



MANCHESTER
MUSLIM
PREPARATORY
SCHOOL

FAITH • LEARNING • LIFE

CURRICULUM POLICY

Policy Document Control

Policy Title	Curriculum Policy
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Curriculum Aims:

Rich opportunities to achieve academic excellence

Our curriculum intends to be broad and balanced with strong foundations in English and Mathematics. Pupils are fully supported to develop their full potential and achieve academic success.

We expect pupils to demonstrate a passion for learning and an ambition to achieve excellence in their studies. Our children are articulate, determined and confident. They go on to become well-educated role models of their communities.

A diverse and rich curriculum based on play and exploration provides memorable experiences and an enjoyable, high-quality education. It is designed to provide pupils with their full learning entitlement and can be customised to meet the changing needs of individuals and groups.

The school follows the National Curriculum, which is complemented by lessons in Quran recitation, Arabic, Islamic Studies and Urdu. Computing lessons develop technical skills. Creativity is encouraged through Art and Design Technology, whilst Science and History build practical knowledge and an inquisitive mind. Religious education and PSHE lessons develop a sense of responsibility and understanding. A range of PE and sporting activities is accessible both within school time and on an extra-curricular basis.

Introduction

The curriculum is set and adapted at MMPS to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises to enrich the experiences of the children at MMPS. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.

Values

Our school curriculum at MMPS is underpinned by the values that we hold dear. The curriculum is how the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

MMPS is in full agreement with the statement of aims included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main aims of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each child, as well as for people of all cultures.
- We value the spiritual and moral development of each pupil as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote harmony and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.

Aims and Objectives

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The aims of our school curriculum at MMPS are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success.
- Be independent thinkers/learners who can seek solutions creatively and cooperatively.
- Develop an enquiring mind and be able to ask questions.
- Be confident enough to take risks in their learning.
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all.
- Be able to listen and articulate responses showing consideration to others.
- Be polite and courteous.
- Be proactive in their responsibilities towards the community, society, and the environment and economy, linking 'real life' with their learning.
- Understand and respect diversity.
- Be aware of and recognise their own learning needs and be involved in planning future steps.
- Develop a sense of self-esteem to be well-balanced and healthy individuals.

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessments to set deliberately ambitious targets.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher can provide resources and educational opportunities which meet these needs within the normal class organisation with the support of the SENDco.

Cross-Curricular Links

Our yearly curriculum map indicates which subjects are taught to which groups of children in each term. Over each academic year, each child can experience the full range of National Curriculum subjects. Staff in year groups and subject leaders have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross-curricular approach to learning and encourages children to apply skills in a variety of ways. Children are encouraged to take their learning from across the subjects and embed it where they see fit, for example, historical facts within their English writing tasks.

Medium-term plans are written to ensure coverage of the foundation and core subjects. They include curriculum links, learning intentions and activities.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson, with differentiation identified.

The Role of the Subject Lead

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress in that subject area.
- Provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum

plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear, and that progression is planned into schemes of work and seen within books. Subject leads conduct a yearly audit/ self-evaluation of their subject and a subject development plan, which feed into the school Self Evaluation Form (SEF) and the School Improvement Plan (SIP).

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners, including those with special educational needs.

Monitoring and review

Planning is monitored by the subject leaders to ensure that planning is current and used as a working document. Work scrutinies are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are stored and managed.

SLT and subject leaders' feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon. The teaching team will hold joint book looks to collaborate and discuss pupil attainment through their work ensuring standards are consistent throughout the school and implementing any changes if deemed necessary.

Policies to be read in conjunction with The Curriculum Policy:

- Assessment Policy
- English
- Maths
- Science
- Art & Design Technology
- History
- Geography

Assessment

At MMPS, we aim to create and model the ethos of hard work, commitment and development in all areas of school life and instil a positive work ethic in all our pupils. We reward achievement as well as effort and encourage all our pupils to strive for their personal best.

Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies to promote better than expected progress for individuals, groups and cohorts.

Aims and Principles of Assessment

- Monitor and record the attainment and progress of individuals, groups and cohorts.
- Use attainment and progress information to guide teachers' planning strategies and use of resources and plan an intervention.
- Inform parents and the Trustees about progress and attainment.
- Ensure a consistent approach to measure progress toward and against national standards.

Early Years and Foundation Stage assessments, tracking and reporting are carried out as scheduled in their policy document.

Recording and Tracking

Teachers keep an accurate and regular record of all assessments carried out, using BROMCOM and a mid-termly Excel tracking sheet. Outcomes of assessments are used to inform planning and highlight pupils who have not reached age-related expectations or are exceeding them.

If a pupil is working below age-related expectations, the class teacher needs to liaise with the SEND / Learning Support Team to support with further targeted interventions.

End-of-year exam results are entered into an "End of Year Results Data" document, as well as a final summative sheet online, and data is evaluated and analysed by the assessment lead and reported to the SLT. Targets are then set for the following year which informs the School Improvement Plan too.

Key Groups

All individuals and cohorts are tracked throughout the year and discussed at "Pupil Progress Meetings". Focus groups will be:

- SEND.
- More able
 - Based on teacher assessments.
 - Flagged up "green" on half-termly results sheet.
 - Frequently scoring above 85% in assessments.
- Lower attainers
 - Based on teacher assessments.
 - Flagged up "red" on the termly results sheet.
 - Consistently not meeting targets on formative tracking sheet.

Targets for each pupil set by the SEND / Learning Support Team are discussed with pupils and are monitored termly/half-termly.

End of Key Stage Tests

Assessment data is recorded on Excel sheets shared on Google Drive. Each class teacher is directly responsible for completing the tracking sheets correctly and passing on all the relevant information to the next class teacher and the assessment coordinator. This information includes the results of tests and assessments for the class. The data gathered will be used as a tool by the class teachers to:

- Identify pupils who are not making adequate progress and ensure that the pupils have been identified and strategies, and, where necessary, intervention has been introduced.
- Make predictions for SATs.
- Help to identify children with SEN.
- Track children's progress to ensure that pupils make good progress.
- Prepare interventions ready for September start to ensure progress from the very start.