an elaboration of the reports in addition to discussions regarding pupils' work ethic and behaviour in classes.

A further report is developed to determine year 11 positions following their earliest mock examinations. These reports are paired with one-to-one meetings that are accompanied by parents/guardians, during which discussions of current progress, abilities and plans take place.

### **To be read in line with:**

1. Keeping Children Safe in Education Proposed Revisions September 2021
2. DU Policies: Safeguarding, Anti-bullying, Health and Safety and Equal Opportunities, Prevent, FBV, Trips, Behaviour, Admissions, Recruitment
3. Curriculum Map (Update: In-development as of Jan 21)
4. DUIHS Schemes/Overviews
5. DUIHS Level Descriptors/Marking Thresholds
6. Ofqual/JCQ Guidelines
7. Exam Board Specifications (as relevant to subjects): AQA, Cambridge, Edexcel, OCR
8. Curriculum Research: Assessing Intent, Implementation and Impact (2018)