

Curriculum Policy

Adopted: April 2017
Next Review: April 2018
Committee: Teaching & Learning

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 Year 7, and can continue this throughout their time at JCoSS to GCSE and A level.

The School Day

For 2017-18 the normal school day will run from 8.30 a.m. to 3.30 p.m. Timings are set out below:

	Mon-Thurs	Summer Fri	Winter Fri			Mon-Thurs	Summer Fri	Winter Fri
Reg	10	10	10		Reg	08:30	08:30	08:30
1	55	60	55		p1	08:40	08:40	08:40
2	50	60	55		p2	09:35	09:40	09:35
Break	25	25	25		Break	10:25	10:40	10:30
3	55	60	55		p3	10:50	11:05	10:55
4	50	60	55		p4	11:45	12:05	11:50
Lunch	50	50	40		Lunch	12:35	13:05	12:45
Reg	20	20	20		Reg	13:25	13:55	13:25
5	55				p5	13:45		
6	50				p6	14:40		
					End	15:30	14:15	13:45

- **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

For students in Year 10 in 2017/18:

- **English, Maths and Science:** 9 or 10 lessons per cycle, reflecting their importance as key skills and the fact that students take 2 or 3 examinations in these subjects.
- **Other examined subjects, including Jewish Education:** 6 lessons per cycle
- **PE** teaches 3 hours per cycle; **Kvutzah (PSCHE)** and **Enrichment** are as for Key Stage 3

For students in Year 11 in 2017/18:

- **English, Maths and Science:** 9 lessons per cycle, reflecting their importance as key skills and the fact that students take 2 or 3 examinations in these subjects.
- **Other examined subjects, including Jewish Education:** 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 **A level and Vocational subjects** teach 11 lessons per cycle.
- **Kvutzah (PSCHE)**, and **Jewish Education** each teach 2 lessons per cycle.

Curriculum Model for 2017-18

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1							
2							
3							
4	English	English	English	English	English	Option A	Option A
5							
6							
7							
8							
9							
10							
11	Maths	Maths	Maths				
12							
13					Maths		
14				Maths			
15						Option B	Option B
16							
17							
18	Science	Science					
19							
20							
21			Science				
22	Jewish Ed				Science		
23		Jewish Ed					
24				Science			
25	RS						
26		RS	Jewish Ed			Option C	Option C
27							
28							
29	Humanities	Humanities	RS		Jewish Ed		
30							
31				Jewish Ed			
32			Humanities				
33							
34	French						
35		French			MFL		
36							
37			MFL 1	Option A		Option D	Option D
38	Ivrit	MFL 2					
39							
40	Computing				Option A		
41							
42			Creative Arts				
43	PE	PE		Option B			
44							
45					Option B	EPQ	EPQ
46							
47	DT	DT	Cr Arts/MFL2			English resit	English resit
48							
49	Art	Art		Option C			
50					Option C	Maths resit	Maths resit
51	Music	Music	PE				
52							
53	Drama/Dance	Drama/Dance		PE	PE	Jewish Ed	Jewish Ed
54							
55	Kvutzah/Enrich	Kvutzah/Enrich	Kvutzah/Enrich	Kvutzah/Enrich	Kvutzah/Enrich	Kvutzah/Enrich	Kvutzah/Enrich
56	Kvutzah/Enrich	Kvutzah/Enrich	Kvutzah/Enrich	Kvutzah/Enrich	Kvutzah/Enrich	Kvutzah/Enrich	Kvutzah/Enrich

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, prior 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 where 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, and on models that suit the subjects involved.
- 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 programme. 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. In Year 8 they may drop one of them in favour of Spanish or Latin.

In Year 9 students have three blocks which they must fill with either 2 Languages and one Creative Art, or 1 Language and 2 Creative Arts. Languages offered are French, Ivrit, Spanish and Latin, and students may only choose one from scratch in Year 9. Creative Arts offered are Art, Design Technology, Drama, Music, Dance, Food Technology, and there are no restrictions on choice. Choices will be made in the summer term of the preceding Year.

Jewish Education and the Foundation Subjects 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 (1 or 2 qualifications)
- Science (2 qualifications)
- Jewish Education
- In addition they have 3 optional subjects, making 9 or 10 in total. Triple Science counts as one of the 3 options (on top of the normal allocation for Science).
- Most subjects offered are for GCSE qualifications. Level 2 Vocational Courses are offered where appropriate and where there is sufficient demand.
- All Year 9 and Year 11 students receive advice about subject choices. Students are advised to opt for EBacc subjects (a Language, History/Geography in addition to the compulsory subjects) to GCSE if appropriate for their aspiration and ability, but they are not compelled to do so.

Key Stage 5 (6th Form)

- The 6th form curriculum includes A level and Vocational courses. The clear majority of students study A levels only, a smaller number study Vocational subjects only and a mixture of the two is possible on a case by case basis, where the student meets the highest entry criteria.
- Students typically study 3 subjects with the addition of an EPQ qualification for which timetabled support is given. Students who enter the 6th form without Maths and/or English at Grade 4 at GCSE must follow a course to re-sit the exam.
- Other lessons are used for private study, some of which is timetabled and supervised.

PSRP & Learning Support

Where mainstream students need additional support with their learning, this is provided in various ways:

- LSA support in class (including via Faculty LSAs)
- LSA support in a withdrawal group (including via Faculty LSAs)
- Specialist SEN support from a teacher in the Learning Support Faculty
- Disapplication from some subjects to provide time for therapy, additional teaching or other support
- Learning Mentor support, usually when a student is on a reduced timetable
- 6th form academic mentoring

The Director of Learning Support is responsible for the deployment of LSAs and specialist teachers. Learning Mentors are deployed by the relevant Assistant Head and YLC in consultation with the Learning Support Team.

Students in the PSRP have the same curriculum entitlement as all other students, including 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 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 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) are arranged by the PSRP Operational Director

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.