

Curriculum Policy

Adopted: March 2015
Next Review: March 2017

Preamble

This document sets out the curriculum rationale and mechanics for JCoSS as a Voluntary Aided pluralist Jewish secondary school with Science Specialist Status and an integrated provision for autistic students.

It should read in conjunction with the Teaching and Learning Policy which deals more widely with the learning ethos of the school.

Our curriculum reflects our Learning Ethos which is depicted in the diagram shown here.



Our **Science Specialist Status**, our intention to **building students as life-long learners**, and our commitment to **inclusion** – with the PSRP as a key aspect of this – all interact with each other, and are all embraced by our **pluralist Jewish Ethos**.

The result is a powerful integrated combination that affirms learning in all its richness – intellectual, personal and spiritual.

As a voluntary aided school, we follow the National Curriculum and mindful of the expectations of accountability and best practice in other maintained schools. We add Drama and Dance, and a second foreign language, to provide further opportunities for cultural enrichment.

As befits our ethos, students in all years will have timetabled lessons in Jewish Education, preparing them for a GCSE-level qualification at the end of Key Stage 4. In Key Stage 5 the common Jewish Education course is not examined, but an optional A level course is available. All students study Ivrit in Years 7 and 8, and provision is made for further study of Ivrit to GCSE and A level.

The School Day

The school day runs from 8.30 a.m. to 3.55 p.m. Timings are set out below:

| | Normal Days | Winter Fridays |
|---|-------------|----------------|
| Registration | 8.30 – 8.40 | 8.30 – 8.40 |
| Lesson 1 | 8.40-9.40 | 8.40-9.30 |
| Lesson 2 | 9.40-10.40 | 9.30-10.20 |
| Break | 10.40-10.55 | 10.20-10.40 |
| Lesson 3 | 11.00-11.55 | 10.40-11.30 |
| Lesson 4 | 11.55-12.50 | 11.30-12.20 |
| Lunch | 12.50-1.40 | 12.20-1.15 |
| Registration + Form Time/Assembly | 1.45-2.05 | 1.15-1.30 |
| Lesson 5 (not Fridays or before festivals) | 2.05-3.00 | |
| Lesson 6 (not Fridays or before festivals) | 3.00-3.55 | |

- There are 6 lessons of 55/60 minutes: these timings include 3-minute movement breaks between consecutive lessons to allow a prompt and well-ordered start to each one.
- Morning & afternoon registration takes place in form groups with tutors.

- Wednesday lesson 1 for all year groups is the Kvutzah (PSCHE) slot in Autumn and Spring, and the Enrichment slot in Summer
- There are no lessons on Friday afternoons in recognition of Shabbat.

Eves of Festivals and Winter Fridays

Different timings operate as shown on Fridays in Winter. This is to permit time to travel home and make preparations before sunset.

- “Winter” is defined as the time during which Greenwich Mean Time operates, usually from Autumn half term to the Passover (Spring) holiday. The precise dates will depend on the dates of the half term and Passover (Spring) holidays.
- Lessons are shorter (50 minutes) to allow as many as possible in the available time.

The Timetable Cycle

We operate a 2-week timetable cycle so as to give as much flexibility to time allocations across the subjects. There are 56 lessons per fortnight.

- Lessons are spread as far as possible across the days of the week and the two weeks of the cycle
- At KS3, lessons are taught as single timetable slots with the exception of some Science and DT/PE lessons to allow extended time for practical work.
- The weeks are numbered in strict order, with the aim that we stay in synchronisation with other Barnet schools that operate a 2-week timetable.

Curriculum Teaching Time Allocation.

The KS3 curriculum is divided as shown below. The following are noteworthy:

- **Core subjects (English, Maths, Science)** 7 lessons per cycle (6 for Maths in Y7 and for English in Y8). This exceeds usual NC recommendations, reflecting the central importance of core subjects and our ethos commitment to Science
- **Jewish Education:** 6 lessons per cycle, reflecting our ethos commitment to Jewish Education
- **Humanities:** 6 lessons per cycle. This includes History and Geography, which are taught separately but follow a linked curriculum.
- **Modern Languages:** 9 lessons per cycle in Y7-8 (Ivrit 4 lessons, French 5 lessons). 8 lessons per cycle in Y9, when students may drop either Ivrit or French in favour of Spanish (or Numeracy/Literacy support for identified students).
- **Kvutzah (PSCHE):** 2 lessons per cycle in Autumn and Spring. Additional “drop-down” days are arranged to ensure there is time for full coverage of the material.
- **Enrichment:** 2 lessons per cycle in Summer

KS4 teaching time allocation

- **English, Maths and Science** teach 8/9 lessons per cycle, reflecting their importance as key skills and the fact that students take 2 or 3 examinations in these subjects.
- Jewish Education is a core subject for all students, and fills one of 4 Option Blocks with 5 lessons per fortnight
- **Other examined subjects** teach 5 lessons per cycle.
- **PE** teaches 3 hours per cycle; **Kvutzah (PSCHE)** and **Enrichment** are as for Key Stage 3

KS5 teaching time allocation

- All **AS and A level subjects** teach 9 lessons per cycle.
- **Kvutzah (PSCHE), PE and Jewish Education** each teach 2 lessons per cycle.

Curriculum from 2015 (Projected)

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|----|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | English 7 | English 6 | English 7 | English 8 | English 8 | Option 1 | Option 1 |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | Maths 7 | | | | | |
| 11 | Maths 6 | | Maths 7 | | | | |
| 12 | | | | | | | |
| 13 | | | | Maths 9 | Maths 9 | | |
| 14 | | | | | | Option 2 | Option 2 |
| 15 | | | | | | | |
| 16 | | | | | | | |
| 17 | Science | Science | | | | | |
| 18 | 7 | 7 | Science | | | | |
| 19 | | | 7 | | | | |
| 20 | | | | | | | |
| 21 | | | | | | | |
| 22 | | | | Science | Science | | |
| 23 | Jewish Ed | Jewish Ed | | 9 | 9 | | |
| 24 | 6 | 6 | Jewish Ed | | | Option 3 | Option 3 |
| 25 | | | 6 | | | | |
| 26 | | | | | | | |
| 27 | | | | | | | |
| 28 | | | | MFL | MFL | | |
| 29 | Humanities | Humanities | | | | | |
| 30 | | | Humanities | | | | |
| 31 | | | | | | | |
| 32 | | | | | | | |
| 33 | | | | Option A | Option A | | |
| 34 | | | | | | Option 4 | Option 4 |
| 35 | French | French | MFL 1 | | | | |
| 36 | | | | | | | |
| 37 | | | | | | | |
| 38 | | | | Option B | Option B | | |
| 39 | Ivrit | Ivrit | MFL 2 | | | | |
| 40 | | | | | | | |
| 41 | | | | | | | |
| 42 | | | | | | | |
| 43 | PE | PE | PE | Option C | Option C | | |
| 44 | | | | | | Option 5 | Option 5 |
| 45 | | | | | | | |
| 46 | | | | | | | |
| 47 | DT | DT | DT | | | | |
| 48 | | | | Option D | Option D | | |
| 49 | Art | Art | Art | | | | |
| 50 | | | | | | | |
| 51 | Music | Music | Music | | | Jewish Ed | Jewish Ed |
| 52 | | | | | | | |
| 53 | Drama | Drama | Drama | PE | PE | PE | PE |
| 54 | | | | | | | |
| 55 | Kvutzah/Enr | Kvutzah/Enr | Kvutzah/Enr | Kvutzah/Enr | Kvutzah/Enr | Kvutzah/Enr | Kvutzah/Enr |
| 56 | Kvutzah/Enr | Kvutzah/Enr | Kvutzah/Enr | Kvutzah/Enr | Kvutzah/Enr | Kvutzah/Enr | Kvutzah/Enr |

Programmes of Study

Programmes of study are the responsibility of Heads of Faculty and Heads of Department. They have the freedom and the responsibility to ensure subject content and pedagogy that

- reflects best practice
- engages students
- prepares them for the next stage of learning and for life beyond school
- fulfils the requirements of the National Curriculum and/or of public examination specifications
- supports the ethos of the school
- includes, where appropriate, opportunities for cross-curricular themes to be covered
- makes best use of resources including teacher expertise

Setting & Teaching Groups

- We employ a variety of groupings, reflecting the different learning needs of students in different areas of the curriculum and of their development.
- Students are CAT-tested before starting at JCoSS. The results are triangulated with information from primary schools to inform setting arrangements. These may be altered mid-year or at the end of years, informed by further assessment and teacher observation
- Form groups are arranged so as to be broadly balanced in terms of Gender, KS2 attainment, Special Educational Needs (except that some PSRP students may be grouped in the same form or year-half to make best use of LSA support), Ethnicity and Behaviour. We take some account of parental requests to keep apart students who know each other.
- Form groups will usually stay constant until Year 11, but may be rearranged if necessary for pastoral or learning reasons
- Setting will be used wherever timetabling permits and where subjects request it. This may be done across whole year groups, or half years, or quarter years.
- Our aim is to allow subject-specific or subject-related setting where possible, with as much flexibility and nuance as staffing permits.
- In general, setting is more likely in English, Maths, Science and MFL than in other subjects, and in high years (other than A level and GCSE optional subjects)

Progression through Key Stages 3 & 4

In the Core National Curriculum subjects (English, Maths and Science) we treat Years 7-11 as a 5-year whole. GCSE courses (or their equivalents) in these subjects will begin during Year 9, but KS3 reporting will be done at the end of Year 9.

In MFL, all students will learn French and Ivrit in Years 7 & 8. In Year 9 they may drop one of them in favour of Spanish. This choice will be made in the summer of Year 8.

Jewish Education and the Foundation Subjects will follow the conventional 3-year KS3, and begin teaching GCSE courses (or their equivalents) in Year 10.

In Key Stage 4, most students will study

- English (2 qualifications)
- Maths (2 qualifications)
- Science (3 qualifications)
- 1 Modern Foreign Language
- Jewish Education
- In addition they have 3 optional subjects, making 12 in total.

Key Stage 5 (6th Form)

- Until 2015, the post-16 curriculum consists exclusively of A level courses. Students typically study 4 subjects in Year 12 and 3 in Year 13. Untimetabled lessons are used for private study.

PSRP Curriculum

Students in the PSRP have the same curriculum entitlement as all other students. Even though the LA (rather than the Governors) is the admitting authority for PSRP students, this entitlement includes Jewish Education and Ivrit.

- Provision for PSRP students is personalised according to need, mindful of best deployment of support staff. Some students may be in main school classes for varying amounts of time (up to full timetable); others may be exclusively taught in the PSRP.
- All PSRP students are assigned to mainstream teaching groups on entry, to ensure that integration is always a possibility. They are also allocated to a main school form group, and wherever possible will attend registration/assembly each day.
- The structure of the timetable means that the PSRP timetable cannot exactly map the mainstream. Partially-integrated students may therefore make up subjects they have missed via catch-up sessions.
- Additional sessions to meet the needs of PSRP students (e.g. Speech and Language or other therapies, life skills, etc) will be arranged by the Director of the PSRP in PSCHE or other suitable slots across the timetable.

Learning Support and Withdrawal

The SENCo is responsible for the deployment of LSAs, either to support individual students or groups. In addition, there is some cross-over between PSRP and Main school LSAs.

- Unless additional need is identified and funded on a Statement, students identified as needing additional support in literacy or numeracy will be withdrawn from lessons for extra help for a maximum of two lessons per week (one each for numeracy and literacy).
- A similar system may operate for instrumental music lessons and for "One to One" tuition: care will be taken with these sessions to ensure that the same lesson is not affected each week.

Evaluation

The effectiveness of the overall curriculum is monitored via Senior Leadership Team and Curriculum Leaders' Meetings. Where appropriate, smaller groups or Professional Learning Teams may be commissioned to carry out research and reflection on aspects of the curriculum and to propose changes.