



LANTERN OF KNOWLEDGE  
EDUCATIONAL INSTITUTE

# LoK Curriculum Policy

September 2

# 2024

Revised by S. Ahmed

		Next Review Date	Sept 2025
Responsible Person	Position	Date	Sign
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# Curriculum Policy

## 1. Rationale

All pupils are entitled to a broad, rich, balanced and relevant education which:

- is well designed, inclusive and carefully sequenced to provide all pupils with a secure foundation for future progression
- is ambitious and raises pupils' aspirations
- releases the potential of every pupil whatever his starting points and barriers to learning; and
- equips every pupil with the knowledge and skills he will need to take advantage of the opportunities, responsibilities and experiences of his future life.

Lantern of Knowledge Boys School (referred as the School in the remainder of this document) aims to provide such an education to its pupils, through the curriculum.

## 2. Curriculum Overview

### 2.1 Curriculum Intent

The curriculum provides breadth, balance and relevance to reflect the individual needs and interests of the pupils at Key Stages 3 - 4 and to provide an interesting, enjoyable and worthwhile education. The School aims to promote individual intellectual and personal growth of each pupil which prepares them for the next stages of their lives so that they can make the most of the opportunities offered to them and contribute positively to society.

The curriculum is designed (and taught) so that

- pupils are able to study a strong academic core of subjects
- pupils are able to read at an age-appropriate level.
- it remains as broad as possible for as long as possible
- there is a high academic and technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum
- assessment is used to support the teaching of the curriculum, pupils' learning and the tracking of their academic progress.

The school's curriculum is planned and sequenced so that new knowledge and skills

- build on what has been taught before,
- build towards its clearly defined end points (it is clear what end points the curriculum is building towards, and what pupils will need to know, understand and be able to apply at those end points).

The curriculum identifies knowledge and cultural capital<sup>1 2</sup> in each subject ensuring that each subject provides essential knowledge that pupils need to be educated citizens.

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<sup>1</sup> From the National Curriculum<sup>2</sup>, this is: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

<sup>2</sup> [www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4](http://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4).

## 2.2 Curriculum Implementation

In order to ensure that the implementation of the education provided by the school is of a high standard, supported by sufficient time allocation to each subject; teachers delivering the curriculum for their own subject(s) will:

- have expert knowledge of the subjects that they teach. If they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching.
- enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion.
- check pupils' understanding effectively, and identify and correct misunderstandings.
- ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- ensure that the subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards defined end points.
- use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts.

## 2.3 Curriculum Impact

In order to ensure that the impact of the education provided by the school is of a high standard the curriculum will be organised to ensure

- At least good GCSE results achieved in Year 11, in comparison with national results, and at least good assessments results in all stages prior to Year 11?
- disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life, just like their peers
- pupils are being prepared for their next stage of education, training or employment at each stage of their learning (by recording where do pupils go and what do they do after leaving our school)
- all pupils read to an age-appropriate level and fluency
- all pupils are making at least good progress in terms of knowing more, remembering more and being able to do more.

Rectifying measures will be taken where it is found that the impact in any of these area is insufficient.

## 2.4 KS3 and KS4

The Curriculum includes most National Curriculum subjects and the planning is based on National Curriculum aims, coverage and ambition. All core subjects are taught as set out in the Programmes of Study of the National Curriculum in Key Stage 3. At Key Stage 4, the GCSE subjects are taught according to GCSE specifications from chosen examination boards.

The curriculum aims to move pupils forward at a rate appropriate to their abilities. The curriculum provides opportunities for pupils to build on and broaden their previous

achievements and knowledge, and encourages pupils to reach their fullest academic and personal potential, and specifically:-

- enables pupils to use language (speaking, listening, reading and writing) effectively and develop their literacy skills– not just in English lessons but also in all subjects of the curriculum
- enables pupils to use and apply mathematics to solve problems and to explore different areas including, Numbers, Calculations, Algebra, Data Handling and Shapes & Measurements, in mathematics and other subjects
- provides pupils with the necessary ICT skills (developed through various subjects including computer science) and capabilities to become confident and self-reliant, and to develop the communication skills they need for the next stage of their education
- makes pupils aware of the way that science has developed and is still developing and to appreciate how science and its application has a direct influence on our daily lives
- develops pupils’ enquiry skills in all subjects, particularly mathematics, science, history, geography, English literature and business studies
- promotes pupils’ spiritual, moral, cultural, mental and physical development through assemblies, Islamic Studies and the school ethos in the first place, and other subjects; ensuring that the SMSC standards that form part of the standards for independent schools are actively promoted, especially those related to British values and equality issues (see SMSC curriculum overview)
- provides a broad curriculum to cover the varied interests of individual pupils with subject areas like technological (computer science), human and social (history and geography), physical education, aesthetic and creativity
- provides Qu’ran lessons that are planned towards achieving memorisation of the whole Qu’ran
- incorporates a homework timetable and strategy such that homework is set for clearly defined purposes, not simply for “the sake of it”
- incorporates regular assessment and reporting
- provides the opportunity of catching up with their peers, for pupils with difficulties in any core areas. Such pupils are targeted early, as it is much easier to catch problems early on than to struggle with a backlog
- includes up to date and impartial advice on Careers
- prepares pupils for the opportunities, responsibilities and experiences of adult life and encourages pupils to develop an understanding and awareness of their place in society and equips them to make informed judgments and decisions
- Provides a range of extra-curricular and enrichment activities giving our pupils the opportunity to further develop their communication, artistic and physical skills, develop new areas of interest, as well as promote their spiritual, moral, social and cultural development.

### **3. Equal Opportunities**

Teachers will take full account of pupils’ individual differences including cultural background, ethnicity, abilities and age. Teachers will plan and provide experiences appropriate to meet the pupils’ needs and encourage them to reach the highest possible standards.

The School actively seeks to remove any barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This is achieved through the attention that the teachers’ pay to the different groups of pupils, who may be represented within the school, including:

- minority ethnic and faith groups;

- pupils who need support to learn English as an additional language (EAL);
- pupils with special educational needs and/or disabilities (SEND);
- more/most able, gifted and talented pupils;
- pupils who are at risk of disaffection or exclusion;
- travellers (unlikely in this school);
- asylum seekers; migrant children;
- other vulnerable children (for example carers)

#### **4. Teaching Strategies**

Teachers are expected to adhere to Teachers Standards.

To achieve an effective and enjoyable learning experience for the pupils, the School will ensure that the pupils are actively involved and are able, in some degree, to organise themselves independently.

The School provides a curriculum which meets the learning needs of pupils and builds on their existing knowledge, experience, concepts and skills within a mastery approach implemented since September 2020. Teachers recognise that in any of their teaching groups, pupils:

- all have a potential that needs to be released
- acquire competence and understanding in different ways
- have different speeds of learning
- are at different stages of self confidence
- have varying competency in literacy and numeracy
- have different degrees of motivation, interest in, and commitment to learning
- vary in terms of their manual and physical dexterity and control.

In planning work to support the management of learning, teachers ensure that:

- learning objectives and assessment objectives are shared with the pupils so that they know what is expected of them. The curriculum end points are clearly identified.
- pupils are offered explicit assessment of their work with diagnostic comment and accurate record keeping. There is a clear expectation that pupils must present their work well and complete it on time
- tasks are suitable and demanding for everyone whatever their starting points, with extension work (not merely repetition). There are opportunities to develop academic, practical and personal and social skills. Copying must be restricted.
- Assignments, homework and self-supported study are used to encourage independent learning at every stage. IT Resources for flexible and independent learning are available.

The groupings in which learning activities take place will vary. Pupils experience working as individuals, in pairs, in small groups, whole classes, whole year groups or even larger groups, and mixed age groups. Whilst we believe everyone benefits from studying in properly organised groupings in which there are individuals at different levels of achievement, this does not rule out groupings for other activities by the level of achievement. How pupils are selected for particular groups should be clear and open.

To take account of these differences and the range of ability in any class, all teachers have a responsibility when planning work, to meet the age, aptitudes and the needs of all pupils. This will involve, at different times:

- adapting tasks
- providing different resources or adapting them
- developing extension work
- providing a variety of learning environments and using a variety of methods to match differing learning styles
- setting individual goals
- giving different levels of support based on gap analysis
- Offering a variety of ways to demonstrate knowledge and understanding.

Also see the assessment policy.

## 5. Schemes of Work and Lesson Planning

Each teacher is required to have Schemes of Work (SoW) for all of their courses in line with the National Curriculum or examination board regulations. The delivery of lessons against the schemes of work is monitored by the Headteacher.

These SoW are supported by formative and summative assessment strategies (refer to the assessment policy). The School has a marking policy which all teachers follow. Within the SoW framework teachers plan individual lessons, or sequences of lessons, in different ways.

All teachers have annual planners which will detail the week-by-week lesson delivery schedule for their subjects. Although there will be an over-arching method of assessing used by all teachers in the School, which promotes consistency throughout the curriculum, most teachers will also have a different agreed method for recording assessment of classwork and homework.

SoWs set out how:

- the teaching is organised
- the content of the course is structured and sequenced, so that pupils' skills, knowledge and understanding are developed progressively
- the full curriculum for each year group will be covered (with revision lessons where necessary)
- Disciplinary knowledge is made explicit, including the necessary vocabulary pupils should know and understand.
- Challenge is not generic but gained through developing deep understanding of the subject discipline.

The format of SoWs may differ between subject areas, although all SoWs will contain the following core information:

- a. Curriculum map which outlines the units that will be taught within each half term. For each Unit, the following will be defined:
  - Contents of the Unit (key knowledge and skills gained) (curriculum Intent)
  - Assessment of pupils' learning and progress (summative & formative)
  - Cultural Capital
  - How this unit links to previous learning

- How this unit links to future learning and relevance to any specific career pathways
  - Key Vocabulary or Key terms
  - Links to the National Curriculum
  - Opportunities or links for extended writing and for reading
  - Strategies that will be used for SEND pupils
- b. Assessment Objectives (presented as success criteria) written in-line with the assessment framework (curriculum Impact)
- c. Detailed Learning Plans which will include some or all of the following (curriculum implementation):
- Specific pupil learning objectives/outcomes for the unit
  - How the unit will be taught
  - Timescale for teaching the unit
  - Resources required for the unit

All staff will follow this SOW and forward it accordingly to the Headteacher.

## 6. Assessment and Reporting

At KS3 Pupils are assessed against the following criteria:

Beginning	Pupils are working at attainment grades that are below LoK's expected grade for their age
Secure	Pupils are working at attainment grades that are within LoK's expected grade for their age
Advanced	Pupils are working at attainment grades that are higher than LoK's expected grade for their age
Mastery	Pupils are working at attainment grades that are well above LoK's expected grade for their age

At KS4 pupils are assessed against the same criteria which is reflective of working towards GCSE grades

Beginning	Pupils are working at attainment grades that are below the expected grade for their age	GCSE grades 1-3
Secure	Pupils are working at attainment grades that are within the expected grade for their age	GCSE grades 4-5
Advanced	Pupils are working at attainment grades that are higher than the expected grade for their age	GCSE grades 6-7
Mastery	Pupils are working at attainment grades that are well above the expected grade for their age	GCSE grades 8-9

The aim is to have all pupils working at Secure or higher bands in all year groups.

Assessment is a vital part of pupils learning and development. Teachers are encouraged to use a variety of assessments throughout their lessons and outside formal classroom settings. Not only does this promote a variety of teaching strategies it also gives a concrete picture of the pupil's development. The School's assessment policy contains details of the assessment strategy.



Progress is monitored through regular assessment Subject teachers will write termly report for each pupil in their class. These reports will be discussed with pupils and parents after term 1 and term3. The report contains information about:-

- attendance and general progress for the year
- for each subject: -
  - termly grades
  - progress (against the starting points in each Key Stage)
  - attitude to learning;
  - further teacher comments;

To encourage pupils to take responsibility for their own learning, every half term each teacher will meet each pupil individually to record each pupils' self-assessment and feedback on the assessment. Teachers will mark each pupils' Assessment Objective sheets which will show each pupil the knowledge and skills they have achieved and indirectly shows the

- milestones/targets that were not quite met
- success criteria to improve on their attainments

Intervention plans will be put into place for pupils who are working at grades below Secure in order to close the gap for such pupils. Pupils who are working below their expected grades (i.e. according to their starting points) may also be placed into intervention activities. Teachers will aim to catch such pupils as early as possible (not waiting till the end of term). Pupils will remain on intervention until they have caught up with Secure band or joined their expected progress band. The impact of Interventions will be monitored to ensure that it is effective.

## **7. Monitoring and Evaluation of this Policy**

The Headteacher

- checks on the quality of teaching and learning and the rate of progress made by individual pupils by regularly carrying out learning walks, observing lessons, analysing pupils' work, analysing curriculum plans and analysing assessment data.
- provides feedback and support to all teachers.
- monitors the breadth and depth of the curriculum taught each half term and discuss with subject teachers how much progress pupils make in their knowledge and understanding of the topics, concepts and skills taught.
- moderates teachers' assessments internally and externally to ensure their accuracy and reliability.
- supports teachers in self-evaluating their performance against outcomes for different groups of pupils.
- uses the information gained from these checks to prioritise actions to take to raise standards and enable all pupils to make good progress.

The Headteacher is also in charge of overseeing that careers education will provide KS3 and KS4 pupils with impartial and up to date advice on careers and further education.

The Headteacher is required to submit evidence of his/her work to the Governors as directed on a half-termly basis, and to alert them to any issue of concern at once.

The views of staff, pupils and parents, as well as the outcomes of leadership and management activities, will be taken into consideration to evaluate the effectiveness of this policy on an annual basis or sooner if required see Policy and Procedures Review Table.



## **8. Home-School Partnership**

Parents are encouraged to take an active interest in their child's education. Regular feedback is provided to parents by means of Homework diaries. These will be issued to all pupils and they form a key part of the home-school partnership providing a:-

- convenient means of communication
- A means by which pupils can learn to be organised.

Pupils are expected to take their diaries to all lessons. Brief details of each homework that has been set must be written in the homework diaries.

The diaries will be regularly checked by each of the subject teachers and the Form Tutor. The books will be used to record achievements and express any concerns. Parents/carers are expected to take note of the comments and to sign the books on a weekly basis.

## **9. Careers**

Careers guidance is provided through PSHEE/Citizenship.

The Careers programme will include:-

- Careers Guidance in KS3 and KS4; up to date, impartial and relevant
- Facilitating and supporting work experience in Year 10
- Advice about post-16 options
- Organising visits to Universities and colleges and inviting Registrars to visit the school
- Organising visits to Careers Fairs or holding a Careers Fair in school
- Organising additional visits to outside agencies, speakers and advisers
- Organising visitors and speakers to talk about their own careers
- CV and Interview workshops

## **10. Public Examinations**

All pupils will be entered for public examinations in the courses they have been following. In exceptional circumstances, such as failure to complete a significant amount of coursework, a pupil's entry may be withdrawn for one or more examinations.

### **10.1 KS4**

All GCSE examinations will be taken in the summer of Year 11.

Other examinations are detailed in the School's assessment policy.

## **11. Sanctions and Rewards**

Pupils should be encouraged to fulfil their full potential by whatever means appropriate. This may range from verbal encouragement to entering pupils for national competitions. Sanctions may be applied according to the Schools Behaviour Policy, for any Pupils that are disruptive or not adhering to the School's ethos or other rules and regulations including failing to complete tasks (or inadequately complete tasks).

## 12. Pupils with EAL

The school recognises that, owing to the diversity of pupils' cultural and linguistic backgrounds, the vast majority of pupils admitted in Year 7 to Year 10 are at various advanced stages of EAL, with some being bilingual. A small minority are at a less advanced stage of EAL than their peers on entry to the school. This presents the school with the challenge of helping pupils through complex and varied linguistic barriers. To this effect, the school implements a literacy policy aimed at developing the English language skills of ALL pupils in all subjects.

All pupils in Years 7, 8 and 9 will undertake the GL Assessments English test at the start of each academic year. English teachers will check the proficiency level of these pupils through the analysis which is provided by tests. English teachers will advise all other teachers on individualised strategies to be used with pupils at less advanced stages of EAL pupils (and for each pupil who is below Age Related Expected [ARE] levels in English language).

Support and interventions will be planned for pupils found to be at any level of EAL (and the same for pupils who are below ARE levels) by the English teachers. This will include focused in-class and out-of-class support (intervention sessions) based on analysis of the gaps which pupils have in their knowledge. The effectiveness of intervention strategies is then evaluated against pupils' progress and reviewed accordingly every term or half term as need be.

## 13. Pupils with SEND (see SEND policy)

Pupils with special educational needs and disabilities will be admitted in line with the school's admissions' policy. The school is committed to meeting the special educational needs of pupils and ensuring that they make progress.

If the school is alerted to the fact that a child may have a learning difficulty and/or disabilities prior to admission, then the school will make best endeavours to collect all relevant information and plan a relevantly differentiated curriculum.

For any pupils identified as having learning needs after being admitted to the school, the school will:

- support parents in having the child assessed by the appropriate authorities, and follow the SEND Code of Practice;
- write an individualised educational plan (IEP)/curriculum map for the pupil which will be reviewed termly and this will be shared with parents and pupils
- The school will use screening tests to diagnose common needs such as dyslexia and dyscalculia, where teachers see signs of such needs in pupils (see SEND Policy)

The SENDCO's role will be to

- assess and monitor the progress of the pupil  
The SENDCO will continually monitor and assess a pupil's progress through a regular cycle of observation, evaluation and both formal and informal assessments. This will be fed back to parents through the review process, parent teacher interviews and end of year report. Information from parents is also sought and valued. Assessment information will be recorded termly and this will be monitored by the subject teachers/HoDs and the Headteacher to ensure pupils with SEND make good progress.
- liaise with outside agencies, such as GPs and speech and language therapists
- Inform IEPs/curriculum maps/teaching strategies and reviews (if applicable).

## 14. Subjects and Timetables

### 14.1 KS3 and KS4

The timetable gives 29 hours of taught time week in Years 7 -10 and 30 hours in Years 11. (The timetable in KS4 is extended by 1 hour in order to provide additional support for GCSE preparation.) This excludes time for daily assemblies, registrations, tutorial and breaks.

The following table shows the subjects that are taught and the amount of taught time per week in each.

Subject	Number of Lessons taught per week				
	Yr7	Yr8	Yr9	Yr10	Yr11
English Lang/Lit	4	4	4	4	4
Mathematics	3	3	3	3	5
Science	3	3	4	4	5
Arabic Language	2	2	2	3	4
Physical Education	1	1	1	1	1
Computing	1.5	1.5	1.5	2	2
Geography	1.5	1.5	1.5	2.67	3
History	1	1	1		
Art	1	1	1	1**	0.5
Reading	1	1			
PSHERR	1	1	1	0.33	0.5
Citizenship				2	3
Business Studies				2	2
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>24</b>	<b>30</b>

Number of hours of Lessons per week					
Qur'an	9	9	9	4/5**	

#### Note:

- For Years 7 – 9, there will be 1 lesson every week of Computing and Geography and every other week there will be 2 lessons per week (hence average of 1.5 lessons per week). ICT skills are taught through various subjects across the curriculum.
- KS4 pupils are provided after school options for GCSEs in Triple Science, PE and Art (subject to sufficient number of pupils signing up for the options)
- \*\* Aesthetic & creative experiences of learning are offered at KS4. In Year 10, pupils have the option of taking 1 lesson of Art in place of 1 of their 5 Qur'an lesson. In Year 11 all pupils have Art lessons for 1 term.
- There is a weekly break time Art club for all pupils.
- PSHERR (Personal, social, health and economic religious and RSE [Relationship and Sexual Education]) is taught in all Years; the school has ensured that the SMSC standards are met (see Secondary SMSC Overview) by reviewing how and where British values are taught.
- Personal development topics (including elements of SMSC) and Islamic rituals are taught during daily tutorials

