

IRIS School

CURRICULUM POLICY

The **IRIS School** is committed to ensuring that the curriculum is broad, balanced and differentiated, in order that the needs of all children are provided for, whatever their gifts and talents. The school aims to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children. We believe that intelligence is multi-faceted, and children learn in different ways; the curriculum must support this. In the daily living out of our Muslim faith, we aim to ensure that religious education and spiritual development will permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. We do our utmost to maximise success for all children by giving them the best teaching and learning experiences. This curriculum comprises of the core subjects and the foundation. Personal, Social and Health Education is also taught through our assemblies and creative curriculum.

Our purpose at IRIS SCHOOL is, in partnership with the community, to successfully educate, inspire and enrich our future generations. Our school through its Muslim values and British values and caring community seeks to inspire each individual to achieve and grow.

At IRIS SCHOOL we will aim:

- To ensure that all pupils receive their full entitlement to the whole curriculum
- To provide a relevant challenging curriculum in which pupils will be encouraged to reach their maximum potential.
- To provide a curriculum that will not only motivate children but also encourage them to understand the purpose and enjoyment of learning.
- To provide an environment where children apply their knowledge, skills and understanding with confidence whilst developing their ability to investigate and problem solve through discussion, prediction and evaluation.
- To provide a stimulating and vibrant environment in order to support positive attitudes to learning.
- To encourage children to respect and value other cultures and beliefs, to uphold British values and ultimately to become caring, confident and educated members of a multi-faith, multi-cultural society.
- To develop positive attitudes and an awareness of the needs, strengths and qualities of others in order to work, share and grow socially and emotionally, spiritually and morally, physically and intellectually.

PRIMARY: KEY STAGES 1& 2

All teaching in primary is linked and is in line with the new National Primary curriculum 2014. The teachers plan, teach and assess using the specific objectives listed in the curriculum in all subjects.

The primary curriculum offers pupils the opportunity to study subjects including Art, Humanities, Science, ICT over and above the core elements of English and Maths. Literacy

and Numeracy are encompassed in all the lessons and at the end of KS2 most pupils achieve results well above the national average for their SAT results.

In addition, Religious Education is offered throughout primary. Islam is taught with a more holistic approach and focuses on nurturing and building positive values. We aim to ensure that RE and spiritual development will permeate every aspect of the curriculum, so that it is explicit and implicit within the curriculum. Pupils are taught about other faiths and from a very young age the values of God consciousness, respect and tolerance are embedded and underpin all aspects of life in school and beyond.

Through the PSHE lessons we aim to build the whole individual by helping them to achieve their full potential spiritually, morally, physically and mentally. We believe that through developing a positive independent mind set, pupils are able to thrive in school and make a positive contribution to society.

Key Stage 1			
	Year 1	Year 2	Year 3
English	6	6	6
Reading	1	1	1
Writing	1	1	1
Math	6	6	6
Science	4	4	4
Geography	2	2	2
History	2	2	2
IT/Computing	1	1	1
RE (Islamic)	2	2	2
Art	1	1	1
PE	2	2	2
PSHE	2	2	2
Total	30	30	30

No of lessons allocated to each subject and teacher

Key Stage 2			
	Year 4	Year 5	Year 6

English	6	6	6
Reading	1	1	1
Writing	1	1	1
Math	6	6	6
Science	4	4	4
Geography	2	2	2
History	2	2	2
IT/Computing	1	1	1
RE (Islamic)	2	2	2
Art	1	1	1
PE	2	2	2
PSHE	2	2	2
Total	30	30	30

Assessment

All classes from Year 4 to 6 follow the Curriculum programme of studies, where the school will be developing its own system of assessments based on age-appropriate objectives, with Year 6 being assessed at the Key Stage using the SATS format. The school is now following the new assessment framework of age-related bands.

Curriculum Enhancement

At IRIS School, we believe in maximising the potential of each child and acknowledge that learning takes place in different environments and manners. Our aim therefore is to make sure that various opportunities are provided throughout each year.

Educational trips are carefully planned and linked to the curriculum topic being studied for that term. Workshops and activities are booked which enable the children to build on and consolidate the learning in class. The Natural History Museum, Science museum, Hampstead Heath Education Centre, and Kew Garden are amongst a few of our regular visits.

The pupils also visit the local library and take advantage of Queens Park and the local area to further their learning. We always endeavour to use public transport when undertaking any visit so that the children build on their awareness of the outside world and grow into responsible citizens.

Regular school assemblies presented to students enable students to build on a variety of skills such as public speaking, drama and presentation.

Charity days are held throughout the year where pupils raise money for a local charity; a national charity; British Heart Foundation and an international charity Mahak. This teaches the pupils to develop qualities such as empathy and selflessness which are so prevalent to our faith and British society.

In year six, the pupils are prepared for secondary school life by linking with the local Brent Police who arrange a session where different public services present a workshop on 'How to be Safe'. They also come into school to talk about using public transport safely and wisely. In addition, a transitional session is arranged where pupils from secondary come in to talk to the year six pupils to prepare them for life in secondary school.

Sports Day is organized every year in Paddington Park where pupils take part in a variety of track and field events encouraging both team building and physical exercise. The day is thoroughly enjoyed by parents/ carers and the pupils alike.

SECONDARY: KEY STAGES 3 & 4

At KS3 we follow the national curriculum guidance as produced by the DFE, department leaders and subject teachers ensure that the prescribed and recommended content is planned and delivered accordingly.

Pupils have the opportunity to study an enriched curriculum offering Art, PE, Humanities, Science, French, Citizenship, Business Studies, Psychology, Islamic Studies and the core elements of English and Math.

All pupils study English from Year 7, starting the GCSE content in Year 9. At the end of Year 11 they all sit for their English language and English literature GCSE.

Pupils follow the Maths programme of study throughout KS3, which provides them with the foundation to continue with the GCSE at KS4.

Science is taught as 3 separate sciences at KS3, with the introduction of the GCSE content in Year 9. In Year 10 pupils are given the option of studying the Trilogy (combined Science) or Science as three separate subjects. Most of our pupils opt for the latter.

Pupils start their RE study of Islam and Christianity. This enables us to offer the pupils an extra subject at GCSE.

At KS4 pupils will be given the option to choose three subjects from the following; Computing French, Geography, History, Psychology and Business studies, this gives pupils the opportunity to study a wider range of subjects at GCSE.

The MFL department includes Arabic and Persian and the majority of our pupils sit for their Arabic and Persian GCSE as early as Year 9. French is also offered as a subject at KS3 and KS4.

Pupils are given the opportunity to learn the Fundamental British values through their Citizenship lessons. This is timetabled as a subject at KS3. PSHE lessons are timetabled simultaneously with the Citizenship lesson, and once a month, form tutors follow a set programme of study which further focuses on the self-development of the pupils throughout KS3 and KS4. This is further enhanced through trips and extra-curricular events.

P.E is compulsory throughout and pupils are given the opportunity to participate in many different team sports. Depending on demand sports clubs are offered after school for pupils to pursue their interest further.

Art is taught throughout KS3 and due to timetable constraints, it is not offered at KS4. However, the school does endeavour to provide an after-school Art club for those pupils who wish to take it up. The new Food Tech room enables pupils to practice their cooking skills and all classes throughout KS3 and KS4 are timetabled in at least once a term to use this new facility.

No of lessons allocated to each subject and teacher

Key Stage 3				Key Stage 4		
	Year 7	Year 8	Year 9		Year 10	Year 11
English Language	2	2	2	English Language	2	2
English Literature	2	2	2	English Literature	2	2
Math	5	5	5	Math	5	5
Physics	0	0	0	Physics	2	2
Biology	0	0	0	Biology	2	2
Chemistry	0	0	0	Chemistry	2	2
Science	4	4	4	Science	0	0
French	2	2	2	French	3	3
ICT	1	1	1	ICT	0	0
Geography	1	1	1	Geography	0	0
History	1	1	1	History	2	3

Art	2	2	2		Business Studies	2	2
Religious Studies	2	2	2		Religious Studies	2	2
Citizenship/PSHE	1	1	1		PSHE	0	0
PE	2	2	2		PE	1	0
Total	30	30	30		Total	30	30

Assessment

Pupil progress is monitored through both formative and summative assessments throughout the year. Exams are conducted at the end of each term and subsequent reports are sent to parents/ carers to enable them to assess their child's progress.

We have now converted all our NC levels to the new 9-1 GCSE assessment framework. We intend to use this new system for our first term reports and to track and monitor pupil progress throughout the year. This new system will allow us to set pupil targets at the beginning of each year and RAG (Read, Amber, Green) track each individual pupil to measure performance and progress.

Our marking policy further allows us to monitor pupil progress as all teachers use a standard format in giving pupil feedback. Formative assessments are done throughout the year with the addition of summative assessments at the end of each term. This allows the school to monitor pupil progress and evaluate and compare its performance against national figures.

Curriculum Enhancement

The school prides itself in the ways it is able to enrich and enhance the curriculum. School trips are organised on a regular basis to compliment the teaching of the National Curriculum. In English, this includes trips to the theatre and drama workshops at The Globe and Harry Potter Studios, the Royal courts of Justice and Kidzania to name a few. In Science pupils visit Science exhibitions and take part in the Science live conference every year. Museum and field trips are organised for History and Geography respectively.

Taking on school responsibility is encouraged through the election of the School Council, where representatives from each class have regular meetings and then present their ideas for school improvements to the Head teacher. Prefects are appointed in Year 11 and every year elections are held for Head boy / Head girl positions.

Every year the school hosts a Charity Day for Mahak Charity where pupils are given the opportunity to raise funds through sponsorship, football tournaments, plays and fashion shows.

Pupils are also provided with Career Guidance in their Citizenship lessons. In Year 10 all the pupils go on work experience for a week. Career Days are also planned with visits from a wide range of professions to give pupils an insight into different career options. Every year we host a College Information Evening for Year 11 pupils and parents/ carers where we discuss college applications, A level choices and alternative pathways to higher education.

The school hosts an Annual Sports Day where the pupils have an opportunity to compete in track and field events and sports tournaments. Often the winning team has the privilege of playing the last match with the teachers and this event is thoroughly awaited by all.

Our Enrichment Policy further covers detail of all our trips and activities and should be read in conjunction with this policy.

Additional Information

Extra-Curricular

A variety of after school clubs are offered to primary and secondary pupils, and they form an integral part of enriching the curriculum. This year the school is successfully running a variety of after school clubs including Football, Taekwondo, Art, Arabic and Persian. The clubs on offer vary every year depending on the demand and the school continually endeavours to provide pupils with a variety to choose from every term.

Staff Training and Issues

In order to keep up with the new 9-1 GCSEs all staff were sent on training in accordance with their exam board. Furthermore, our staff are continuously encouraged to keep up with current legislation and support is provided for all staff through lesson observations, CPDs and line manager meetings.

The school has employed a new Health and Safety Officer to help with meeting building and maintenance regulations and compliance as well as the new Medical Officer for the school.

Future Planning

Plans are in place to offer a creative subject at KS4, but due to time table constraints, this has been difficult. At the moment pupils at KS4 have the option of the after-school Art club and access to the Food Tech room, but the school is looking into possibilities of expanding this further.

Staff responsible: Mrs Lona

Update: September 23

Review date: Sept 24