



Shalom Noam Primary School

Curriculum Policy

September 2023

Intent:

'Happy and secure children learn well':

At Shalom Noam, we offer a curriculum where both Kodesh and National Curriculum subjects are seen as vital for the children to develop into capable, able and giving citizens whose Jewish Faith is deeply embedded in their identity. Our Kodesh curriculum offers the children the tools to access any Secondary School of their choosing and to go into the world with a strong, proud identity to be practising Jewish and British citizens. Our National Curriculum intent is to ensure that the children are offered a broad and balanced curriculum in an enjoyable, immersive manner and that core skills are provided allowing children to access Secondary School with strong skills. As our children generally grow up within the Jewish Community, part of our intent is to provide them with the knowledge they require to be successful British Citizens. We do this by:

- Ensuring the personal development, emotional well-being and physical and mental health of our learners is supported to allow full engagement with learning and progress across the curriculum.
- Support the spiritual development of our children by imbuing each child with a love of Orthodox Jewish practice and Torah values.
- Developing early literacy skills and knowledge from entry to the school to enable learners to communicate their understanding and express themselves competently.
- Effectively teaching reading and writing skills and knowledge across the school to develop learners' vocabulary, curiosity, empathy and creativity and understanding of the wider world
- Effectively teaching mathematical and scientific skills and knowledge to quicken learners' minds and help them to think deeply when faced with challenging problems.
- Broadening horizons and widening opportunities for all learners through a range of experiences within and outside school
- Promoting good middos (personality traits), British values, equality and diversity across our curriculum to enable learners to be aware of differences in each other and society.

Our 'golden threads' through our curriculum are:

- **Lifelong learners.**
- **Reading**
- **Experiential, authentic learning**
- **Ambitious and aspirational**

Implementation

We offer an intensive Kodesh curriculum that incorporates textual, historical, theoretical and practical aspects of Judaism. Children learn to read, write and translate Biblical (Ancient) Hebrew from a young age and are fully proficient in all these skills by the time they leave Primary School. There is a strong focus on understanding the Torah (Bible) and its requirements and bringing it to life through practical and textual experiences. There is a strong focus on developing good Middos (Character traits) such as respect for parents, adults, peers and those of other religions.

The implementation of our National Curriculum is based on Power of Reading at its core with other subjects connected where feasible. Writing is developed throughout the curriculum. To teach Maths, we did use Collins Busy Ant. We have identified that this is not fully supporting our LA children or extending our HA well enough and are in the process of switching to White Rose Maths through a three year program. Part of our curriculum is implemented through 'days' and 'activities' to allow for immersion into an area such as: Many aspects of the music curriculum are developed through the school play, 'Robotics workshops' allowed the children to develop programming skills, Anti-bullying Day incorporated Andy Goldsworthy's art techniques and children had to work collaboratively to create pieces of Art, Our World Week teaches the children about different places and cultures etc.

We aim to give the children many experiences to promote a range of interests such as different speakers, trips and workshops.

Subject leadership

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors, regularly review and quality assure the subject areas to ensure that is being implemented well and coverage and breadth and balance is adequate. Insets and training as well as monitoring and evaluation are carried out by subject leaders.

Planning

The curriculum at Shalom Noam Primary School is carefully mapped out to ensure that pupils acquire knowledge and skills in a well-thought out and progressive manner in every curriculum subject ensuring sufficient coverage across each subject over time. New learning is based upon what has been taught before and prepares pupils for what they will learn next. There are clear end points which pupils work towards on their learning journey and these link directly with our 'ladder system' used for assessment. We are confident that if our pupils are following our curriculum, they are making progress and are being prepared for the next stage of their educational journey.

Staff training and support

In order for us to be able to deliver a strong and up to date curriculum, we provide staff with opportunities for CPD in their subject specific areas of leadership or teaching role. This may include attending BPSI or online courses on the curriculum or visiting other schools. Following CPD, staff feedback to each other about what they have learnt at staff meetings, and we then discuss the impact of this on a class teacher, subject leader and whole school strategic level. Staff also deliver insets to their peers and do peer observations in a supportive manner. We aim to give staff the expert knowledge required to deliver the subjects that they teach. Ongoing professional development and training is available for staff to ensure that our curriculum requirements can be met.

As we are a one form entry school, subject leaders often have more than one subject area to lead. Because of this, leaders enable curriculum expertise to develop across the school and teaching staff and encourage staff to take on an area of interest, offering support as required. Within the Termly Plan, one subject is visited each week to ensure we are constantly evaluating and improving all subject areas.

Vocabulary

We aim to develop pupil's working vocabulary as part of our curriculum. We find that some pupils enter our nursery with additional speech and language needs. In order to give children strong subject knowledge and skills, alongside the teaching of knowledge and skills we also teach pupils a range of higher level vocabulary associated with their curriculum subjects and learning areas.

Staff encourage children to embrace a range of vocabulary based on topics they are learning. This is done in a range of ways such as word mats, displaying vocabulary in the classroom or brainstorming and having the words written up on the cupboard doors.

We use Power of Reading as a basis for Literacy lessons thus exposing children to relevant vocabulary and concepts. Relevant books are accessible to the children to allow them to develop and widen subject knowledge.

Reading

At Shalom Noam, we use Essential Letters and Sounds to support all children in learning to read quickly. This scheme focusses on simplicity and consistency. It is structured to provide high quality first teaching, encourage a wide and rich vocabulary and ensure that every child can access the lessons thereby achieving fluency and accuracy.

The principles of this program are:

- The delivery of whole class, high quality first teaching
- Well structured and simple lessons
- The use of consistent terminology used by children, teachers and parents
- The use of consistent resources to support teaching
- Effective use of repetition throughout the program.
- Regular assessment to ensure children keep up rather than catch up

Pupils in the nursery class begin with phase 1 sound discrimination and then move onto phase 2 in January where they start learning letters and sounds. This is built upon in the Reception and the Year 1 class using ELS progressing through the phases. The aim of our school is for all of our pupils to complete phase 5 in preparation for the phonics screening test and by the end of Year 1 to be in line with the National Expectation.

Where a pupil has been identified as not on track to achieve this target through our Phonics tracker and ladder system, targeted intervention is put in place through Guided Reading sessions, interventions and additional support during soft entry.

Pupils who do not pass the phonics screening test in Year 1 are supported to ensure that they pass by the end of Year 2.

Pupils are able to access a range of reading resources and texts in their classrooms, central school library, class library and at break time.

Children get Reading books to take home up to and including Year 3. They are heard to read individually and in a group on a weekly basis and their ability to decode, segment and comprehend is monitored and assessed before children progress. We use the Oxford Reading Tree as our main reading scheme which is consistent with ELS. We use Big Cat (Collins) for breadth and variety and to support children who need longer for consolidation.

Books are in line with children's phonic knowledge which is consistent with assessments on Phonics Tracker as well as Phonics taught in class.

In Year 4 children are encouraged to read at least 15 minutes each day and each child has a reading book in class to read and once completed, they complete reading activities in a reading journal.

In Year 5 have reading books in class to read and are expected to read at home each day, a book of their choice.

In Year 6, children are encouraged to read high quality texts and recommend books to each other in a public forum.

In KS2, guided reading is done once a week in each class.

Each class has a class reader read to them by the teacher. The books are picked by class teachers based on their knowledge of the class to inspire and engage children's love of reading and expose them to high quality vocabulary and rich text. There are book corners in each class which are being developed to ensure children have access to high quality fiction, non-fiction and poetry books. These are accessible and front facing.

We have library monitors who make recommendations for KS1 and KS2 texts in our weekly newsletter.

At the end of each term, we do a Buddy Reading session where older children share their love of reading with younger children.

Assessment

Assessment at Shalom Noam is designed to be supportive and meaningful to children's learning. It is not excessive or onerous as is part of the day to day working practices of the classroom. Teachers ensure that pupils embed key concepts in their long term memory. Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts. Assessments are reliable and are moderated to ensure that expected outcomes are fully understood by all staff. Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning. Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback (not every piece of work is marked in depth). Feedback follows the ladders and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare

children through the year groups for the end of key stage testing as required by law. Data is collected and analyzed through Target Tracker every half term and pupil progress meetings are held with SLT and all staff involved in the class. Children are then identified and intervention and support put in for them to enable them to make progress.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes on the ladders and end of year expectations. Pupil progress will be reported to parents at two points in the year at a Parent's consultation evening. Written end of year reports are sent home to parents.

Curriculum Impact

Monitoring and Evaluation

A curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Sufficient time is given to subject leaders each week to enable them to successfully carry out their roles and responsibilities, without adding to workload. The information from the monitoring and evaluation then forms the basis of the impact assessment for that curriculum area.

A member of staff has overall leadership for assessing the intent, implementation and impact of the whole curriculum that we offer here at Shalom Noam. This leader has overall vision of the monitoring and evaluation and will guide staff in their roles and responsibilities on a regular basis.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

Outcomes for Pupils

Our curriculum consistently leads to good outcomes and results for the pupils at Shalom Noam. We are consistently above national averages for outcomes at the end of EYFS, KS1 and KS2. We also regularly achieve highly in the phonics screening test for our Year 1 pupils and usually all of our pupils have passed the phonics screening test by the time they leave Year 2 unless there is a special and specific learning need.

Pupils with additional learning needs make good progress across the curriculum in line with their own progress measures. Assessment of these pupils is in achievable

steps and often using a ladder according to their specific needs. There are a range of additional activities on offer and although these skills may not be assessed numerically or with a grade, we still feel that being able to achieve these life-skills will enable pupils to fully access life in modern day Britain and add to confidence, self-esteem and wellbeing.

Learning Environment:

Our learning environments are used as teaching tools. As a school, we encourage staff and In the EYFS displays and resources are organised and labelled to enable learning and teach children organisational and ordering skills. Displays around school are also used to showcase, value and celebrate children's achievements and great work. Children have input into these displays and the aim of them is to promote children's self-esteem and recognise good learning.

Assessment, Recording, Monitoring and Evaluation:

The curriculum leader (Mrs Adele Aremband), has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. All data is stored on Target Tracker allowing for easy identification of needs.

Inclusion and Differentiation:

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning.

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular summative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mind set in all our children.

Home Learning:

Home learning is given regularly. All home learning is given to the children in paper format with some supplementary work set on Google Classroom/Education City.

Enhanced Provision:

We aim to enrich our pupils' lives and opportunities by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community. As part of our enhanced provision, each year we have a team of school leaders (Head Girl/Boy, Prefects, Monitors, School Councillors, and Librarians). These are really important roles and give our children the opportunity to commit to a role for a term.

Shalom Noam Primary School

Please see individual subject statements attached to this policy:

Reading
Writing
Maths
History
Geography
Science
Music
Art
Design and Technology
MFL
PE
PSHE/RHE
Computing

To be read in conjunction with:
All individual subject policies
Subject Curriculum Statements

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|---------------------------------|---------------|--------------|----------------|
| Headteacher: | <i>Closin</i> | Date: | September 2023 |
| Chair of Governing Body: | <i>NRose</i> | Date: | September 2023 |