



King Fahad
Academy

KING FAHAD ACADEMY

KFA CURRICULUM POLICY

Reviewed: June 2021

Next Review: June 2022

Reviewed by: Academic Deputy Heads

Approved by: Director General

Committed to a balanced education

Since its foundation in 1985, the King Fahad Academy (KFA) has achieved an impressive reputation as one of the leading independent Islamic schools in the United Kingdom. Providing a comprehensive international bilingual education to students aged 3-19 years, the KFA offers a curriculum that blends the rigour and innovation of the National curriculum with the ethos and values of the Islamic faith. The KFA aims to cultivate in its students, through their own faith and culture, an understanding and respect for other cultures and ways of life.

The KFA curriculum policy refers to the range of interaction and experiences; outcomes and expectations for learning with reference to the KFA mission, vision, philosophy, the written and co-curricular structures and strategies that promote learning and enable our students to acquire knowledge, understanding, skills and the ability to adapt to changes in the world around them.

Aims:

The King Fahad Academy aims to offer a broad and balanced curriculum to all students, ensuring equal access to learning to all and appropriate levels of challenge and support. Our curriculum also aims to:

- Support and enhance our core values of kindness, tolerance, respect and excellence
- Promote a positive attitude towards learning
- Enable all students to develop relevant knowledge, understand concepts and acquire the skills needed for life, further study or careers
- Enable all students to go on to appropriate further study by providing access to the necessary qualifications
- Provide a full range of subject choices to all students, including the arts and technology subjects
- Provide in-depth, challenging learning that support students' spiritual, moral, social and cultural development
- Support and encourage healthy lifestyles
- Provide students with the knowledge and skills required to keep themselves safe at school and in the wider world

Teaching and learning:

The curriculum structure and delivery should transform the academy into a centre of outstanding and inspirational teaching and learning where teachers and pupils are actively supported and motivated to provide first-class teaching and excellent learning; where pupils are expected to succeed, to be independent learners and to become what they aspire to be. Our approach is to ensure that:

- The curriculum motivates all students and takes account of their individual needs to ensure that progress in learning is achieved.
- The curriculum fulfils the expectations of the National Curriculum Standards and Practices learners, and promotes international-mindedness and respect of other cultures.

- Teaching of academic honesty is central to teaching and is highlighted in all the teaching and learning policies in the academy.
- The curriculum is planned to cater for the needs of EAL, AAL, G&T and SEN learners
- There is a programme of PSHE that supports the development and awareness for active, healthy and responsible citizenship.
- The curriculum provides a range of co-curricular initiatives that includes excursions, visitors to the school, and trips, facilitating learning beyond the classroom leading to enrichment and enhancement of learning.

Curriculum Intent:

The curriculum is subject based, with all students studying the full range of subjects in each year group.

Based on the needs and the context of our school, we have chosen to use the National Curriculum as our base and guide to develop our programme of learning. Our current programme challenges students to excel academically and personally. It aims to inspire a love of learning throughout life. It develops critical and creative thinking skills that are needed by students in their future as global citizens. It instils confidence for students to be agents of positive change in an increasingly complex world.

As a school with an Islamic ethos, our current and intended programme focuses beyond the academic realm into personal and spiritual growth. The varying needs of our pupils are met through a concept-driven, internationally minded programme. The National Curriculum is a framework that guides the teaching and learning at the Academy.

The breadth of our current programme allows us to cater for the wide-ranging needs of students. For the content of the programme, we use the national curriculum for most subjects other than Arabic and Religious Studies. The curriculum is also planned and sequenced to build on previous knowledge and is built towards defined end points. The chosen curriculum provides an academic breadth across a range of subjects. The programme is an inclusive and highly ambitious one that does not provide a reduction for disadvantaged or pupils with SEND. The inclusion of cultural capital embedded in the programme equips students with knowledge that is beneficial for them throughout life.

EYFS:

Intent

The King Fahad Academy is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;

- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- make inclusion a thread that runs through all of the activities of the setting.
- to work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- to understand and follow children’s interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.
- to create an indoor and outdoor environment which supports learning.
- to prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make good progress from their starting points.
- to support transition into KS1.

Key stages 1 and 2:

- At Key Stages 1 and 2 (Year 1 to Year 6)) students study the following subjects: English, Mathematics, Science, Art and Design, History, Geography, Physical Education, Islamic Studies and Arabic as well as taking part in weekly assemblies
- Being a bilingual school pupils study both English and Arabic

Key Stage 3

- At Key Stage 3 (Years 7 to 9) students study the following subjects: English, Mathematics, Science, Arabic, Design & Technology, History, Geography, World Religions, Art, Drama, Physical Education, Quran & Tilawa as well as taking part in weekly assemblies.
- Pupils study both English and Arabic languages, leading to accreditation in two languages at the end of Key Stage 4.

We have allocated the following amount of lessons to each subject as our mainstream curriculum:

Key Stage 3	English	Maths	Arabic	Science	Geography	History	RE	Drama	DT	Art	PE	PSHE	Quran	Assembly	Saudi Citizenship	Total
Lessons	5	5	5	5	1	1	1	1	2	2	3	1	1	1	1	35

Key Stage 4

- The recommended guided learning hours (GLH) for a GCSE subject is 120 with a total qualification time (TQT) of approximately 200 hours.
- The difference in time is to account for expected homework, private study and examinations which is in addition to the actual classroom time (GLH).
- The context of our school is such that we allocate time in the curriculum for both Arabic language development and time dedicated to the Islamic faith, including prayer and Quran recitation.
- Within the time constraints of the two points above and based on a 38 period week (45 minute lessons)

We have allocated the following amount of lessons to each subject as our mainstream curriculum:

Key Stage 4	English L&L/IGCSE / EAL	Maths	Arabic	Biology	Chemistry	Physics	PE	Opt 1	Opt 2	Opt 3	Quran	Religious Ed	PSHE	Assembly	Total
Lessons	5	5	4	2	2	2	2	3	3	3	1	1	1	1	35

EAL Pathway

- For students who arrive with a low level of English in Year 9 or Year 10 we can offer a separate pathway which is weighted in favour of BTEC courses which are broken down into coursework units and an examination
- The weighting of coursework to examination is 70/75%-30/25% in favour of the coursework units
- Students on the EAL pathway could sit an IGCSE in English as a Second Language (ESL) or Cambridge English exam rather than the mainstream GCSE in English Language and English Literature, which heavily favours native English speakers

The Option blocks will be made up of the subjects below:

Option blocks:

1st Option	BTEC Sports	Design & Technology	History
2nd Option	BTEC Business	ART	Religious Education
3rd Option	BTEC ICT	Drama	Geography

*BTEC subjects offered at key stage 4 are level 2 qualifications equivalent to a GCSE.

Potential pathways to explore:

Academic	Religious Studies	Geography	History	(Essay Based Pathway)
Creative	Art	Design & Technology	Drama	(Expressive Pathway)
BTEC	Sport	Business	Information & Technology	(Unit Based Pathway)
Engineer	History	Design Technology	Information & Technology	(Factual Based)
Business	Geography	Business	Information & Technology	

The subjects have not been blocked as it is the intention to get an indication from the students as to which subjects they would like before we block them. We plan to create a fully vocational pathway whereby students can choose 3 BTEC options. This will be steered by the student choices.

Key Stage 5

- The Key Stage 5 curriculum caters for learners of all abilities. The 6th Form Foundation Course caters for those students who need a pathway to foundation, as well as applied (BTEC) courses at level 3 and A levels in a full range of subjects.
- The recommended Guided Learning Hours (GLH) for an A level or a Level 3 BTEC course is 360 hours over 2 years. This number of hours requires the Academy to allocate 7-8 lessons per week for each subject.
- The context of our school is such that we allocate time in the curriculum for both time dedicated to the Islamic faith and Quran recitation and exploration.
- The Academy offers a BTEC and A' Level pathway (or a combination of both) to our students. This intention is to allow for choice in subjects as well as allowing the students to tailor the assessment methods and styles to match their own learning needs.
- The students are allowed to choose no more than 4 subjects to study from the option blocks and no less than 3. There is academic and attitudinal entry criteria to be accepted on to the courses.
- In addition to the option blocks, our students are encouraged to complete an Extended Project Qualification (EPQ). This is a 5000 word project on any subject matter that they choose. It is intended to prepare students with the research skills, presentation and referencing skills that they will need in order to be successful at university. The value of the EPQ with regards to UCAS applications is half of an A' Level.
- All of our students will be given the time in the timetable to be part of the Student Led Council (SLC) and the Model UN (MUN) as part of our commitment to developing well rounded students who are given many opportunities to develop the soft skills that are not academically measured. We also need our 6th form students to be young leaders within our school and these projects allow us to develop this student leadership within the school week.

- There are no compulsory subjects which our students must choose as part of their examined courses. All students will attend assembly and Quran lessons.

Our options will fall in to 4 option blocks with the structure of the timetable being as follows:

Key Stage 5	Option 1	Option 2	Option 3	Option 4	Assembly/ PSHE	Quran	Sport Participation*	EPQ	PSHE	Total
A'level/BTEC	7	7	7	7	1	1	2	2	1	35

The option blocks will be made up of the following subjects:

Option blocks:

Option 1	Maths	Art	History	BTEC Creative Media
Option 2	Chemistry	Drama	Maths	BTEC Applied Science
Option 3	Biology	Arabic	Physics	BTEC Business
Option 4	Geography	DT	English Literature	BTEC Computing

*BTEC subjects offered at key stage 5 are level 3 qualifications equivalent to an A level.

Potential pathways to explore:

Medicine	Biology	Chemistry	Maths	ANY
BTEC	Creative Media	Applied Science	Business	Computing
Chemical Engineer	Biology	Chemistry	Maths	ANY
Mechanical Engineer	Design Technology	ANY	Maths	Physics

EAL Pathway: one year course

- For students who arrive with a low level of English in Year 12 we can offer a separate pathway
- They are provided with extensive instruction in English language
- Students on the EAL pathway could sit an IGCSE in English as a Second Language (ESL) or Cambridge English exam, GCSE Maths, GCSE Science, A' Levels Arabic and attend Sports lessons
- This option will support pupils to access the foundation course

We have allocated the following amount of lessons to each subject as our mainstream curriculum:

Key Stage 5]	EAL programme/Cambridge ESL	GCSE Maths	Arabic A'Level	Science Resit	Sport Participation *	EPQ*	PSHE	Total
Pre-Foundation	12	5	7	6	2	2	1	35

Religious Education

- Religious Education (RE) makes a significant contribution to the personal development of young people. KS3 students have RE lessons and KS4 students study RS as part of the options programme with RE being studied as a compulsory subject
- Parents do have the statutory right to withdraw their children from Religious Education. Parents with concerns are encouraged to discuss these with the Head Teacher initially

Relationships and Sex Education

- Relationships and Sex Education (RSE) is taught as part of the Life Studies programme to all students in KS3 and KS4
- The curriculum for RSE meets the national and local guidelines and is inclusive and age appropriate

Careers Guidance

- Careers education, information, advice and guidance is provided to all student
- Additional, independent advice is provided by careers advisors

British Values

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- These values are embedded in the curriculum across a range of subjects, and reflected in our own values of kindness, tolerance, respect and aiming for excellence

Safeguarding

- The school teaches students through the curriculum, as part of Life Studies, and through special events, how to keep themselves safe within school and in the wider world

Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects. Please refer to the EAL policy document.

Teaching and learning resources:

All sections of the school and all curriculums have essential learning resources consisting of three ICT labs, Google ChromeBooks/laptops, Learning Resource Centre [LRC], and corresponding subject departments. Furthermore, the LRC contains books and references to support teaching and learning. Heads of department and coordinators can order books and exam papers via the librarian. The science department is served by well equipped laboratories managed by the science technician, HoD and teachers. The art department has three art rooms, while the design workshop comprises two sections to handle both digital and product aspects of design. There are three full size gyms one each for the girls upper, boys' upper and primary school. All facilities are well-maintained and in use by all sections of the school.

Curriculum Documentation

The following documentation is published each year in the Upper School:

- The curriculum policy
- Curriculum outlines, Syllabus outline (Upper), Mid-Term (MTP) and Long-Term Plan (LTP Primary) for each year group with specific subject-by-subject information
- The assessment frameworks across the key stages which detail how each subject assesses progress against their curriculum aims
- Assessment mapping for each subject which shows how students' prior knowledge and skills is built on across the year groups and progression through the year

1. Valid and-up-to date Scheme of Work/Curriculum Outlines:

- Challenging curriculum
- What is to be learned
- How it will be taught
- When it will be taught
- Resources
- Health and Safety issues (DT, Arts, PE and Science)
- PSHCE (Upper)
- Differentiation
- Opportunities for rigorous assessment
- Cross curricular links

2. Lesson Plans (Primary) and Syllabus outline (Upper) directly linked to the curriculum outline/Scheme of Work:

The following key features should be clearly visible in your lesson plans/Syllabus outline:

- Rationale of every lesson, with reference to teaching, learning and pupil achievement. This principally refers to the learning objective(s) and the learning outcome(s).
- Learning objective is what the teacher intends pupils to learn by the end of the lesson; while the learning outcome is a demonstration of the skills and knowledge that pupils have acquired, during or at the end of the lesson.
- Teaching and learning interactions must be closely linked to the learning objectives, while pupil achievement is the manifestation of the learning outcome – indeed; it is the success criteria of your lesson.
- Link: brief comments on: how the lesson links with previous lessons. Please note that links are easily made if the schemes of work/unit plans/Syllabus outline are well structured
- Structure: Clear indication of what will take place during the lesson. This could be timed or listed as sequences of events and activities.
- Planned activities should be challenging and meaningful.
- Differentiation: Differentiation should be stated in your teaching objectives and learning outcomes. This should be followed by indications of the various strategies you plan to provide the scaffolding and support to enable your differentiated groups to achieve and demonstrate some learning outcomes by the end of your lessons.
- Extension tasks for more able students.
- Homework: should clearly relate to the lesson taught and to upcoming lessons. It should clearly describe what tasks should be done and when it is due (Lesson plan).

3. Data & Analysis to inform teaching & learning:

- Attainment on entry to set benchmark
- Continuous Assessment
- End of Term Assessment Record
- Performance indicators
- Analysis of results
- Priorities for improvements
- Group and Individual Targets
- Intervention

4. Evidence of Monitoring:

- Reviewing curriculum and assessment: HoDs/Curriculum Coordinators/DH
- Observation of lessons: peer/HOD/HT/Curriculum Coordinators/DH/DOE
- Notebook review: HOD/HT/DH/DOE Checking planning/lesson plans/worksheets: HoD
- Lesson plans, worksheets and planned schedule of activities to be readily available for cover lessons: HoD

Assessment, recording and reporting:

Please see the Academy's Assessment and Marking Policy

Professional development:

To enrich the curriculum and promote good practice, the Academy is committed to full and regular professional development of teachers and supporting staff. This training consists of regular workshops (in-house and external) in the areas of Curriculum & Development, Assessment, Promoting Literacy and Numeracy, Child protection & Safeguarding and Behaviour.