



## Islamic Studies Workbook – Policy and Guidelines

### **Introduction:**

The Madrasah overall uses the Safar and An-Nasihah curricula which consist of a “Textbook” and “Workbook”. The Textbook covers the actual content and the Workbook contains exercises relevant to the chapter covered.

Other books taught in the Madrasah have exercises incorporated into the actual text book. This policy covers these books as well. Whenever reference will be made to “The Workbook” in this policy, it will also refer to books with exercises incorporated in these other books.

The Workbook is an integral element of teaching and learning of the Islamic Studies lesson. It fulfils the following purposes:

- 1) It allows for the consolidation of the lesson covered in the exercise book.
- 2) It varies the teaching and learning method.
- 3) It is also an opportunity for enrichment of the lesson.
- 4) It allows the teacher to gauge the level of understanding of the chapter covered and where appropriate go over common errors and mis-understandings.

Considering the above and in particular, point 4), it is essential certain guidelines are adhered to. Some guidelines relate to pupils and some to teachers.



## Guidelines for Pupils:

### Completing the Workbook / Exercise

***This section of the policy relates to the pupils and gives guidance on how exercises must be completed.***

Pupils need to complete exercises bearing in mind the following:

1. Firstly, pupils must revise / recap the lesson(s) the written work is in relation to.
2. Only **black** or **blue** ink should be used. No pencil or any other coloured pen should be used.
3. Writing must be **neat** and **readable**. The teacher should not accept any untidy and sub-standard work. If poor quality work is submitted, the pupil must be made to repeat it.
4. Answers must be in full sentences (where appropriate) and in detail. The mark allocation indicates how many points are to be written.
5. If the answer to a question is not known, the pupil may refer to the Textbook / chapter.  
*This is a last resort only.*

## Guidelines for Teachers:

- All exercises must be completed by pupils according to the guidelines specified. *If poor quality written work is produced, this must not be accepted.* The pupil must be made to repeat the work. If this persists, disciplinary action must be taken.  
*Note: Teachers must motivate pupils to do neat work, by creating an atmosphere of excellence, where pupils assume responsibility and are proud of their work.*
- As much as possible, all exercises should be completed as part of class work.
- It is essential questions are explained to pupils fully first. This is to ensure pupils understand the question. If this is not done, pupils may complete the question incorrectly.
- If there is a lack of time, the exercise should be given to complete for homework, with enough time given to complete the exercise, for example, over the weekend.
- Any homework set must also be communicated via the diary.



### Marking the Workbook / Exercise

- Teachers must ensure all exercises are marked. If marking is not done at all or carried out poorly, then this defeats the objective of pupils completing exercises.
  - Each marked exercise must be dated and initialled. For example, 23.02.19 HM.
  - **RED** ink must be used when marking.
  - Where relevant, feedback must be given. For example, if half an answer has been given, feedback should highlight how full marks could have been achieved.
  - **Missed Exercises:** If pupils have missed exercises due to absences etc, these must be completed. These can be set as homework (and/or given to complete in the various holidays we have).
  - **Corrections:** The following must be done in relation to corrections:
    - 1) All corrections must be completed by pupils.
    - 2) The teacher must mark the corrections in a manner that it is apparent to see. One way of achieving this is by marking corrections in **GREEN** ink. Another way is to write **(2)** next to the correction.
- Suggestion:** The teacher may dedicate one lesson every 3 weeks to carry out any corrections etc.
- Teachers must mark exercises every 2 to 3 weeks, ensuring there is no build up of exercises to mark. If marking is not done for several weeks, this will overburden the teacher, the quality of the marking will be poor and will ultimately defeat the objective of completing the exercises.
  - Marking can be done in class, whilst pupils are completing their exercises. Naturally, if time is insufficient, the teacher must complete marking at home.



## Safar Series | Basic and Advanced Level Exercises

- The Safar curriculum Workbook contains a two-tier exercise approach; Basic and Advanced.
- The Advanced exercises require a greater depth of understanding and application.
- As a rule, in all levels, teachers will only carry out the “Basic” level exercises with their classes. Advanced exercises will not be covered.
- The above is to ensure Basic level exercises are completed properly by the pupil and marked by the teacher. Thereafter, corrections are done by the pupil and also marked by the teacher.
- *Higher ability pupils:* If certain pupils complete the Basic exercise quickly and to a high standard, the teacher must instruct them to attempt the advanced level questions. This could be the entire exercise or only certain questions therein. In this manner, the learning of such pupils will be “extended”. Teachers must also provide relevant motivation, praise etc.

### Ilm 2 Amal

- As exercises in Ilm 2 Amal are done as part of class work and the teacher works through the exercises, there does not need to be specific marking for this.
- However, teachers must monitor the quality of work and initial and date each chapter.

### Other

As part of our efforts to motivate our pupils, once a month, teachers should pick two or three pupils and send them to the office with their workbooks. A small prize will be given to such pupils. Although this will at the teacher’s discretion, some suggestions are:

1. The neatest workbook.
2. Completing advanced level exercises.
3. Most improved.
4. Meeting targets set by the teacher etc.

The last two will ensure there is wider inclusion.

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