

# **Daffodil Grammar School for Girls**

## **Curriculum Policy**

**School:** Daffodil Grammar School for Girls

**Address:** 163 Commercial Road, London, E1 2DA

**Proprietor:** ASM Anisuzzaman

**Headteacher:** Mr Stephen Montford

**Policy Lead:** Headteacher

**Review Frequency:** Annual

---

### **1. Introduction**

At Daffodil Grammar School for Girls, the curriculum lies at the heart of the school's educational provision. It represents the totality of the learning experiences, opportunities and personal development that pupils encounter throughout their time at the school. The curriculum is far more than a collection of academic subjects; it is a carefully planned programme designed to develop knowledgeable, confident, compassionate and resilient young women who are fully prepared for further education, responsible citizenship and lifelong learning.

As an independent girls' secondary school with an Islamic ethos, Daffodil Grammar School for Girls seeks to combine academic excellence with strong moral values, personal integrity and respect for others. The curriculum reflects the school's vision of educating the whole child by promoting intellectual curiosity, spiritual awareness, emotional wellbeing, physical health, creativity and social responsibility. Every aspect of the curriculum is intended to encourage pupils to strive for excellence while developing the confidence, independence and character required to make positive contributions to society.

The curriculum is designed to be broad, balanced, ambitious and inclusive. It provides pupils with the knowledge, understanding and skills they need to succeed academically while ensuring that they develop the personal qualities and values that underpin successful adult life. The school believes that all pupils, regardless of their starting points, background or individual needs, should have access to a high-quality education that enables them to achieve their full potential.

---

### **2. Aims of the Curriculum**

The curriculum at Daffodil Grammar School for Girls is designed to provide every pupil with an education that promotes high standards of academic achievement alongside personal growth and moral development. The school aims to develop pupils who possess a secure foundation of knowledge across a wide range of subjects and who are able to apply that knowledge confidently in new and unfamiliar situations.

The curriculum seeks to foster intellectual curiosity by encouraging pupils to question, investigate, analyse and evaluate information critically rather than simply memorising facts. Through carefully planned teaching and learning experiences, pupils are encouraged to become independent learners who take responsibility for their own progress and develop a lifelong love of learning.

---

In addition to academic success, the curriculum aims to promote the personal development of every pupil. It seeks to build confidence, resilience and self-discipline while nurturing qualities such as kindness, honesty, respect, empathy and integrity. Pupils are encouraged to understand their responsibilities towards others and to appreciate the importance of contributing positively to their school, their local community and society as a whole.

The curriculum also prepares pupils for the opportunities, responsibilities and experiences of adult life. It equips them with the knowledge and skills necessary to make informed decisions about their health, wellbeing, relationships, careers and future education while developing financial awareness, digital literacy and effective communication skills.

---

### 3. Curriculum Principles

The curriculum is underpinned by several key principles that guide all curriculum planning and delivery.

Firstly, the curriculum is **ambitious**. The school has high expectations for every pupil and believes that all pupils are capable of making strong academic progress when provided with excellent teaching, appropriate support and high-quality learning opportunities. Staff plan learning that challenges pupils to think deeply, develop secure understanding and achieve their personal best.

Secondly, the curriculum is **broad and balanced**. Pupils study a wide range of academic disciplines, ensuring that they develop knowledge and understanding across the sciences, humanities, languages, mathematics, creative arts, technology and physical education. This breadth enables pupils to discover their strengths and interests while maintaining a balanced educational experience.

Thirdly, the curriculum is **inclusive**. Every pupil is entitled to participate fully in the curriculum regardless of ability, additional needs, disability, ethnicity, religion or background. Teaching is adapted where necessary to ensure that all pupils are able to access learning, make progress and experience success.

The curriculum is also **coherent and progressive**. Learning is carefully sequenced so that knowledge and skills build logically over time. Teachers revisit previous learning, strengthen understanding through retrieval practice and ensure that pupils are able to connect new knowledge with prior learning.

---

### 4. Curriculum Intent

The curriculum at Daffodil Grammar School for Girls has been carefully designed to ensure that pupils develop secure subject knowledge while acquiring the skills required for success in higher education, employment and modern society.

The school's curriculum intends to:

- provide pupils with a rich body of academic knowledge across all subject areas;

- develop confident readers, articulate speakers and effective writers;
- secure strong mathematical understanding and reasoning;
- promote scientific enquiry and investigative thinking;
- encourage creativity through the arts and practical subjects;
- develop responsible digital citizens through computing and online safety education;
- promote physical health, fitness and wellbeing;
- develop pupils' understanding of British values, democracy, the rule of law, individual liberty, mutual respect and tolerance;
- prepare pupils for successful progression to GCSE study, further education and future careers.

Learning is carefully sequenced so that pupils revisit key concepts regularly, deepen their understanding over time and make meaningful connections between different areas of learning.

---

## **5. Curriculum Structure**

Daffodil Grammar School for Girls provides a broad and balanced curriculum for pupils throughout Key Stage 3, with curriculum planning designed to prepare pupils thoroughly for Key Stage 4 and future academic success.

The curriculum includes English Language and English Literature, Mathematics, Combined Science, Biology, Chemistry, Physics, History, Geography, Religious Studies, Computer Science, Modern Foreign Languages, Physical Education, Art and Design, Design and Technology, Music, Personal, Social, Health and Economic Education (PSHE), Relationships, Sex and Health Education (RSHE), Citizenship and Careers Education.

In keeping with the school's Islamic ethos, pupils also receive Islamic Studies and Qur'an education, which promote spiritual understanding, ethical behaviour, personal reflection and respect for diversity while preparing pupils to participate positively in modern British society.

The curriculum is reviewed regularly to ensure that it remains current, relevant and responsive to pupils' educational needs and statutory guidance.

---

## **6. Teaching and Learning**

Teaching at Daffodil Grammar School for Girls is based upon high expectations, excellent subject knowledge and evidence-informed practice. Teachers are expected to plan lessons that build upon prior learning, introduce new knowledge in manageable steps and provide opportunities for pupils to apply, practise and consolidate what they have learned.

Lessons are designed to be engaging, purposeful and intellectually challenging. Teachers use questioning, discussion, modelling, explanation and guided practice to develop pupils' understanding while encouraging independent thinking and problem-solving.

Assessment is integrated into everyday teaching so that teachers can identify misconceptions promptly and adapt their teaching accordingly. Pupils receive regular feedback that helps them understand their strengths, identify areas for improvement and take ownership of their learning.

Homework forms an important extension of classroom learning and is carefully planned to reinforce knowledge, develop independent study habits and prepare pupils for future learning.

---

## **7. Inclusion and SEND**

The school is committed to ensuring that the curriculum is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), exceptionally able pupils and those requiring additional pastoral support.

Teachers adapt learning appropriately through differentiation, reasonable adjustments, scaffolded activities and targeted interventions. The SENDCo works closely with teaching staff, parents and external professionals to ensure that individual needs are identified early and appropriate support is provided.

The school believes that inclusion means enabling every pupil to participate fully in school life while maintaining high expectations for achievement.

---

## **8. Personal Development**

The curriculum extends beyond academic learning to promote pupils' wider personal development. Through PSHE, RSHE, assemblies, enrichment activities, educational visits, careers education and leadership opportunities, pupils develop confidence, resilience, responsibility and emotional intelligence.

The school encourages pupils to become active citizens who demonstrate respect for others, contribute positively to their community and understand their responsibilities within modern British society.

---

## **9. Assessment, Monitoring and Evaluation**

Assessment is an integral part of the curriculum and is used to monitor progress, inform teaching and support pupil achievement. Teachers use formative assessment throughout lessons alongside regular summative assessments to evaluate pupils' understanding and identify next steps in learning.

Senior leaders monitor curriculum implementation through lesson observations, work scrutiny, curriculum planning reviews, assessment analysis, pupil voice, learning walks and discussions with subject leaders. These processes ensure that the curriculum remains ambitious, coherent and effectively implemented across all subjects.

Curriculum evaluation also considers the experiences of pupils, parental feedback and examination outcomes where applicable. The school is committed to continuous improvement and regularly reviews curriculum provision to ensure that it meets the highest educational standards.

---

---

## **10. Roles and Responsibilities**

The Proprietor has overall responsibility for ensuring that the school provides a curriculum that complies with the Independent School Standards and supports the school's vision and educational aims.

The Headteacher is responsible for the strategic leadership, implementation and evaluation of the curriculum. This includes ensuring that curriculum planning is coherent, teaching is of high quality, staff receive appropriate professional development and pupils receive an ambitious education that enables them to achieve well.

Subject leaders are responsible for developing their curriculum areas, ensuring progression in knowledge and skills, supporting colleagues, monitoring standards and evaluating the effectiveness of teaching and learning within their subjects.

Teachers are responsible for delivering the curriculum effectively, planning high-quality lessons, assessing pupils accurately, adapting teaching to meet individual needs and maintaining high expectations for behaviour, effort and achievement.

Parents are expected to support their child's education by encouraging good attendance, positive attitudes towards learning, completion of homework and effective communication with the school.

Pupils are expected to attend regularly, engage positively in learning, complete classwork and homework to the best of their ability, demonstrate respect for staff and peers, and take increasing responsibility for their own learning and personal development.

---

## **11. Monitoring and Review**

This policy will be reviewed annually by the Headteacher and Proprietor to ensure that it continues to reflect current legislation, educational guidance and the needs of Daffodil Grammar School for Girls. Reviews will also consider feedback from staff, pupils and parents, developments in curriculum research, and changes to statutory requirements. Any amendments will be communicated to all staff, and appropriate training will be provided where necessary to ensure consistent implementation across the school.