

Curriculum Policy

Last Review: September 2021

Next Review: July 2022

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 be read in conjunction with the Teaching and Learning Policy, which deals more widely with the learning ethos of the school, and with The JCoSS Graduate: our vision, statement.

Our mastery curriculum is closely aligned with the schools, students and teachers network (SSAT) definition of curriculum, which is a phrase Dylan Wiliam used during his work on Redesigning Schooling. It is: the 'lived daily experience of young people in and out of the classroom'. We can, therefore, talk about three types of curricula:

- **The intended curriculum** – national or local curriculum aims, set by government or other forms of governance. Often presented as a series of aims.
- **The achieved curriculum** – the substance of the curriculum in a school, formed by a school's own curriculum vision, subject and year group mapping and schemes of work; and the resources, text books and plans that go along with these.
- **The real curriculum** – the lived daily experience of young people.

We also refer to Ofsted's current working definition of curriculum in the light of their recent survey work:

Intent: A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage

Implementation: for translating that framework over time into a structure and narrative, within an institutional context

Impact: and for evaluating what knowledge and understanding pupils have gained against expectations

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 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

The normal school day runs 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	65	65	55		p1	08:40	08:40	08:40
2	65	65	55		p2	09:45	09:45	09:35
Break	20	20	20		Break	10:50	10:50	10:30
3	65	65	55		p3	11:10	11:10	10:50
4	65	65	55		p4	12:15	12:15	11:45
Lunch	45	35	40		Lunch	13:20	13:20	12:40
Reg	15	15	20		Reg	14:10	14:00	13:25
5	65				p5	14:25		
					End	15:30	14:15	13:45

- There are 4 or 5 lessons of 65 minutes on most days, and 4, 55 minute lessons on winter Fridays.
- Morning & afternoon registration takes place in Form Groups with Tutors.
- 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 and on school days before Jewish festivals, in order to allow time to travel home and make preparations before sunset.

- “Winter” is defined as the weeks between half term in the autumn term and half term in the spring term. Timings are adjusted to allow a minimum of 2 hours between the end of school and sunset.
- On Erev Yom Tov, the days before festivals, and prior to termly Staff Training Afternoons timings will be as per a normal school day but end after p.m. registration, i.e. at 1.45
- On the last day of Term school will finish at 1.05pm regardless of which day of the week this falls.

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 48 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)** 5 or 6 lessons per cycle in Years 7&8 and 7 lessons per cycle in Year 9. This exceeds usual NC recommendations, reflecting their central importance.
- **Jewish Education:** 5 lessons per cycle, reflecting our ethos commitment to Jewish Education
- **Humanities:** 5 lessons per cycle in Y7& 8 and 6 in Y9. This includes History and Geography, which are taught separately but follow a linked curriculum.
- **Modern Languages:** 7 lessons per cycle in Y7 (Ivrit 3 lessons, French 4 lessons). 7 lessons per cycle in Y8, when students opt for two out of four language options (Ivrit, French, Spanish or Latin (3/4 split)). In Year 9 students opt to study either 1 or 2 languages, with 4 lessons per cycle for each one.

- **Creative Arts:** all students study the entire NC for Art, Design Technology, Drama, Music and PE in Years 7 and 8. In Year 9 they opt to enhance their study of three of these, with 3 lessons per cycle for each one
- **Kvutzah (PSCHE):** 1 lessons per cycle. Additional “drop-down” days are arranged to ensure there is time for full coverage of the material.
- **Enrichment:** 2 enrichment days are held (Spring & Summer term).

KS4 teaching time allocation

For students in Year 10 and 11 in 2018/19:

- **English, Maths and Science:** 8 or 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 2 hours per cycle; **Kvutzah (PSCHE)** and **Enrichment** are as for Key Stage 3

KS5 teaching time allocation

- All **A level and Vocational subjects** teach 9 lessons per cycle.
- **Kvutzah (PSCHE)**, and **Jewish Education** each teach 1 lessons per cycle.

Curriculum Model for 2021-22

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
English	English	English	English	English	Option A	Option A
6	6					
		7				
			8	8		
					9	9
Maths	Maths	Maths				
6	6		Maths	Maths	Option B	Option B
		7				
Science	Science					
			8	8		
5	5					
		Science			9	9
Jewish Education	Jewish Education		Science	Science		
		7				
5	RS 5					
		Jewish Education			Option C	Option C
Humanities	Humanities	4	9	9		
5	5		Jewish Education	Jewish Education	9	9
		Humanities				
French	Lang 1					
			5	5		
4	4	6				
			Option A	Option A		
Ivrit	Lang 2	Lang	t			
3	3				Option D	Option D
Computing	Computing	4	5	5		
					9	9
DT	DT	CEA	Option B	Option B		
		3				
3	3					
Art	Art					
2	2	ADT	5	5		
Music	Music	3			EPQ/English resit	EPQ
2	2		Option C	Option C		
Drama	Drama	CEA/ADT/Lang2/Co				
		4			Maths resit	
			5	5		
PE	PE	PE	PE	PE	Jewish Education	Jewish Education
3	3	3	2	2	2	2
Kvutzah	Kvutzah	Kvutzah	Kvutzah	Kvutzah	Kvutzah	Kvutzah

Intended Curriculum Planning

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

Curriculum plans seek to address and answer the following questions:

Intent: Does the curriculum drive progress? Progress is defined as knowledge and the use of skills (capacity to perform cognitively, drawing on what you know)

What is the curriculum's breadth and balance? What is the model? Are components refined? Do they build on knowledge, understanding and skills? Can this knowledge, understanding and skill be applied?

Implementation: How effective is the content and sequencing of the curriculum?

Impact: How well are pupils learning the content outlined in the curriculum?

How effective are school leaders and teachers at assessing the impact of curriculum knowledge, understanding and skills?

Composite & Component skills are carefully planned into all schemes of work. For example:

Composite skill: Writing an essay on Macbeth's changing character has the following components:

- Knowledge and understanding of the plot
- Contextual knowledge
- Knowledge of the rules of the genre/essay writing
- SPAG

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 KS2 results and 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 may 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 Year 7. In Year 8 they may opt into Spanish or Latin in favour of one of them.

In Year 9 students have four blocks which they fill with 1 Language and a choice from other Languages and 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, Food Technology, and there are no restrictions on choice. Preferences 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 strongly 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.