



Yavneh
College

Curriculum Policy

June 2020

עולם חסד יבנה

A World Built on Kindness

School Mission

The Yavneh Schools are outstanding Modern Orthodox Jewish schools which nurture personal and academic excellence together with a love of Jewish life and learning

School Vision

The Yavneh Schools are committed to:

The pursuit of academic excellence through inspirational teaching, intellectual curiosity and independent thinking

Developing students who have first class Jewish knowledge, skills and a sense of pride and commitment to our communities and to Israel

Developing individual interests and talents

Enabling students to achieve their full potential, and preparing them to cope with the challenges of a changing world

Creating a safe, nurturing and supportive school with graduates who reflect British values, care for others and are proud to play a meaningful role within the communities to which they belong

Curriculum Overview

We aim to provide a wide range of opportunities, experiences, subjects and courses that help pupils acquire knowledge, understanding and skills in all aspects of their education.

Our curriculum is deliberately thought through and planned in terms of its intent, implementation and impact and is in line with the needs and aspirations of our pupils. It is an ambitious curriculum, which is designed purposefully and with the following fundamental ideas central to its Schemes of Learning (SOL):

- Curriculum leaders clearly consider the sequence of content necessary for pupils to make progress
- Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts
- There is a clear purpose for assessment
- Provides pupils with the transferable knowledge they need for subsequent learning
- Is one where all pupils have access to its content
- Challenge is appropriate for all pupils and planned for in every lesson
- Is one where subjects have carefully considered the volume of content required and the time needed to embed and understand it
- Has clear methods for reviewing and evaluating its content, checking what pupils know and can do
- Opportunities for recall are planned for and frequent
- Every subject will have a specific plan of what pupils need to know overall. This will be clearly identified and scheduled in Schemes of Learning (SOL)
- Where challenge is embedded in every lesson
- Opportunities for Growth Mindset dispositions are frequently exploited and planned for
- Pupils are afforded the opportunity to hone skills integral to their academic and personal success

Key Stage 3

Following careful review and consideration, Key Stage 3 (KS3) is identified as Year 7 and 8.

Our aim is to build on pupil achievements at Key Stage 2 in order to develop the breadth and depth of their knowledge, understanding and skills. Pupils will be

introduced to a wide range of subjects, developing dispositions and skills they will need for lifelong learning and to become more independent and reflective. In particular, the curriculum will primarily focus on ensuring that students have essential learning skills, are given opportunities to be creative and resourceful and are encouraged to have enquiring minds and think for themselves to process information, reason, question and evaluate. Key knowledge and concepts will also be prioritised at KS3. This will provide the foundation for Key Stage 4 (KS4) and beyond.

We aim to offer all KS3 pupils context to their learning in order for them to have a better understanding of why they are learning what they are learning beyond exam preparation. For example, a unit of work will have an overarching enquiry question or bigger idea which cradles their learning and serves to connect the knowledge they have acquired. In this way our KS3 curriculum is engaging and meaningful. This also encourages a lifelong love of learning.

In the classroom, SOL offer scope for varied activities to ensure pupils are afforded the best opportunity to learn and engage with their education.

There is a clear focus on meaningful effort as a pathway to mastering a subject. For example, the assessment grids employed in KS3 prioritise and allow the focus to be on how to improve rather than more summative feedback.

Key Stage 4

Following careful review and consideration, Key Stage 4 is identified as Year 9, 10 and 11.

KS4 pupils programme of study is in line with statutory requirements and includes non-core subjects opted for by pupils.

We aim to offer pupils a challenging curriculum which will provide a range of learning opportunities enabling all students to gain the skills and qualifications they will need to progress on to further education and employment. The curriculum is designed to be flexible so that it meets the needs of every pupil as well as the requirements of the National Curriculum. We offer and encourage an EBacc pathway. Although, pupils are allowed to follow their own 'pathway' because a significant proportion of Yavneh pupils have very clear ambitions. We always offer clear advice, information and guidance regarding options to ensure every pupil optimises their opportunities.

Most pupils will complete Year 11 having taken 9 or 10 GCSEs. There are also significant opportunities for pupils to complete more vocational courses and BTEC programmes of study.

* For programmes of study typically undertaken at KS3 and KS4, see appendix 1.

Key Stage 5

We offer a wide variety of traditional A Level courses. Additionally, we run the Extended Diploma in Business and National Diploma in Business, which provides pupils the opportunity to study vocational courses through BTEC programmes of study. Pupils receive advice, information and guidance in line with the Gatsby

benchmarks, which serves to support a successful transition to higher education and employment.

In addition, we also offer some pupils the opportunity to pursue a “blended” pathway where pupils can choose to study a select number of individual A level subjects alongside the National Diploma in Business.

In order to stretch our most able pupils we also offer the chance to study a four A level programme, which must include Maths and Further Maths. In addition to this, for pupils who wish to apply for the most competitive higher education courses we run the Extended Project Qualification.

All A level courses run on a nine hour per cycle basis in Year 12 and this is extended to ten hours per cycle in Year 13.

Pupils are assessed on a regular basis through timed assessments in class as well as home learning assignments. Pupils sit end of Year 12 exams in June which help inform their predicted grades for UCAS at the start of Year 13. Pupils also sit mock exams in the Spring Term of Year 13.

To ensure all pupils are equipped with the information needed to identify post-18 pathways, we run an extensive pastoral programme of study focusing on both higher education and vocational pathways.

Growth Mindset

Our curriculum is shaped by our school improvement priorities, an ongoing key priority is to develop independent, resilient, reflective, life-long learners. We have adopted a Growth Mindset approach, which now comprehensively informs teaching and learning policies.

Through Growth Mindset we are also developing metacognition in our pupils. We believe that pupils having an understanding of what they are like as individual learners and how they perform as learners under different conditions will contribute to their academic success and enhance their wellbeing.

KS3 pupils have explicit opportunities to develop Growth Mindset dispositions during form time. They also have bespoke learning days which offer pupils the opportunity to consider what they are like as learners and develop strategies to improve as learners.

Developing pupils to be independent, resilient, reflective, life-long learners will support their academic success and their success beyond education.

Enrichment Programme

To ensure all pupils in Years 7, 8, 9, 10 and 11 have the opportunity to continue studying a subject that they are particularly interested in or, develop skills that may prove to be useful to them, we offer a comprehensive enrichment programme. The programme compliments GCSE and BTEC programmes at KS4 and allows for a broad and balanced curriculum at KS3.

In Years 7, 8 and 9 pupils choose three different enrichments per cycle (2 weeks).

In Years 10 and 11 pupils choose one enrichment per cycle.

Please see Appendix 2 for an example of what is typically on offer.

Personal, Social, Health and Citizen Education (PSHCE)

PSHCE is a statutory requirement.

It is important because PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of opportunities. Through PSHCE we are able to address issues of growing up, staying healthy, staying safe and other important issues young people face and may have to deal with.

British Values, RSE and spiritual, moral, social and cultural development (SMSC) are taught through many areas of the formal and informal curriculum. However, PSHE is critical in ensuring that they are included in a progressive and comprehensive way.

Careers guidance is in line with statutory guidance and is offered through the PSHCE programme.

Our PSHCE programme covers all statutory requirements.

Jewish Education

Our Jewish education programme allows the development of SMSC in pupils and promotes British values. Importantly, it addresses what it is to be an orthodox Jew in modern Britain enabling pupils to go on and contribute positively and meaningfully to British society.

Informal Jewish Education (IJE)

IJE activities complement the formal curriculum, delivering a rounded positive experience. Some of the IJE events that take place include the Year 9 Israel Tour, Year 12 Poland Trip, charity work and inter faith education.

Formal Jewish Education

The KS3 curriculum is divided into three sections; Tenach, Talmud and Jewish History.

At KS4 we have a Religious Studies course.

Associated Policies:

Marking and Feedback Policy

Assessment Policy

Home Learning Policy

Appendix 1: Key stage 3 and 4 typical programmes of study

Key stage 3

Compulsory national curriculum subjects are:

- English
- maths
- science
- history
- geography
- modern foreign languages
- design and technology
- art and design
- music
- physical education
- citizenship
- computing
- religious studies

Key stage 4

During KS4 pupils work towards national qualifications.

The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.

Core subjects are:

- English
- maths
- science
- religious studies

Foundation subjects are:

- physical education
- citizenship

We also offer at least one subject from each of these areas:

- arts, design and technology, humanities computing and modern foreign languages.

Appendix 2: Enrichment Programme

Years 7 - 9

Am Echad	Ancient History and Myths	Animation Club	Batik Art	Be An Artist	Board Games	Boys' Contact Rugby	Boys' Football
Boys' Futsal	Boys' Handball	Boys' Multi Sports	Breath of Fresh Air	Car Mechanics	Catch up Ivrit	Catch up Literacy	Catch up Numeracy
Carnegie Awards	Ceramics	Chess	Cookery	Creative Skills	Cybersecurity	Drop Everything and Read	Debating Society
Decoupage	Disney Appreciation	Drama Club	Drama Improvisation	Duke of Edinburgh Award	Exploring Digital Media	Film Making	Film Music
French Club	Girls' and Boys' Badminton	Girls' Football	Girls' Gymnastics	Girls' Netball	Girls' Zone : Girls Who Code	Glee Club	Inspiring Digital Enterprise
Israeli Films and TV	J-Art	Learn to Read and Write Music	Make-up Artist First Steps	Meditation	Mindfulness	Newspaper Journalism	Papercraft
Photography	Project Smile	Puzzle Centre	Spanish Club	Talk Easy	Tech Club	Trampolining	Volleyball
West End Karaoke	Yad Yavneh	Yarn, Arts and Crafts					

Years 10 & 11

Alan Senitt Programme	Arts and Crafts	Boys' Football	Boys' Futsal	Breath of Fresh Air	Car Mechanics	Cookery	Current Affairs
Exploring Digital Media	GCSE Art	Girls' Trampolining	Humanities Society	Introduction to Psychology	International Cinema	Mindfulness Colouring	Sports and Thoughts
Yarn, Arts and Crafts							