

# Yesoiday HaTorah School

## Curriculum policy

**Approved by:** Rabbi Dr J Yodaiken **Date:** 01/09/17

**Last reviewed on:** 01/09/17

**Next review due by:** 01/09/18

# 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Promote British values so that pupils are given the skills, values and knowledge to become law abiding citizens
- Develop links across subject areas so that cross curricular themes are pursued.

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 3. Roles and responsibilities

The headteacher and curriculum subcommittee ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

### 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## 4. Organisation and planning

The school provides two curricula, a national curriculum and a Kodesh curriculum. Within the national curriculum we follow all the required curricular expectations. We have developed a new approach to delivering that by way of the Singapore Approach of “Maths No Problem”. Here the emphasis is on developing our pupils’ mathematical skills and methodology, with the emphasis on choosing appropriate methods, rather than by rote getting the right answers. This has had a significant impact on our pupils’ results at KS1 and KS2.

In literacy in the Early Years there is a great focus on phonics, writing and reading comprehension. Spelling and grammar is merged into the other areas. As the pupils go through the school the writing and spelling and grammar are taught methodically, with careful progression from year to year. This has resulted in outstanding outcomes for our Year 6 pupils in SPaG and writing. In reading comprehension the emphasis here has been on children being immersed in topics and writing from a sense of knowledge and understanding.

P.E. and games in our school are augmented by P.E. specialists who are contracted to come into school to deliver both training to staff, and to work with pupils throughout the school in delivering P.E. and games.

Science is taught throughout the school and enriched by our Topic Project weeks, which are dotted through the school year.

ICT in the school is designed by way of pupils learning ICT in the classroom with individual laptops. This enables the ICT work to be used in a cross curricular way, as well as discreetly learning ICT skills.

The other areas of the national curriculum are taught both as discrete subjects and in a cross curricular way from our Kodesh curriculum.

The systemic approach to cross curricular work involves nearly all members of staff throughout Foundation Stage, Key Stage 1 and Key Stage 2. Kodesh inputs into the enriched curriculum subjects in many ways, for example; English: speaking and listening, writing, grammar, comprehension, poems, storytelling, role-play, linguistic skills; Mathematics: counting, addition and subtraction, multiplication and division, gematria – numerical values (each Kodesh letter has a numerical value) estimates, weights, measurements, fractions; History: emphasis on biblical and Jewish historical events of the following ancient civilizations, Israel, Egypt, Mesopotamia, Phoenicians, Rome, Greece and Syria, Persians and Medes; Geography: emphasis on physical features linked to Jewish History, maps – north, south, east, west, physical features; Animals: characteristics of, and farming; Climate and weather; Science: parts of the body, plants mentioned in the Bible – biology, plants used in Jewish ritual – biology, desert and fertile land, agriculture in the Land of Israel, irrigation, climate and weather, the moon and the Jewish months, lengths of time and the calendar, day/night, sun/moon, year length, phases of the moon, seasons, the solar system, the water cycle; Music: school choir, music for festivals, Kodesh songs reflecting different moods of music through different instruments, such as the shofar (horn) on Rosh Hashonah; Design and technology/art: making a detailed model of the Tabernacle, making and designing candelabras for the Festival of Lights, making models of the High Priest and his beautiful clothes, making and designing various items for the Festival of Purim.

See our EYFS policy for information on how our Early Years curriculum is delivered.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **6. Monitoring arrangements**

The senior leadership team monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

The headteacher, subject leaders and curriculum leaders monitor the way their subject is taught throughout the school by:

The headteacher, subject leaders and curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher. . At every review, the policy will be shared with the full governing body.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy
- Equality information and objectives