

# Wilaya Trust Hifz Programme

## Policies & Guidelines

'Uthman bin 'Affan (May Allah be pleased with him) reported:

The Messenger of Allah (pbuh) said, "The **best** amongst you is the one who **learns**  
**the Qur'an and teaches it.**"

[Al-Bukhari]

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## **Welcome to the Wilaya Trust Hifz Programme**

This journey that children are embarking upon with the intention to learn to read and memorise the Qur'an is a noble one. It will give them the key to access the Words of Allah, which have been described as follows in a Hadith Qudsi:

*Allah (the most glorified, the most high) says: "Whosoever the Qur'an occupies from my dhikr (remembrance) and asking of me, I will grant him better than those who asked, and the virtue of the word of Allah (Qur'an) over all other words is like virtue of Allah upon his creation" [Tirmidhi]*

A journey to acquire beneficial knowledge is a blessed one. Anyone who takes such a path, establishing a relationship with the Qur'an early in their lives, will have its effect upon them and those around them for the rest of their lives, inshaAllah.

One's approach to this must therefore reflect the significance of what they are setting out to learn, and this starts with ensuring respect for all things associated with their learning environment, primarily the copy of the Noble Qur'an itself, as well as their place of study and their teacher. We pray that it may be a means of guidance for all of us in this life, and lead us to success in the Hereafter. Ameen.

This document outlines the policies, guidelines and expectations of the programme and we hope that it will serve as a useful reference for everyone involved.

## **Qur'an Memorisation Guidelines**

At the Wilaya Trust Hifz Programme (WTHP), we understand that memorising the Noble Qur'an is a very individual undertaking: all learners learn differently. As such, a 'teacher' of hifz is merely its facilitator, whose first task is to help each learner discover their best learning style, and then to facilitate their learning according to it.

This document offers elementary guidelines for these facilitators of Qur'an memorisation, be they parents or our teachers. These guidelines are only descriptive; they are not intended to be read prescriptively.

There are several tried and tested methods of memorising the Noble Qur'an, whose appeal to students also varies according to their individual learning style. Nevertheless, any good Qur'an memorisation programme will give due regard to three core processes and include them in the daily learning schedule.:

1. Acquisition – committing new material to short-term memory;
2. Consolidation – transferring recently learnt material to long-term memory;
3. Recall – retrieving previously consolidated material from long-term memory.

The exact method of completing these processes will, again, vary between programmes. The method outlined below has been developed, tested, and enhanced over a long period in the Indian subcontinent, where learners memorise the Qur'an at very young ages, and almost invariably before they are able to understand its meaning. Since this learner profile is shared by most if not the majority of prospective learners whom WTHP aims to serve, this method is recommended for its facilitators.

For ease of reference across the programme, the aforementioned three processes may be referred to as 'Lesson', 'Review', and 'Revision' respectively. The following guidance will help facilitators to develop learner memorisation plans.

## Lesson

- This is the new portion learners will memorise and recite in each session.
- It is usually the first portion to be recited to the teacher in each session.
- There should be no compromise on the quality of the Lesson (see the guidelines on error thresholds below).
- The quantity of the Lesson should be determined by the facilitator in agreement with the learner. For beginners, the facilitator may specify the exact number of words or lines that a learner must memorise for each session. In time, a mutual understanding of the minimum expectation will suffice.
- It is also important to set a maximum limit for the Lesson. This is to ensure that learners do not get so carried away by the prospect of quick progress that they fail to dedicate sufficient time to the other two *more important* processes of Review and Revision.
- Any increase in the maximum limit of the Lesson must only be considered if the learner is performing consistently well in their Review and Revision. Even then, it must be gradual, and always on a probationary basis.
- If, after a reasonable initial re-adjustment period, the facilitator feels that such an increase has led to a dip in the quality of Review or Revision, the Lesson quantity must be reverted to the earlier limit.

## Review

- This consists of a number of most recent Lessons, no fewer than seven.
- It is usually recited to the facilitator after the satisfactory recitation of the Lesson.
- The aim of the Review is to consolidate recent Lessons through spaced repetition. This learning technique incorporates increasing intervals of time between subsequent reviews of previously memorised material, resulting in more robust retention. The idea is that once a learner has actively reviewed a particular Lesson in at least seven consecutive sessions, its retention in the long-term memory should become sufficiently secure.
- The Review has priority over the Lesson. This is because learners usually find it easier to learn new material, but more challenging to retain it.
- As such, there should be minimal compromise on the quality of the Review (see the guidelines on error thresholds below). If a learner has not prepared it

well enough, they should be asked to do so before they are allowed to progress on to the next Lesson.

- The facilitator must listen to the complete Review at every recitation. Learners must *not* be allowed to recite it in multiple portions, even if they are only struggling with a part of it. This is necessary for achieving the objective of the Review.
- If a learner regularly fails to satisfactorily recite the Review, the facilitator may try reducing the quantity of their Lesson.
- The facilitator has the discretion to adjust the amount of the Review portion as they deem fit, without overburdening the learner. However, it is strongly recommended that it is not reduced to fewer than seven Lessons and not increased to more than twelve Lessons.

### **Revision**

- This consists of everything the learner has memorised so far, minus the Review portion.
- It is usually recited to the facilitator once the Lesson and Review have been satisfactorily completed.
- The amount of Revision per session must be consistent. This could be a set number of pages or specific portions of *hizbs* – but not *ayat*, as they vary in length.
- Facilitators must try to keep the Revision cycle as short as possible. A rule of thumb is to try to complete each Revision cycle in no more than 25 sessions.
- Naturally, the amount of Revision will increase in each cycle as the learner would have memorised a greater portion of the Noble Qur'an by then. The facilitator may divide the entire memorised portion by 25 to determine a rough Revision portion for that cycle.
- The Revision must be covered systematically, and not randomly from anywhere in the Noble Qur'an.
- It is also advisable that the Revision is covered according to the order of memorisation. For example, if a learner had memorised the last two and the first three *ajzaa'* in that order, this should ideally be the order of Revision also.
- The Revision must also ideally be covered comprehensively, i.e. the entire memorised portion must be covered in every Revision cycle.

- It is quite natural for the quality of retention to vary from section to section. If a learner is unable to satisfactorily recite their allocated Revision on an odd occasion, they may be given until the following session to do so (without requiring them to put their Lesson and Review on hold). However, this should not be allowed to develop into a habit, as that will only prolong the Revision cycle and thereby end up weakening the quality of the entire memorised content.
- If it becomes clear that the general quality of the Revision is poor and/or weakening, or that some sections are weaker than others, the facilitator may consider reducing the Lesson limit, which will also reduce the quantity of the Review, thereby freeing up more time for Revision.
- If even this adjustment fails to produce the desired results, then the facilitator may consider a period of focused Revision by putting the Lessons temporarily on hold for its duration. The Review must continue for seven more sessions before it too is put on hold. In all this process, the facilitator must be careful not to neglect the stronger sections of the Revision, otherwise they too will become weak.

In light of the above, it is clear that the order of priority for the three processes of Qur'an memorisation is: 1) Review, 2) Revision, 3) Lesson.

Facilitators must ensure they give due regard to this order of priority in developing learning plans. It is equally important that they also give due attention to maintaining the learner's interest at a good level. It is always advisable to make such important decisions as pausing Lessons and increasing Revision in consultation with learners and parents, so that the rationale is understood and appreciated by all parties concerned and any possibility of demoralisation is minimised.

## Corrections

Facilitators must have a simple scheme for marking corrections, and must ensure that learners and their parents properly understand it, so that errors can be properly identified and rectified.

They must mark *all* corrections in the learner's *mushaf* with pencil in a light hand, so that they can be erased once the error has been properly rectified.

The following is a sample scheme that may be adopted or adapted by facilitators as required.

Corrections required in Qur'an memorisation fall into a number of categories:

- Misreading – where the learner has incorrectly memorised a letter, a vowel, or a word. Such mistakes may be marked with a circle around them.
- Forgetting – where the learner cannot recall what follows either at all or fluently. Such mistakes may be marked by an extended line underneath the disconnected words, including when the disconnection is between two *ayahs*.
- Diversion – where the learner gets mixed up with a similar phrase elsewhere in the Noble Qur'an. Such mistakes may be marked with a short line above the point of diversion. If possible, learners may also be shown the *ayah* they have mistakenly diverted to, so that they can learn the difference between the two.
- Mispronunciation – where the learner makes an error of *tajwid*. These errors must be corrected, but need not be marked. If a particular error is made consistently, time must be taken out to explain and practice the rule being violated.

Facilitators should expect all marked errors to have been corrected by the next session. For errors that persist, an additional mark, such as an asterisk, may be made in the margins. But these additional marks must be used sparingly, so that their emphatic significance is maintained.



## **Error thresholds**

There should be zero tolerance for misreading errors in the Lesson, as this is the best time to 'nip them in the bud'. Furthermore, depending on its length, no more than one or two errors of forgetting may be tolerated in the Lesson.

In the Review, no more than two or three errors of misreading, forgetting, and diverting may be tolerated in the latter (most recent) half of the Review. No error may generally be tolerated in the first half, as that would imply the learner has not consolidated their memorisation sufficiently enough.

In the Revision, depending on the length of its portion, no more than three or four errors of misreading, forgetting, and diverting combined may be tolerated.

If the number of tolerable errors reaches the above thresholds, learners must be sent back to correct their errors before reciting again.

## **Memorisation Techniques**

- The best technique for memorisation is what works best for the learner. There is no single universal method that works for all.
- It goes without saying that the methods for Lessons will be different to those for Review to those for Revision. For those learners who are yet to discover their 'style', the following technique may be introduced.
- Lessons can be memorised as a block of two or more words, single or multiple lines, or even complete *ayaat*. Additionally, most learners learn best orally by reading from the *mushaf*, but some also find it helpful to learn aurally, i.e. by repetitively listening to the portion to be learnt. Nonetheless, all learners must be encouraged to become independent.
- Most learners find it easiest to learn their Review by going through each Lesson individually and then joining them all together.
- It helps to learn Revision in smaller segments rather than the entire portion all at once. These segments may be a single page, a collection of Lessons, or anything else.

## **Pre-hifz Guidelines**

Before any student embarks upon memorisation, it is important that they acquire the prerequisite skills of reading and pronouncing the Qur'anic script correctly.

All students should be taken through the Ahsanul Qawaa'id textbook and introduced to the rules of tajweed. The theoretical aspect of these rules do not need to be learned and tested, particularly regarding younger students. However, the application of these rules when reading and memorising should be an expectation of the teacher once the student begins the naazira and/or hifz stage of the programme. It is advised that regular revision of, or reference to, the Ahsanul Qawaa'id textbook is made throughout the student's learning journey, particularly in instances where the student makes repetitive mistakes in makhaarij and /or rules of tajweed.

## **Aims and expected completion times**

The below aims and expected completion times for each level are based on classes which are full-time (>/= 1 hour, 5 days/wk)

### Level 1 ('Pre-Hifz')

- **Aim**
  - Learning to read Arabic with applied tajweed
  - Memorise surah al-faatihah, and the last 10 surahs of the Qur'an
  - Identify students who have the ability and are sufficiently motivated, as well as parents who will be willing to support them accordingly, to move onto Level 2
- **Expected duration** – 6-12 months

### Level 2 (Hifz of selected surahs)

- **Aim**
  - Memorise the 30<sup>th</sup> juz' and other given surahs, not exceeding ~1 juz in total
  - Identify students who have the ability and are sufficiently motivated, as well as parents who will be willing to support them accordingly, to move onto Level 3
- **Expected duration** – 6-12 months

### Level 3 (Hifz of the entire Qur'an)

- **Aim**
  - Memorise the entire Qur'an
  - Identify students who have the ability and are sufficiently motivated, as well as parents who will be willing to support them accordingly, to memorise the entire Qur'an
- **Expected duration**
  - 2-4 years (variable depending on student ability, but students will remain in the programme so long as they are able to demonstrate continuous progression)
  - + 6 months further in class upon completion for revision
  - Lifelong thereafter + pursuit of related disciplines

## **EXPECTATIONS WITH REGARD TO HIFZ STUDENTS**

### **Hifz students will be expected to:**

- Conduct themselves in a safe, sensible, manner and show regard to others
- Arrive on time to lessons
- Bring equipment appropriate for the lesson
  - Student's own copy of the Qur'an
  - Student Planner/homework diary
- Follow instructions given by the teacher
- Behave in a reasonable and polite manner to all teachers and fellow students
- Complete all class work in the manner befitting of a student of Qur'an
- Be prepared to recite their newly learnt material (Part 1), and ideally their most recently learnt portion too (Part 2)
- Show respect for the learning environment (correct treatment of books and equipment etc.)
- Enable others to learn by not distracting them in any way during lesson time

**Students are NOT permitted to use mobile phones or any other device in class time.**

**The only learning tool to be used is the mus-haf (copy of Quran).**

**Unless agreed with the teacher, students are not permitted to leave the class early; they are to utilise the full hour for the learning and memorisation of the Qur'an.**

## **EXPECTATIONS WITH REGARD TO PARENTS/GUARDIANS**

### **Parents and guardians are expected to:**

- Work in partnership with teachers to ensure good behaviour
- Inform teachers and/ or programme director/ coordinator of any concerns
- Respond to concerns raised by teachers
- Ensure students come to class correctly equipped and prepared to work
- Monitor the Student Planner after each lesson, and respond if they wish, or with a signature at the least to confirm it has been read
- Support students with their homework and seek guidance from the teacher whenever needed. If parents are not confident in their own tajweed/reading, there are adult courses offered by Wilaya Trust - please enquire. Minimally, supporting your child consists of providing a structured, daily homework routine and a learning environment conducive to focused study.

### **Student Review Meetings**

Parents may be invited to attend Student Review Meetings in the case that a student is not meeting the expectations of the programme. These would take place as and when deemed necessary by agreement with, and in the presence of the teacher, the Programme Director and Programme Co-ordinator.

### **Student Progress Meetings**

Parents are expected to attend annual Student Progress Meetings, normally scheduled for May each year. Each student and his/her parent(s)/guardian(s) are allocated a 10 minute time slot, within usual class time on a given day, to discuss the student's progress for the past year. These meetings are attended by the teacher, Programme Director and Programme Co-ordinator.

## **EXPECTATIONS WITH REGARD TO TEACHERS**

### **Hifz teachers will be expected to:**

- Endeavour to arrive on time to their lessons, at least 5 minutes before in order to receive and welcome students
- Ensure parents/ students are informed if running late for any reason
- Create a swift and purposeful start to the lesson
- Reinforce clear expectations of behaviour
- Deliver a suitably planned and structured lesson which meets all individual needs
- Deal with incidents of inappropriate behaviour by following programme procedures
- Promote and reinforce positive behaviour in the classroom
- Keep Student Planners up-to-date - teachers should write in this every lesson, commenting on behaviour if they wish, but as a minimum, recording material recited, and homework.
- Keep a student attendance register, noting tardiness also.
- Finish at the expected time (not too early, and not over-running so as to leave parents waiting)

## **PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

It is the responsibility of Hifz teachers to deal with **minor incidents** which occur in the classroom.

It is the responsibility of the Programme Director to monitor students' behaviour across the programme. They will become involved if a student's behaviour is causing concern. They may then log all incidents and take appropriate action. They are also responsible for dealing with serious incidents which are likely to result in exclusion from the programme.

The Programme Director is the only member of staff who can sanction a **fixed term or permanent exclusion**. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal.

### **SANCTIONS**

Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits. Sanctions will be applied fairly and exclusion used when no other alternatives are available.

#### **Minor Incidents**

These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment.

#### **Sanctions could include:**

- verbal reprimand
- note to parent in Student Planner; moving seat
- phone call home

### **Persistent incidents, or incidents of medium severity**

These incidents must be recorded and passed to the Programme Director.

Unacceptable behaviour in this category includes:

- Persistency of minor incidents as above
- Rudeness to staff
- Verbally aggressive behaviour to another pupil
- Being continually off-task

### **Programme Director's sanctions include:**

- Contact with parents by phone or email

### **Serious Incidents**

Serious incidents are dealt with by the Programme Director and include:

- truancy from classes
- extreme rudeness to staff
- aggressive behaviour
- refusal to comply with other sanctions
- bullying

### **Programme Director sanctions include:**

- meeting parents/guardians
- placement on Daily Report (a daily phone call home from the teacher to the parent for one week - if problems persist, see 'very serious incidents' below)

### **Very Serious Incidents**

These incidents are dealt with by the Programme Director. They include:

- persistency of the above
- serious incidents of bullying
- fighting

### **Sanctions available include:**

- fixed term exclusion
- permanent exclusion



## **Assessment and Monitoring**

Each academic year, students are formally assessed in class twice by their teacher.

Results of the assessments may be shared with parents upon request. However, the main purpose for these assessments are to inform the teacher's planning and teaching, as well as to give students a sense of testing, which may come later in their hifz journeys.

The Programme Director or a senior member of the teaching team will endeavour to visit each Hifz class regularly to monitor general behaviour, teaching and the students' progress in memorisation.

These visits may not be pre-announced to either the teacher or the students.

## **A POSITIVE REWARD SYSTEM**

### **Incentive System**

**Parents will be informed via the Student Planners of when the below have been achieved and are encouraged to reward their child accordingly.**

- ★ Memorisation of ½ juz.
- ★ Distinct improvement in tajweed.
- ★ Consistently good attendance and punctuality.
- ★ Excellent manners.

### **Annual Jalsah/ Presentation of Certificates of Achievement**

Certificates and prizes are awarded annually to pupils recognising effort and achievement. These are presented at an open jalsah to which the students' families, the local community and respected scholars are invited.

## **Holidays**

The scheduled holidays for the Programme are as follows:

- Two weeks at the end of the school summer break
- One week during the Christmas school break
- One week during the Easter school break
- One week each of Eid ul Fitr and Eid ul Adha

It is strongly encouraged that these holidays are actually taken, as it is essential for children to have down-time at regular intervals to maintain interest and aid learning. However, the teacher has the discretion to run classes during the holiday periods, provided:

- a. more than half the cohort will be in attendance, and
- b. the teaching does not include whole-class learning modules.

Classes are expected to run as normal outside of these holidays, including throughout all school half-term breaks as well as during the non-holiday weeks of end-of-term breaks. Classes are also expected to run during Ramadan, but timings may be adjusted in consultation with parents and the Programme Coordinator.

It is strongly discouraged to take holidays outside of these times, except in cases of emergency. If it is necessary to do so, however, the teacher and Programme Coordinator must be notified as early as possible of the dates and reason(s) for the holiday.

## **Fees**

£3 per lesson, per student to be paid every four weeks (not monthly) by standing order or bank transfer.

Payable to:

**Account Name: Wilaya Trust**

**Account Number: 65379336**

**Sort Code: 08-92-99**

Ref: '[Name of student] Hifz'

At Wilaya Trust, finances should never be a barrier to learning. If a parent finds difficulty in paying the full fees, they are to contact [info@wilayatrust.org](mailto:info@wilayatrust.org) to discuss potential options and not hesitate to get in touch with any other queries.

**'Aishah (May Allah be pleased with her) reported:  
The Messenger of Allah (s) said, "The one who is proficient in the recitation of the  
Qur'an will be with the honourable and obedient scribes (angels) and he who  
recites the Qur'an and finds it difficult to recite, doing his best to recite it in the  
best way possible, will have a double reward."**

**[Al-Bukhari and Muslim]**

**Abdullah bin 'Amr bin Al-'As (may Allah be pleased with them) reported: The  
Prophet (S) said, "It will be said (on entering paradise) to one devoted to the  
Quran: 'Recite and ascend (in ranks) as you used to recite when you were in the  
world. Your rank will be at the last verse you recite."**

**[Abu Dawood, Tirmidhi]**

**May Allah SWT make us from among these people. Aameen**

## Hifz Programme Yearly Schedule

<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>  JALSAH  WINTER BREAK (1 WEEK)
<b>January</b>	<b>February</b>	<b>March</b>  IN-CLASS ASSESSMENT 1	<b>April</b>  SPRING BREAK (1 WEEK)
<b>May</b>  ANNUAL PARENT MEETINGS	<b>June</b>	<b>July</b>  IN-CLASS ASSESSMENT 2	<b>August</b>  SUMMER BREAK (2 WEEKS)

1 WEEK HOLIDAY FOR EID UL FITR (dates to be announced each year).

1 WEEK HOLIDAY FOR EID UL ADHA (dates to be announced each year).

RAMADHAN HOLIDAYS/REDUCED LESSONS TO BE AGREED PER CLASS EACH YEAR.

Staff meeting 2nd Sunday of every month.