



Wohl Ilford Jewish Primary School

CURRICULUM DESIGN STATEMENT: Intent, Implementation, Impact

Intent

The breadth of our curriculum is designed with 3 goals in mind:

1. To provide a GROWTH MINDSET - providing our pupils with self-belief that they can each improve their intelligence, ability and performance;
2. To prepare each pupil for an unknown future with soft skills that can be applied to any learning need;
3. To provide a coherent, structured, academic curriculum with memorable learning opportunities that provides all with the depth of knowledge to support their individual decision making.

1. Appropriate experience - curriculum rationale

We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school, and respond to the particular needs of our community and ethos of our school:

Jewish ethos and the wider community - igniting a passion for Judaism, as an active, responsible, upstanding citizen recognising the school values of: learn it, to love it, to be able to live it (in the context of both Israeli and British values - including London Curriculum and e-twinning through the British Council).

Soft skills from Skills Builder Partnership (formerly Enabling Enterprise) - providing the framework and principles for building essential skills of: listening; presenting; problem solving; creativity; staying positive; aiming high; leadership and teamwork.

Rights of the child/individual pupil voice - developed through whole school student council, Rights' Respecting initiatives, Miriam's Trust - Prevent learning, woven through the schools progression maps and creative curriculum mapping breadth, progressively to meet needs of relevant ages and build on life experiences.

Our curriculum has been shaped following input from staff, governors, pupils and their parents/wider community.

2. Cultural capital in the context of our school's location - personalisation and choice

Cultural capital is the background knowledge of the world pupils need to infer meaning from texts read and media explored. It includes vocabulary, which in turn, helps pupils to express themselves in a sophisticated way as they grow in maturity. Our school places pupil learning in the context of our local community and regional area of Redbridge (in Greater London), with access to countryside (Fairlop Waters), on our doorstep. Learning is made more

relevant to children through their outdoor experiences and trips which underpin the academic delivery of topics learnt in school - this includes ECO awareness and London Curriculum resources, which are pupils have told us they enjoy learning and which supports their ability to gain greater understanding (developed through whole school, school council).

3. A coherently planned academic curriculum, underpinned by the three drivers, our academic curriculum sets out:

a) the National Curriculum requirements are tailored to meet our children's needs through annual visits of topics, which use the skills highlighted in the school's progression maps to ensure children build on their skills annually and are able to apply their existing knowledge to new learning opportunities - see progression maps on school website for concepts, progression and depth of understanding expected within each year group.

b) Opportunities for Skills Building (Enabling Enterprise), Miriam's Trust, e-twinning and pupil voice are woven into the curriculum where applicable and personal development is supported further through the adoption (from 2019), of a new RSE curriculum, developed across the school. This develops from Early Years concepts of who am I and what makes me the person I am, to growth, friendships, communication, heritage, genetics and reproduction by year 6.

c) The breadth of curriculum designed for each year group ensures that each member of staff has clear guidance as to what to cover, and accommodates where needed, as rolling programme of study for classes which are vertically grouped. Ensuring that, as well as providing key concepts and knowledge within each subject, that each year builds on the pupil's individual embedding of their understanding and provides a growing cultural capital.

d) Threshold concepts are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic as skills are revisited at a higher level each year, ensuring that any pupils absent or struggling to understand a concept, are able to revisit and revise these areas.

e) Pupils are graded at the end of topics/year on their levels of success and understanding, as emerging (e), developing (d), secure (s) or m (mastery). We expect pupils to gain at least 4 sub levels of progress per year, in order to maintain consistent progress and strive to increase this to 5 for pupils not yet achieving mastery through a variety of interventions, to ensure they gain the best depth of learning possible.

Sustained mastery

Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions: 'How well are pupils coping with curriculum content?' and 'How well are they retaining previously taught content?'. Evidence of success is clear from the

number of children achieving Greater Depth during formalised end of key stage tests, which has been confirmed through external moderation.

Regular revisiting of learning regarding personal safety, online safety and PREVENT are woven into the annual syllabus including the use of "Streetwise", local Police visits and training, Miriam's Trust curriculum (in Progression Maps - see Miriam'svision.org) and PSHE/SRE lessons, ensuring that children are aware of dangers appropriate to their age and understanding and know the best ways to stay safe.

An annual event - since 2016 - "Little Big Me Day", has provided children with the opportunities to consider their future careers alongside the skills and knowledge required to follow their chosen pathways and achieve their goals in life. The soft skills associated with the work place are tracked through the school using Skills builder and children have the opportunity to demonstrate their knowledge and understanding in an annual event, reflecting a day in the life of work. In addition our Year 5 pupils visit an established working environment during the summer term.

Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) learning is most effective with spaced repetition.
- 2) Inter-leaving helps pupils to discriminate between topics and aids long-term retention.
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content.

Impact

The impact of our curriculum is that by the end of each topic, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding. We track all learning outcomes carefully to ensure pupils are on track to reach the expectations of our curriculum.