




# BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

## CURRICULUM POLICY 2023 - 2026

Date of approval	September 2023
Date of next review	September 2026
Term of review	Every three years
Committee Responsible	E & P
Prepared By	BMY/SPA
Signed by Chair of Committee	

Changes Made	Date

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### 1. Curriculum Intent

Our curriculum aims/ intends to:

- Provide a broad and balanced education for all students that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment. Our curriculum is as broad as possible for as long as possible and is enriched by both Jewish studies and the co- personal development curriculum which enables our students to grow through building their understanding and insight into themselves and their local community, whilst developing the skills and knowledge required to take their place in the wider world.
- Enable students to develop knowledge, understand concepts and acquire domain-centric skills. Students will be explicitly taught the skills to apply powerful knowledge in subject disciplines, so that they are able to engage with the procedures, processes and methods fundamental to success with increasing automaticity and expertise.
- Develop students' disciplinary literacy and their ability to read, write, listen and speak with precision and confidence. This is the knowledge that will empower our pupils to seize their potential and enable them to engage in the highest-level conversations, with anyone and anywhere, in each great area of human culture and knowledge.
- Support students' spiritual, moral, social and cultural development
- Promote a positive attitude towards learning and recognise that learning changes lives for the better.
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
- Enable our students to acquire independent learning skills and the physical, mental and emotional attributes to be self-sufficient and resilient in an ever-changing world. Students will learn the value of practice, hard work and resilience in achieving success, so that they can apply this approach to anything in life.

Mission of the unique individual

We see each student, with her G-d-given individual identity, as having a unique contribution to make the world and we teach our students to reflect on their individual mission and purpose. The goal of our curriculum is to ensure that each student is able to develop the skills, knowledge and character to be fully prepared for every aspect of her unique role and purpose in the world.

The three key relationships We teach our students to think of their mission in terms of continuously building the 'three key relationships':

between me and myself; between me and others; and between me and my Creator.

Everything our students learn in school contributes to at least one of these three relationships:

<b>Me and myself</b>	<b>Me and my Creator</b>	<b>Me and others</b>
<p>-As lifelong learners, students recognise the transformative power that knowledge has on the learner.</p> <p>-Students recognise that high level literacy skills and mathematical fluency are the foundations for success in adult life.</p> <p>-Students understand the benefits to themselves of being well prepared for the world of work and appreciate the value of developing a broad range of transferable skills.</p> <p>-Students recognise that constantly working to develop strength of character and resilience is key to long term happiness and fulfilment.</p>	<p>-As spiritually attuned learners, students see a divine spark in their knowledge of the created world.</p> <p>-Through prayer and Torah study, students develop a deep relationship of trust and dialogue with the Creator.</p> <p>-A moral framework grounded in responsibility to the Creator dovetails with civic responsibility to produce citizens who hold themselves to the highest moral standards in all of their activities and interactions.</p>	<p>-As true givers, students understand how they can use their skills and knowledge to help others.</p> <p>-Students understand that to build relationships with others, they must work on understanding others, appreciating difference and understanding their place in broader society.</p> <p>-Students understand that their growing contributions to school life and to family life are preparation for the greater contribution that they will make to society in the future.</p> <p>-Students understand the notion of reciprocity and how it underpins ethical interaction in contemporary liberal democracy.</p>

Understanding the 'why'

We want our students to understand the 'why' behind the curriculum, to understand that everything they learn in school will contribute to their fulfilling their unique purpose in the world. We believe that a deep understanding of the general and personal goals in learning will engender a sense of mission and help our students become highly motivated and fully engaged learner

## **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 we have 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.

## **3. Roles and responsibilities**

### **3.1 The Governing Board**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and religious education, 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)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **3.2 Headteacher (Quality of Education)**

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
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meets all legal requirements

- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

### 3.3 Other staff

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

**The Head of Chol – Curriculum**, together with the senior leadership team, will work to ensure the schools' offer of a broad, balanced, and creative curriculum that meets all students' needs, and is well established across the school

- Lead on the production of a whole school Curriculum Area Development Plan and Self Evaluation Form and to regularly review the progress towards the curriculum area's aims and objectives.
- Hold responsibility for the curriculum across the whole school, including the intent, implementation, and impact and its quality assurance processes.
- Ensure that the appropriate schemes of learning are in place for all years and all courses and that they are in line with the National Curriculum where required and are also organised to reflect the aims and ethos of the academy.
- Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- Understand and guarantee the appropriate use of all of the qualifications we offer, including GCSEs, BTECs, Functional Skills and Unit awards.
- Constantly reflect on the courses the school offers and discuss any new qualification or courses of interest with the Senior Leadership Team (SLT).
- Register the school for new courses and qualifications where agreed and maintain accreditation with the relevant examination and validating bodies.
- Ensure that the school is appropriately resourced to meet the needs of the curriculum and our students.
- Manage Heads of Faculties and Subject Leads in regards to curriculum development.
- Ensure all staff members, both Academic and Pastoral Leaders, are aware of their responsibilities in relation to this curriculum policy.
- Ensure the Local Governing Body is fully informed of aspects relating to the curriculum, including information on progress and to inform decisions.

**Heads of Faculty/ Heads of Department/ Subject Leads**, will lead on curriculum development (intent, implementation and impact) for their designated curriculum area(s), including, the coordination and resourcing of that area. They will:

- Take an active role with the SLT in the planning of school development (i.e. SIP, SEF) and implementation of DfE initiatives regarding curriculum delivery, enrichment and extension to ensure the delivery of an ambitious, inclusive, high quality curriculum programme which meets the needs of all pupils.
- Lead the development of appropriate syllabi, resources, schemes of learning, assessment policies, and teaching and learning strategies in their subject areas.
- Provide appropriate documentation and support (policy, schemes of learning, records, staff support etc.) for the agreed subject area of responsibility.
- Lead, organise and participate in staff and department meetings and INSET to further the development of their curriculum areas of responsibility, and provide staff members with appropriate CPD training according to curriculum needs.
- Ensure there is consistency in the delivery of the curriculum in their subject area and manage all subject quality assurance processes and monitoring of curriculum impact.
- Use national, local and school management data effectively to monitor standards of achievement across their allocated curriculum area and ensure records are maintained.
- Inform and report to colleagues, Governors and parents about their designated area of the curriculum.

**Subject Teachers** are responsible for:

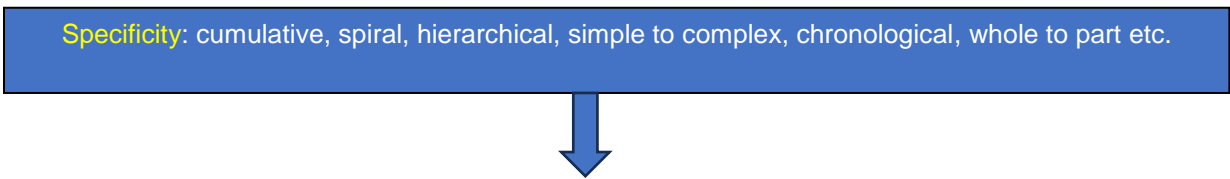
- Acting in accordance with, this curriculum policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the breadth and depth of the curriculum.
- Producing short-, medium- and long-term plans to develop the curriculum area.
- Liaising with subject leaders/ Heads of Faculty/ Heads of Department about key topics, resources, and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the curriculum.
- Undertaking any CPD training that is necessary in order to effectively teach their subject curriculum.
- Sharing best practice amongst colleagues and working in partnership with outside agencies.

#### 4. Organisation and planning

The principles of curriculum design at BYJHS are as follows:

##### Step 1: Curriculum approach

Subject leads considered the specifics of their subject discipline to decide which order knowledge and skills should be taught in. Some discipline have skills and knowledge which are more cumulative, and others more hierarchical. Below are the considerations made when creating curriculum plans.



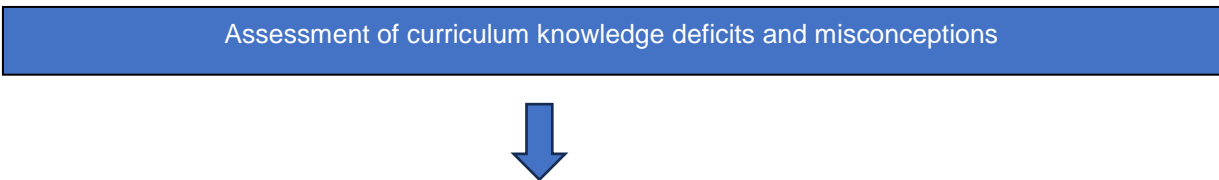
##### Step 2:

Being a knowledge rich curriculum, subject leads identified the core knowledge, skills and understandings that are important.

<p>A range of core knowledge forms which are important. E.g.</p> <p><b>Declarative:</b> the key and established facts that all students should know</p> <p><b>Substantive:</b> rules, principles, concepts, themes, formulae that pupils need to learn, know and remember</p> <p><b>Procedural:</b> the key steps, processes, methods, strategies that students should be able to do (skills)</p>	<p>Specify the key knowledge end points that pupils should know for each stage of their learning: end of unit of study, end of Y7 etc. For example</p> <p>e.g. what should every student know about the feudal system?</p> <p>What should they know about Macbeth?</p> <p>What should they know about sound and light?</p>	<p>Sequence concepts in small steps and map the knowledge coherently</p> <p>e.g. identifying prerequisite/ prior knowledge, misconceptions, designing instructional inputs like explaining and modelling</p>	<p>Identifying threshold concepts and big questions and mapping the big picture.</p>	<p>Teaching knowledge to be remembered through practice and retrieval strategies.</p>
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##### Step 3:

Curriculum plans are regularly quality assured through and impact measured through both formative and summative assessment.



**Step 4:**

Following assessment, subject leads evaluate curriculum plans to ensure we are meeting the needs of all our students

Resequencing or interleaved opportunities to address misconceptions and knowledge gaps in the curriculum through detailed assessment and question level analysis

As part of this evaluation process, subject leads will return to step 1 to ensure that that sequencing of their live curriculum maps are highly effective.

**Curriculum Implementation**

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
<b>KODESH SUBJECTS</b>					
Chumash	✓	✓	✓	✓	✓
Halocha	✓	✓	✓	✓	✓
Mechaneches Period/Parsha	✓	✓	✓	✓	✓
Parsha/Yediyo Klolis	✓	✓			
Ovos	✓	✓	✓	✓	✓
Tefillo	✓	✓	✓	✓	✓
Jewish History	✓	✓	✓	✓	✓
Bas Mitzva	✓				
Nach	✓	✓	✓	✓	✓
Biblical Hebrew			✓	✓	✓



Subject	Year 7	Year 8	Year 9	Year 10	Year 11
<b>CHOL SUBJECTS</b>					
Art	✓	✓	✓	✓	✓
Business studies				✓	✓
Computer science				✓	✓
Combined Science				✓	✓
English Lang and Lit	✓	✓	✓	✓	✓
Geography	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓
Food & nutrition	✓	✓	✓	✓	✓
IT	✓	✓	✓	✓	✓
Maths	✓	✓	✓	✓	✓
Modern Hebrew	✓	✓	✓	✓	✓
P.E.	✓	✓	✓	✓	✓
Science (3 separate science)	✓	✓	✓	✓	✓
Textile Design	✓	✓	✓	✓	✓
ICDL				✓	✓
Mesila Finance				✓	✓

Our Key Stage Three is a three-year curriculum in years 7 to 9. The full National Curriculum is taught:

- English (English Language and Literature)
- Maths
- Science
- History
- Geography
- MFL - Modern Hebrew

- Design and Technology (Textiles and Food Nutrition and Preparation)
- Art
- Music
- Computing
- PE
- RE
- Personal, social, health and careers education (PSHCE)

Our Key Stage Four is a two 2-year curriculum in years 10 and 11. We have a large range of subjects at KS4:

- GCSE: Art (Fine Art), Art (Textiles), Business Studies, Computer Science, Food Technology, English Language, English Literature, MFL – Modern Hebrew (early entry YR 10), Classics (Biblical Hebrew), Geography, History, Mathematics, Further Mathematics, Science (Triple Biology, Chemistry and Physics and Combined Science).
- BTEC Tech Awards (equivalent to 1 GCSE): Health and Social Care

Alongside sequencing our curriculum to ensure that it is coherently planned for maximum success, we promote the use of evidence-informed teaching practice and metacognition strategies based on the work of academics. This includes Barak Rosenshine's 'Principles of Instruction', Tom Sherrington's WalkThrus; Graham Nuthall's 'The Hidden Lives of Learners' (2007); Geoff Barton and Alex Quigley's literacy strategies and Kate Jones' retrieval strategies. Teachers are supported by our Head of Teaching and Learning, who works to support staff implement different strategies and encourage innovative practice, which will maximise outcomes for our students.

Our curriculum also covers the following.

- Relationships and sex education, and health education
- Personal, social, health, citizenship and Economic education (PSHCE)
- British values
- Careers Information, Advice and Guidance (CIAG)

Please see separate school policies on these.

## **5. Curriculum monitoring and evaluation**

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

- Visiting classrooms and observing lessons

- Talking to teachers, pupils and parents
- Looking at pupils' books
- Meeting with the senior leadership team (SLT) and middle leaders
- Looking at documents such as curriculum development plans

Heads of department/subject leaders/curriculum leaders monitor the way their subject curriculum is taught throughout the school by:

- Reviewing curriculum planning documents and schemes of learning – to ensure that the curriculum is ambitious for all students and that knowledge is purposefully selected and logically sequenced
- Discussions with SLT, other middle leaders and teachers in management and departmental meetings (every 1 or 2 weeks according to need)
- Departmental self-evaluation
- Lesson observations and learning walks
- Evaluation of student work through book looks
- Outcomes (internal data and external examination)
- Discussions with students – to evaluate the progress that students are making in terms of knowing more, remembering more and being able to do more
- Results of conversations with teachers and curriculum leaders
- Parent evaluations
- Regular curriculum reviews for and visits by governors
- Local Authority/ external bodies monitoring visits (St Partick's RC High School, Salford School Improvement Officer)

Ongoing Curriculum Development takes place through the following routes:

- HOF Curriculum area meetings
- INSET days (3 per year on curriculum and subject development)
- Research & Development – all staff are required to do this as part of their continuing professional development.
- Internal CPD on Teaching and Learning
- External CPD
- Middle leader development (NPQs)

### **Curriculum Impact**

The impact of the curriculum will be reviewed on an ongoing basis and will include:

- Review of attainment data (GCSE results analysis)

- Summative tests/ exams (used to track what pupils know and can do and identify gaps in learning and areas of focus which teachers should then revisit with students).
- Termly analysis of in-year progress data for Years 7-11 (subject, student and groups of students).
- Formative assessment system where teachers ensure that students' learning is tested throughout lessons. Our strategy of 'Review – Link (to prior or to new learning) – Revisit' is at the core of all our lessons in recognition of the fact that this will support students to embed knowledge into their long-term memories.
  - However, we recognise that impact is not just about results and evidence. The impact may also be seen through a range of co-curricular indicators and students working beyond the curriculum. These may include but are not limited to:
    - Participation in enhanced school curriculum through enrichment events and activities.
    - Participation in extra-curricular and co-curriculum activities (English club, Textiles workshop with local textile artists, local artist Gallery visit and Art workshop)
    - Success in non-examination internal and external opportunities (e.g. Maths Challenge etc)
    - Success in other external accredited examination pathways (Finance, Mesilloh, Ovos)
    - Wider contribution to the school
    - Wider contribution to the community

## 6. 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:

- Most able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- 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 Action Plan.

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

This policy links to the following policies and procedures:

- Assessment
- Teaching and Learning
- SEND Action Plan
- Most able
- Relationships and sex education, and health education
- Careers Information, Advice and Guidance (CIAG)

This policy will be reviewed every three years by the Headteacher (Rabbi B Myers) and Head of Chol – Curriculum (Mrs S Patel). At every review, the policy will be shared with the full governing board.