



# INDEPENDENT JEWISH DAY SCHOOL

an ACADEMY

Head Teacher

Mrs Jodi Schajer NPQH PGCE BA Hons

## Curriculum Statement of Intent

### **CURRICULUM INTENT**

At IJDS, we place equal emphasis on kodesh and chol seamlessly complimenting each other. We ensure that every pupil has the confidence to exist as a proud practising Jew whilst making their own individual contributions to secular society, alongside a deep love and respect for Erez Israel.

Our Chol (Secular) Curriculum is mapped out to include coverage of the NC and prepares and equips children with the knowledge, skills and understanding for life in modern Britain. Our curriculum is designed to challenge, engage and motivate with the ultimate goal that our learners progress academically, becoming successful, confident individuals who contribute positively to the community now and in the future. Where possible, topics are arranged to enhance teaching and learning in a wider context by matching the topic to key times in the Jewish festival calendar.

Alongside that, our Kodesh (Religious Studies) Curriculum is taught in modern Hebrew, equipping our pupils with a deep understanding of Israel, an affinity and ability to understand the language and a sense of belonging to the Jewish Zionist Community as a whole.

Our enhanced curriculum through themed weeks is bespoke to our school and is devised according to the needs of our children, families and local priorities. The aim of this is to develop the whole child socially, emotionally, culturally and physically. We aim to develop kind, respectful pupils, who are ready to learn, resilient in nature and determined to achieve and are ready to celebrate success in themselves and others. We do this by leading by example; teaching respect for others and our differences, about sustainability and environment issues and teaching a pride in being religious, through community participation.

Principal Rabbi Eliezer Zobin M.A.

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We aim to create confident, resilient learners who are ambitious for themselves and our school.

### **Implementation**

We use a planning format that encapsulates the teaching and learning experience that we want for our pupils. Prior learning and knowledge is the starting point with a clear focus on a clarity of learning, alongside regular assessment opportunities through key questions to ensure progress is being made. Models and scaffolds are provided and children are all encouraged to use specific vocabulary in their learning conversations. Learning walls are used in every subject as a further scaffold to learning and to help our pupils to know more and remember more.

All lessons have a reading focus to ensure that reading as a skill and gateway to learning is fully embedded.

Assessment for learning takes place throughout lessons as a mechanism for maximising learning. Live marking and feedback takes place during lessons and children are actively encouraged to respond to the feedback at that time, clearly showing the impact of the teaching.

At the end of every day, learning is summarised, with a clear emphasis on making the most of learning opportunities, especially those where mistakes were made or misconceptions addressed. We encourage bravery and celebrate every child who has a go.

There are themed weeks that take place during the year, to allow pupils to consolidate learning in a concentrated way, to be fully absorbed in the topic and to see progress over the week.

Humanities is taught in blocks throughout the year as another way to embed learning and to allow pupils to build on their learning in a concentrated way.

### **Impact**

Our children leave more than ready for secondary school.

Formal assessments take place at various points in the year with an emphasis on using and applying knowledge and skills taught, giving learning true purpose.

Fluid intervention groups take place, based on regular assessment opportunities and we believe in an inclusive education for all learners.

Regular self assessment and reflection in lessons, enables and encourages pupils to learn from mistakes, making the most of every learning opportunity. Questions and errors are used as a gateway to consolidate learning.

### **Maths**

We follow White Rose Maths as a scheme, which is cyclical and has clear progression, including mastery at each stage.

Pupils build on prior knowledge and are exposed to maths concepts through use of concrete, pictorial and abstract methods.

There is focus on fluency, securing mathematical skills and knowledge before using and applying this knowledge to reasoning and problem solving.

Our expectation is that every child will access age related content, with scaffolds available for support. Challenge is available for all pupils to access in every lesson.

### **English**

High quality texts are used as a driver for our English Curriculum. Reading takes place daily as a vehicle for all learning and as a gateway to knowledge. High quality videos, film clips and picture books are used alongside resources taken from Literacy Shed Plus and Power of Reading, as well as other high quality texts that fit into our teaching themes.

Reading and writing are interlinked and at IJDS, we teach writing skills using the examples from quality texts. A typical week begins with close text study, exposure to vocabulary, generating discussions on meaning and literary themes before moving on to how we can use these skills as writers. A knowledge of spelling, punctuation and grammar underpins this and we provide our pupils with a toolbox of grammar skills to use and apply in a variety of contexts.

Writing is taught as four main categories; to inform, persuade, discuss and entertain and pupils cover a range every year.

Phonics teaching begins in the Gan (Nursery) and is taught daily in Hachana (Reception), Aleph (Year 1) and Bet (Year 2). Phonics interventions are in place for those children in Key

Stage Two who are not secure to phase 6. Handwriting and letter formation is taught alongside phonics, with joins being taught from Bet (Year 2) onwards.

Early reading is embedded throughout the setting, in book corners, reading areas, use of story telling resources and through continuous provision; encouraging children to experience books, language and stories in an engaging and stimulating way. Story time takes place in every year group, led by adults, modelling fluency and skill, encouraging and instilling a desire to read for pleasure. Junior Librarians run our school library, showcasing engaging texts. Every class attends a library session, to borrow books and to use the variety of reference texts available.

All of our subject specific documentation can be found under each subject on our website.