

**Yesoiday HaTorah  
Girls' Academy  
Curriculum Policy for  
the Academic Year  
2023 - 2024**

**Review date: Summer Term 2024**

# English Policy

## **Reading**

Yesoiday HaTorah School follows the programmes of study for reading at key stages 1 and 2 as described in the National Curriculum for England and Wales.

It consists of 2 dimensions.

- word reading
- comprehension (both listening and reading)
- prosody

We know that it is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are given for each.

### **Reading at KS1**

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to our Reception, Year 1 and Year 2 classes. We deliver daily phonics lessons, where all previous phonemes (sounds) learnt are revised and new ones introduced. We follow the Little Wandle Government validated SSP scheme. The lessons are taught in a dynamic way, with lots of varied resources and activities to engage the children with the sounds and learning and to reach children of all abilities. The letters / sounds learnt are also then linked to letter formation and handwriting. We monitor pupil progress in phonics to flag up anyone who may need intervention for further progression. One to one intervention is usually tailor made to suit the needs of the child and strategies such as precision teaching are used to help these children. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. This is also an opportunity to allow children to become immersed in a book and read for pleasure. Our pupils are encouraged to read across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds our pupils' imagination and gives background to all areas of the curriculum. We try to encourage reading for pleasure by reading to the children daily in addition to having a year group author and reading from books, as well as the guided reading sessions. Reading books are sent home in line with where a child is holding in their phonics knowledge, and the Updated Reading Book Policy ensures that books are being sent

home on a regular basis. This means all children are accessing reading both at home and at school and that significant progress is made. Once a week, the children also have access to the School Library, and this provides another opportunity for reading for pleasure.

### **Reading at KS2**

As children enter KS2 in Year 3, most children have become confident with decoding what they read at the appropriate level for their age and reading books are not usually sent home. Now the emphasis in reading lessons changes from decoding to comprehension. It is skill in comprehension, which involves increasing their vocabulary and working out unknown words from the context and their own experience that stimulates children's interest and opens up the world of books and reading for learning and pleasure. If children in Year 3 or above find decoding challenging, the SEN team will work with their teacher and parents to provide support and books and other resources will still be sent home. Additionally, at the start of the year, each child in KS2 is tested for reading fluency and children identified as reading below age-related expectations are given the opportunity for additional support with books being sent home on a regular basis to encourage extra reading practice to enhance their fluency. New books have been bought in with titles that cater to "The reluctant reader".

Reading lessons in KS2 concentrate on making children familiar and comfortable with many different types of literature including stories, non-fiction and poetry. Some of the material will be based around the current class topic, but others will introduce children to the variety of texts which the National Curriculum prescribes, while maintaining suitability to the ethos of Yesoiday Hatorah. Children's fluency and reading stamina is supported in KS2 lessons, using strategies which develop stamina through gradual increase in the amount of material and question type and difficulty and fluency by different activities which encourage children to prepare their reading, such as choral reading and Reader's Theatre.

Our aim for our children is always the same: to instil their lifelong enthusiasm for reading so they will gain the pleasure and the rewards of knowledge it provides.

### **Guided Reading**

As a school we have adopted a 4- part reading model. A weekly reading lesson is planned into the timetable.

The children must know the language of the 4-part model therefore it is important to explain to the children at the beginning of each lesson which part of the journey they are on. ...*Today we are just reading.* Each part of the journey should be evident on the worksheet/workbook page also. The Reading Journey Wall is also an important part of the lessons and this should be discussed regularly with the class.

## **The 4-part model consists of:**

Pre-Read

Just Read

Close Read

Questions

**Pre- Read** -Will have a main focus on general knowledge from the text/author or topic with some vocabulary or a focus on vocabulary with some general knowledge.

**Just Read**- In order to build on independent reading, the first few Just Read sessions should be modelled by the teacher with intonation, accents for characters, pausing and pace. Shared reading can be done as this involves the children more directly. Then sessions should be independent reading. The teacher must re- read the text afterwards

**Close read** -This is where discussion combined with oral and written activities can be provided. These will focus around one or two specific learning targets.

The teacher will model the way a text should be read and sometimes the questions which it might arise in the mind of a reader, e.g. what might happen next? What does that word mean in this context? What is this telling me about the character from the way he or she speaks? Why is the author making that comment? These 'think-aloud' activities lead by example, to train children to be fully engaged with text. This modelling may be explicit in a lesson, or simply arise from regularly reading chapters of a class book for pleasure at a convenient point in the lesson.

**Questions** – Children are given SATs-style questions that link to the learning targets to answer independently, providing an opportunity to assess impact.

### **Reading for pleasure**

We encourage Reading for pleasure across the whole school, through a range of different initiatives.

We encourage quiet reading time in class to enable children to read as much as possible and to instil a love of reading.

Each year group has a number of year group authors to choose from to read 3 books by, to enable to children to develop an awareness of the themes and styles of different authors. In addition, teachers will read to children from a range of other age-appropriate texts, some of which will be linked to topics.

World Book Day is an essential part of the school year that gives children the opportunity to delve deeply into a story using activities and discussions. There is visible progression using one book throughout the whole school.

Poetry and the performance of poems plays an important role in our school. In the Summer Term, we have a whole-school 2-week focus on poetry, in which each year group will be immersed in this genre through their year group poetry unit, with designated poems and activities. This culminates in our annual Poetry recital competition with a focus on performance poetry. Additionally, each year group will focus one reading journey per term on poetry.

Lunchtime reading clubs in our well-stocked library provide an opportunity for children to relax and just read a book of their choice.

Older children are given the opportunity to read to younger classes either by sharing books from the class libraries of the classes that they are reading to or by reading aloud from their own writing pieces.

## Writing

At Yesoiday HaTorah, all of our English teaching and learning is linked to our cross-curricular topics. As such, each piece of writing that we do will be connected to a topic that the children have been learning about. These are our 'Writing Journeys'. When preparing for the long-term topic plan in each year group, teachers will consider the most appropriate genre of writing that the topic will support. For instance, one of the Year 4 topics ~~often~~ taught is 'What was life like in the trenches in WW1?' which gives rise to writing a diary entry whilst in year 2, one of the topics covered is 'Where is your ideal island?', which gives rise to writing a persuasive leaflet.

It is expected that over the course of a year, each year group will write a range of fiction and non-fiction; formal and informal pieces of work. Genre is selected that is not only best supported by the topic, but will also enable the teachers to teach the specific GPS and vocabulary learning targets that have been identified for their year group and ensure progression across the school. These learning targets are set out in the year group band – a series of 'I can' statements that form the basis of the on-going assessment of each child.

Each 'Writing Journey' begins with an overarching 'Big Question', which is answered through the final piece of writing; a breadth of knowledge, within the context of the question is developed as the journey progresses. This immersion should provide opportunities for drama, hot-seating, presentations, video-clips, educational visits, guest speakers and cross-curricular learning activities. Following the initial immersion stage, the children are taught the text and language features for the piece they are going to write, which will include the GPS elements again. To support teachers in this, we use 'Writing For Purpose', which sets out all the features relevant for a text for each of KS1, LKS2 and UKS2 to ensure all aspects of the text are covered throughout key stages. This is read together with the year group band to plan the sequence of teaching. The teaching of text features should also include looking at good examples of the genre and identifying the relevant features.

The idea behind this is that that the children are taught a specific area of grammar, or particular piece of punctuation, and are then immediately able to apply this in a piece of writing i.e. they are learning within a context. So, in the year 4 example of writing a diary entry linked to their topic 'What was life like in the trenches in WW1?', the National Curriculum Year 4 requirements of the teaching of powerful verbs to add impact, in addition to the teaching of pronouns and nouns across sentences to aid cohesion, were able to be taught within the text feature stage to ensure an end piece of writing full of creative flair with a strong vocabulary presence.

Once the children have been thoroughly immersed in a topic and all features have been taught, then a shared write will take place. This should be the same genre on a slightly

different, yet similar topic. When choosing a topic for a shared write, teachers will ensure that it will provide the children with plenty of transferable skills for their independent write e.g. if the final piece is a historical piece then the shared write should similarly be a historical piece. Following the shared write, the planning of the final piece should begin. Planning skills must be taught to aid the chosen piece of writing and this should form part of the teaching. Once the children have independently planned, they should write their first draft. This then goes through an editing process, including a peer edit, appropriate to the year group and is then written up as a final piece. It is intended that the general teaching process continues throughout.

Each of the stages of the writing journey should be evident on the learning wall, which will similarly support children during the independent writing process.

At the end of a piece of writing, a year group marking grid is used, which would include all the learning targets that should have been taught as part of the writing journey and which could be assessed in the final piece of writing.

It is also expected that at each stage of the writing journey, the children are able to share their experiences and offer their own pupil voice. This will be identified in the writing journals with a red pen and often with an accompanying photograph and caption. In addition, we encourage writing for purpose through encouraging children to read aloud their work to an 'audience', which could be their own class, other adults or, for KS2, children in younger classes.

### **Short Writes**

In addition to the final writing piece, there are many opportunities for short writing that take place throughout the writing journey. We know how important it is to give pupils the time to practise writing, whether this be in the form of pupil voice, reflective comments or writing that forms part of the journey, enabling pupils to develop the skills needed to answer the big question.

Year groups plan regular short writing opportunities during both the immersion stage, teaching of the text type, and during the teaching of specific GPS elements. The purpose of this is to make writing a natural process, improving vocabulary with the short writing acting as 'steppingstones' to help guide and prepare pupils for their final write.

An example of this would be in Year 6 when answering the question 'What was the effect of the Blitz and Evacuation on children?' leading up to the final write- an evacuee letter- the pupils may write a short summary of the outbreak of WW2, a short description of a setting, a short comparison of city life compared to the country and a character description of the host family. All of these play a key role in providing pupils with the skills needed to succeed with the final big write, whether this be practise with sentence structure, aspects of



grammar or developing subject knowledge. This also supports the building of knowledge and provides many opportunities for assessing pupils' understanding of core concepts.

As mentioned earlier in this document, pupil voice plays a central role in our English curriculum. Using red pen, pupils are encouraged to reflect on their learning, thinking about their prior knowledge, new knowledge, and next steps. We believe that this is essential in giving pupils the many opportunities for writing, whilst encouraging self-reflection, consolidation, and links to the next stage of the journey. By gradually embedding pupil voice into the teaching of writing, we are enabling pupils to write in different styles and for different purposes. As with all aspects of writing, pupils are encouraged to edit and improve their work in line with the school's marking policy.

At Yesoiday HaTorah we are committed to improving standards within writing and we feel that short writing plays an indisputable role in the progression of writing throughout the school.

### **Writing for pleasure**

In addition to our formal writing curriculum, we provide opportunities for children to develop their skills as young writers through our 'Winter Writing Initiative', in which children are given a title and encouraged to write over the winter holidays on or about that topic using a genre of their choice. These pieces of writing are then collated into a year group book.

### **Grammar and Punctuation**

Grammar and punctuation is taught through an activities such as, catchy songs and a kinaesthetic approach so that it is sticky knowledge, rather than through worksheets as it had been done previously. It is taught throughout the writing journey. When planning for the end of topic writing, the teachers should use the 'Writing for purpose' document as a basis for choosing the grammar and punctuation that links to their writing genre and add this into their lesson plans throughout the writing journey and not just at the end of the topic. E.g. When teaching the topic of Romans and subordinate clauses, the sentences they write with subordinate clauses will be about Romans. However, we do encourage teachers to build on their own CPD by using grammar reference books or the National Curriculum document to ensure security in their own knowledge. Shared writing should be used to help improve grammar and punctuation before pupils do their own writing.

During guided reading lessons, grammar and punctuation should also be taught by identifying particular grammar elements in the texts. This should be done during the 'close read' section of the four-part model.

Teachers and teaching assistants can refresh their grammar knowledge through using the green Oxford Grammar book handed out to all classes and the grammar glossary that has

been prepared to show the years in which different grammar elements are taught. This will show the teacher the prior knowledge the pupils will have from previous teaching. Recent training sessions for TAs have been held to cement their own knowledge and understanding of current grammar terminology that is needed to be taught in today's primary school classrooms.

## **Spellings**

### **Spelling aims at KS1**

In KS1 we start with using the Little Wandle Phonics Programme, before moving onto the Rising Stars Programme, which is used from year 2 onwards. The Rising Stars Programme uses weekly spelling tests that are sent home to learn. The children then are tested and words are recorded in their booklets. In KS1, the tests include Spelling Rules, patterns, Common exception words, high frequency words and Reception review words.

If children are not secure with using this programme they are given intervention and support. Spelling lists may be differentiated and words added/substituted from previous years and some children will follow the SNIP programme to help bridge the gaps

In KS1 children focus on the prefixes of words to change meaning and many suffixes such as s, es, ed, er, ing, ment, ness, ful, less and ly. They should be able to accurately spell the days of the week and spell appropriately dictated sentences from memory. The children should spell most common contractions correctly such as can't, hasn't didn't, it's, I'll and couldn't. A few common homophones are taught to spell in KS1; these are there/their/they're, hear/here, quiet/quite, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight. For more information on this it can be found in the spelling section of our writing grid bands.

In class, children are also taught the age related words in line with the National Curriculum. Spelling patterns and rules are also taught alongside the weekly spelling tests and grammar sessions. Activities we use to help with this include: look, say and cover, dictation, dictionary work and homework at the pupil's level. The New Edition Oxford First Dictionary (2011) are used by pupils in KS1. The children also have a yellow personal dictionary kept in their drawers for easy access. This is used to look up any words they are unsure of how to spell. It is also used for the teacher to write in it if the word isn't there.

KS1 children are encouraged to use a multi-sensory spelling approach. All classes have been provided with spelling bags. These bags include whiteboards, beads, playdough, magnet boards and pipe cleaners. Opportunities are given for children to become familiar with both spelling patterns and the statutory words set out in the National Curriculum 2014.

## **Spelling aims at KS2**

By Year 3, it is expected that most pupils will have a secure understanding of phonics which will be used to support their spelling. Phonics will not be taught explicitly but rather rehearsed and consolidated through the teaching of spelling, reading and handwriting. Teachers should still be using phonics terminology, such as phoneme and grapheme. Spelling is taught through weekly spelling lessons. Spelling tests take place weekly, with differentiation used where necessary to support learning. Phonics practice will also be given when necessary, in the case when a spelling intervention is required.

By KS2, we put particular emphasis on the statutory word lists as outlined in the National Curriculum 2014. All teachers use the Rising Stars Spelling Scheme to support the teaching of spelling in both KS1 and KS2. They also add two words from the statutory word list of the previous year in order to catch up from learning missed due to the pandemic. The weekly tests comprise of 8 – 12 spelling words per week, including the teaching of spelling rules, words with the same spelling patterns, and words from the statutory word list. In KS1, the tests also include Common exception words, high frequency words and Reception review words. In KS2, the words from the statutory word list are mixed in throughout the weekly tests, and are clearly indicated, so pupils know the importance of these words. Where a word from the statutory word list fits the spelling pattern of the words covered in the weekly test, it will be included, e.g., the word 'eight' is a statutory word and will therefore be included in the test covering the sound 'ei', 'eigh' or 'ey'. The pupils write their spelling word answers inside a booklet which has a space for the word in a sentence. This way, the word is put into context for the pupils.

In Key stage 2- pupils will revise spelling from KS1. They will focus on prefixes and suffixes, apostrophes for possession, homophones, words ending in cious or tious, ance, ancy, ent,ence or ency, able, ible, ably and ibly. Words with ei, eigh or ey, and cial and tial. Hyphens for prefixes, words with silent letters, words with ei after c and words containing the letter string- ough. Pupils will also be taught the relationship between meaning and spelling where relevant e.g. medicine, medical. Spelling patterns will be taught through the 'Rising Stars' spelling programme in accordance with the statutory requirements of the National Curriculum 2014. The details of all the spelling rules and patterns taught can be found in the spelling section of our writing grid bands.

At Yesoiday Hatorah School, pupils are taught dictionary skills in order to look up the meaning of unfamiliar words, word origins and the correct spelling of words. We currently use the 'Oxford English Dictionary for Schools 2013' with every class having a number of copies in the classroom. We also have Thesauruses in each classroom and encourage the children to look for different words to use in their writing to make it more interesting. Dictionary use is encouraged during all aspects of our curriculum, especially within our writing journeys and guided reading sessions. All parents were given the opportunity last

year to buy the same dictionaries as we use in school, so that there is consistency between home and school learning.

Spelling lists are given out for homework together with a weekly spelling lesson, where the focus will have been on a particular spelling pattern. Pupils are encouraged to learn these for homework; using a range of taught methods.

Spelling lessons are taught to meet the needs of all pupils, with a particular focus on multi-sensory spellings. This includes teaching spelling through games, art and craft activities of which all encourage pupils to use their senses in an attempt to make spelling lessons fun, creative and engaging.

### **Spelling Homework**

Spelling lists are given out during weekly spelling lessons, where the focus will have been on a particular spelling pattern. Pupils are encouraged to learn these for homework; using a range of taught multisensory methods. These include: look, say and cover, putting the words into sentences; finding definitions including synonyms and antonyms activities and presenting the words in different styles and fonts.

At Yesoiday Hatorah School pupils are taught dictionary skills in order to look up the meaning of unfamiliar words, word origins and the correct spelling of words. We currently use the 'Oxford English Dictionary for Schools 2013' with every class having enough copies to be shared between 2 pupils. Dictionary use is encouraged during all aspects of our curriculum, especially within our writing journeys and guided reading sessions. In addition to this, classes are encouraged to display a word wall as part of their writing journey. This gives pupils a further opportunity to increase their vocabulary, find the definition of unfamiliar words and aid the spelling of a range of words associated with the topic or 'learning journey' that the pupils are currently on. Links to a 'word of the day' or 'word of the week' are also encouraged.

## **Handwriting**

The National Curriculum 2014 provides guidance for developing children's writing, not only emphasising their comprehension skills but also ensuring they produce *fluent, legible and, eventually, speedy handwriting*. Details are provided for each year group which build up into a competent joined style.

At Yesoiday HaTorah we have chosen to use resources from the Penpals handwriting scheme, which is approved by the National Handwriting Association. Penpals aims to teach letter formation and joins of letters through interactive CDs, workbooks and practice books from Reception until Year 4. Years 5 and 6 practise for fluency and developing an individual's style.

In Reception, handwriting is taught in conjunction with the Little Wandle scheme. The children practise the formation of whatever letter is being taught that day, using white boards and pens to reinforce handwriting during most phonic session. They draw the letters in the air, practise forming them using a pencil and have opportunities for hands-on activities e.g. writing the letters with an ear bud and paint. In the Spring term, once they've learnt all the letters through Little Wandle.

Currently some children in Y5 still need more direct teaching of handwriting to recap and consolidate the skills and techniques of joined handwriting.

From year 3, children can receive a pen licence once their handwriting meets the required standards. They need to be using neat, fluent and legible joined-up writing. Once they have met the criteria, they can then use a blue pen in their work.

# Maths Policy

## White Rose

### Introduction

The National Curriculum sets out the Purpose of Study for Mathematics as follows:

*'Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality Mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject.'*

The Aims as set out in the National Curriculum are to ensure that all pupils:

- *Become fluent in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.*
- *Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language*
- *Can solve problems by applying their Mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.*

The National Curriculum highlights some integral aspects to ensure pupil attainment in maths. These are:

- Pupils' ability to know, make and apply connections and links between topics learned.
- Pupils should use these links to develop fluency, reasoning and competence in solving complex problems, in all areas of the curriculum.
- The class, as a whole, should move through the curriculum at roughly the same pace. However, exceptions and adjustments should be made based on pupils' readiness to progress and the security of their understanding.

- Pupils who grasp concepts more quickly should be challenged through rich and sophisticated problems. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

As set out above by the National Curriculum, Mathematics pervades all aspects of our lives and helps us to make sense of our world. With this in mind, this policy promotes the basic and wider understanding of Mathematics, and hopes to instil an enjoyment in this subject by supporting children to engage with it and build upon their own understanding and promote further learning.

Learning skills are an important aspect of Mathematics, but such skills are only a means to an end and should be taught and learnt in a context that provides purpose and meaning.

This policy should be read in conjunction with the following policies:

- Calculation policy
- Assessment policy
- Marking policy
- SEND policy
- Equality policy

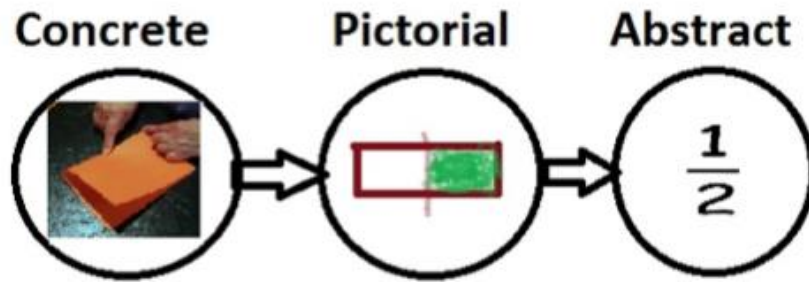
### **Our vision for Mathematics**

- To promote a positive attitude towards Mathematics in all pupils
- To promote an awareness of the relevance of Mathematics in the real world
- To ensure all pupils are engaged in and are enjoying exploring Mathematics
- To enable all pupils to find links between Mathematics and other areas of the curriculum
- To ensure all pupils progress in Mathematics and are challenged appropriately through deepening their understanding
- To use a wide range of concrete, pictorial and abstract representations to develop all pupils' relational understanding of Mathematics
- To ensure all pupils are confident using mathematical vocabulary when reasoning about Mathematics
- To teach Mathematics in a way that creates a lively, exciting and stimulating environment

### **Teaching and Learning - A 'Mastery' Approach**

The teaching and learning of Mathematics at Yesoiday Hatorah Girls Academy should include aspects of the following Mastery approach strategies in every lesson and/or over a series of lessons.





### **CONCRETE**

Concrete is the “doing” stage, using concrete objects to model problems. Instead of the traditional method of Mathematics teaching, where a teacher demonstrates how to solve a problem, the CPA approach brings concepts to life by allowing pupils to experience and handle physical objects themselves. Every new abstract concept is learned first with a “concrete” or physical experience. For example, if a problem is about adding up four baskets of fruit, the pupils might first handle actual fruit before progressing to handling counters or cubes which are used to represent the fruit.

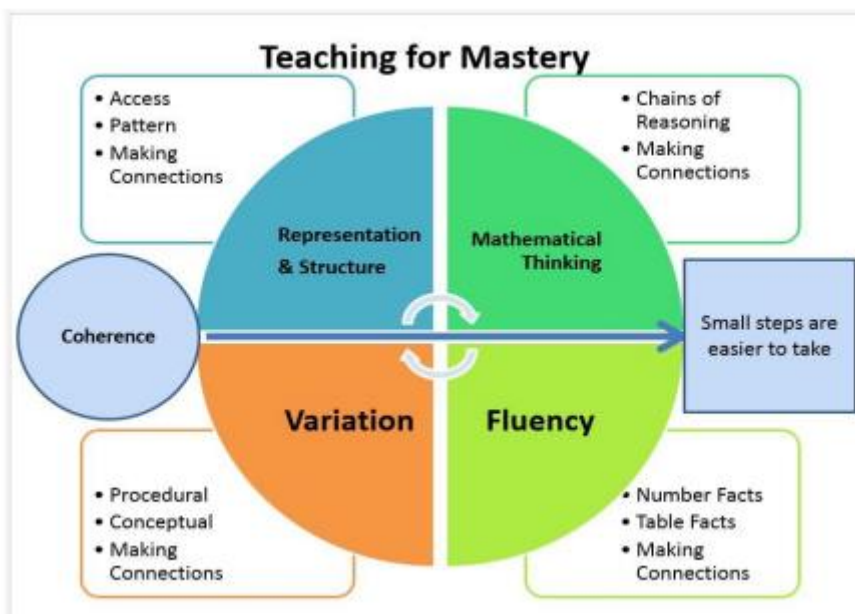
### **PICTORIAL**

Pictorial is the “seeing” stage, using representations of the objects to model problems. This stage encourages pupils to make a mental connection between the physical object and abstract levels of understanding by drawing or looking at pictures, circles, diagrams or models which represent the objects in the problem.

Building or drawing a model makes it easier for pupils to grasp concepts they traditionally find more difficult, such as fractions, as it helps them visualise the problem and make it more accessible.

### **ABSTRACT**

‘Abstract is the “symbolic” stage, where pupils are able to use abstract symbols to model problems’ (Hauser). Only once a child has demonstrated that they have a solid understanding of the “concrete” and “pictorial” representations of the problem, can the teacher introduce the more “abstract” concept, such as mathematical symbols. Pupils are introduced to the concept at a symbolic level, using only numbers, notation, and mathematical symbols, for example +, −, ×, ÷ to indicate addition, subtraction, multiplication, or division.



## Fluency

Fluency includes: conceptual understanding, accuracy, rapid recall, retention and practice:

- Accuracy – Pupils carefully completing calculations with no or few careless errors.
- Pace – Pupils are able to quickly recall the appropriate strategy to solve the calculation and progress through a number of questions at an age appropriate pace.
- Retention – Pupils will be able to retain their knowledge and understanding on a separate occasion to when the concept was first introduced.

The key to fluency is deep knowledge and practice and making connections at the right time for a child.

## Reasoning

Verbal reasoning demonstrates that pupils understand the mathematics. Talk is an integral part of mastery as it encourages students to reason, justify and explain their thinking. For example, young learners should be encouraged to voice their thought processes. Older students could take part in class debates, giving them the space to challenge their peers using logical reasoning in a respectful manner e.g. “I respectfully disagree”.

## Mathematical Talk

A mastery classroom is a safe place for discussions that should take place throughout the lesson. The way pupils speak and write about mathematics transforms their learning. Mastery approaches use a carefully sequenced, structured approach to introduce and reinforce mathematical vocabulary. To encourage talk in mathematics, teachers may introduce concepts by including sentence structures (stem sentences – see White Rose planning). Pupils should be able to say not just what the answer is, but how they know it is right. This is key to building mathematical language and reasoning skills. This gives pupils the confidence to communicate their ideas clearly, before writing them down. Example Stem

Sentences: The denominator is 5 because the whole has been divided into 5 equal parts. The numerator is 3 because 3 equal parts have been shaded/circled. Teachers then maintain a high expectation upon pupils to repeat and use the correct mathematical vocabulary to explain their understanding verbally. By also displaying the vocabulary during the lesson, pupils will be able to use this independently. When questioning and encouraging mathematical talk, teachers should provide regular, purposeful opportunities.

For example:

- Show me how to complete the calculation
- Teach your friend how to complete the calculation
- How do you know which operation to use?
- Why have you chosen this method?
- How else can you represent this number?
- What have you learnt today?
- True or False
- Odd one out
- Sometimes, always, Never
- Show me a similar example
- show me a non-example
- What do I know?
- What can I find out?
- What can I not find out?
- What do I not know?

These are available for staff in a sticker format and are encouraged to be used to engage all students and challenge or check understanding.

### **Problem Solving**

Mathematical problem solving is at the heart of the Mastery Approach. Pupils are encouraged to identify, understand and apply relevant mathematical principles and make connections between different ideas. This builds the skills needed to tackle new problems, rather than simply repeating routines without a secure understanding. Mathematical concepts are explored in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience. Pupils combine different concepts to solve complex problems, and apply knowledge to real-life situations. Through problem solving, pupils are required to select their mathematical knowledge and apply this to a new concept. To this end each lesson is expected to start with a problem with staff encouraged to adapt these to make them more real-life or class based to promote engagement.

### **Teaching and Learning – Lesson Structure**

Pupils throughout the school are taught in mixed ability groups (classes) and follow an integrated mathematics curriculum. In upper KS2, the teachers may have the option of setting the children by ability in a discussion with the Maths Team and SLT. Mathematics is

taught for at least one hour per day. However, when required, teachers may choose to include additional mathematics lessons in their weekly timetable.

### **Lesson Structure**

All mathematics lessons at Yesoiday Hatorah Girls Academy follow the following structure (the order of these is at the teachers' discretion but most lessons should include most of these, however the parts marked in red are non-negotiable):

- Starter Activity – Flashback4 - to promote fluency of arithmetic and revisit previously taught skills and knowledge
- Intro activity – to introduce skills needed in the lesson
- InFocus Task – exploratory question for children to investigate using resources and discussion (teacher should spend this time on AfL and planning which children will share their ideas during the next part of the lesson)
- Discussion – feedback from children's investigation
- Let's Learn – go through the lesson PowerPoint with the children leading the discussion, guided by the PowerPoint – ensure to give the children opportunities to practice, in pairs, the skills taught in this lesson by solving questions on the slides.
- Independent work – children complete the relevant worksheet independently.

At the beginning of each topic, a KL grid should be filled in. This is the opportunity for the children to share their prior knowledge of the topic about to be taught and to begin to build up a vocabulary list for this topic. This should be revisited (in red pen) at periodic intervals throughout a topic to be able to add to the 'What I have learned' and Vocabulary columns and again at the end of the topic.

### **Planning – LTP**

Teachers will work in year groups to discuss and create a Long Term Plan. This will set out which topics will be taught at which point in the year and should plan for coverage of the whole curriculum by the end of the school year. When planning, the teachers should also take into consideration the lessons each year that are taken up by Sensational Science Days, PSHE Days, maths assessments etc. and still ensure full coverage. This may mean that they teach more than one 'small step' per lesson where necessary or even skip some that they are confident that their students are secure in (these could be recap lessons). The order of topics taught in each year group should be discussed as a year group and the sequencing of them justified on the annotated Long Term Plan.

Approximately once a month, teachers are expected to use their weekly year group meeting to discuss maths. This discussion should be based around the topic being taught or upcoming topic and should include the relevant points from the list below and the minutes sent to the designated member of the maths team.

- Which In Focuses need adapting from last year? Which new ones do we need to make? Have we checked the PPTs from last year against the new ones? Any changes?

- What are we putting in for printing? If we are skipping lessons are we still doing the worksheet?
- Are we merging / skipping lessons? Which ones and why?
- What vocab MUST we include?
- What was hard last year? What do we anticipate coming up this year?
- What have we noticed this year that we need to look out for? (Misconceptions / Common mistakes/questions that are tricky)
- Where are we adding in some SATS style questions (topic tests)?
- How does the calculation policy support this topic?
- What other resources lend themselves to this topic? Do we all have? Do we need to order?
- What sort of challenges can we use? (other than stickers and Reasoning and Problem solving questions – have they been matched to the correct lesson?)
- How can we support children who are struggling with this topic?

## **EYFS**

Mathematics within the EYFS is developed through purposeful, play based experiences and should be represented throughout the indoor and outdoor provision. The learning will be based on pupil's interests and current themes and will focus on the expectations from Development Matters / Early Years Outcomes. Mathematical understanding can be developed through stories, songs, games, imaginative play, child-initiated learning and structured teaching. As pupils progress, they will be encouraged to record their mathematical thinking in a more formal way.

*“Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.”* Statutory framework for the early years’ foundation stage.

## **KS1**

The principal focus of mathematics teaching in key stage 1 is to ensure pupils develop confidence and mental fluency. The essential idea behind the mastery approach is that all children have a deep understanding so that future learning continues to build on solid foundations. If the subject is represented using concrete materials, pictorial representations and abstract symbols, it will allow children to visualise maths in varied ways, see connections and to independently explore and investigate a topic. Practical activities and resources offer the children a deeper mathematical understanding of more complex

concepts. Providing children with visual representations also offers a scaffold when developing a more robust understanding of maths. Throughout Key Stage 1, it is important that children gain a secure knowledge of number and place value and become confident when using the four operations and being introduced to formal methods as well as problem solving. Alongside number work, pupils begin to identify fractions using shapes, objects and quantities and make connections to equal sharing and grouping. Pupils are taught to count to ten in fractions, recognise equivalent fractions and develop their understanding of fractions on a number line. At this stage, pupils will also develop their ability to recognise, describe, draw, compare and sort different shapes. Pupils have the opportunity to use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money and are expected to use related vocabulary for all topics. Other subjects may have strong links to some maths topics allowing cross-curricular teaching. For example, shape through art or computing, measures through science and coordinates in geography. This is to ensure we continually maximise learning opportunities for all pupils across an entire curriculum.

## **KS2**

### **Lower Key Stage 2 – Years 3 - 4**

The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work in preparation for the national times-tables test.<sup>22</sup>

### **Upper Key Stage 2 – Years 5 - 6**

The principal focus of mathematics teaching in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Alongside the above objectives

runs a desire to implement key reasoning and problem solving skills within lessons and also throughout the wider life of school.

### **Inclusion**

Teaching maths for mastery is different because it offers all pupils access to the full maths curriculum. This inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in pupils. Though the whole class goes through the same content at the same pace, there is still plenty of opportunity for differentiation. Taking a mastery approach, differentiation occurs in the support and intervention provided to different pupils, not in the topics taught, particularly at earlier stages. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attaining children, or those pupils who grasp concepts quickly, challenged through more demanding problems which deepens their knowledge of the same content. Those children who are not sufficiently fluent are provided additional support to consolidate their understanding. Pupils' difficulties and misconceptions are identified through AfL and addressed with through the lesson either through class discussions, talking it through with the pupil or peer support. Where children make less than expected progress efforts are made to ensure relevant support is put in place to help support the child, this will be in the form of out-of-class interventions. No child will be denied a full curriculum however and concepts will be revisited throughout the year during starters or other activities to help with long term understanding and retention.

### **Monitoring and Reviewing**

The monitoring of maths teaching and pupil progress is the shared responsibility of teachers, the Maths Team and the Senior Leadership Team. The work of the subject leader includes supporting colleagues in the teaching of maths, keeping up to date with current developments as well as providing a strategic lead and direction for the subject. The school's governing body receive regular updates to inform them of the vision for continually driving forward teaching for mastery. Within school we regularly conduct peer review sessions whereby we critically look at Maths as a subject within the school. We observe lessons, speak to children/staff, analyse books/marking and ultimately come together as a staff/team to critique what we are doing well and what we want to improve.

### **Assessment**

Assessment is an integral part of teaching and learning and is a continuous process. Assessment takes place at three connected levels: short-term, medium-term and long-term. These assessments are used to inform teaching in a continuous cycle of planning, teaching and assessment.

### **Short Term**

Teachers make assessments of children daily through;

- regular marking of work
- analysing errors and picking up on misconceptions
- asking questions and listening to answers
- facilitating and listening to discussions
- making observations

These ongoing assessments inform future planning and teaching and should be recorded on the Assessment Grids. Lessons are adapted readily and short term planning evaluated in light of these assessments. Learners will also be taught to assess and evaluate their own achievements by recognising successes, learning from their mistakes and identifying improvements.

### Termly

Termly assessments are carried out across the school using the White Rose Termly Assessments. These materials are used alongside judgements made from class work and the assessment grids in making an assessment for each child which is in line with the assessment policy and which they enter into their Integris Mark book. The statements on the Assessment Grids cover the mathematics objectives for the year group. This process of careful tracking helps teachers form an assessment for each child. Pupil Progress meetings are timetabled each term for all classes. Progress of pupils is discussed and appropriate intervention considered and put in place where relevant.

### Yearly

Towards the end of the school year, final assessments will be carried to assess and review pupils' progress and attainment. This enables attainment to be tracked year on year and will inform transition to the next year group. These are made through compulsory National Curriculum mathematics tests for pupils in Years 2 and 6 (following National directives). In Years 3,4, and 5, teachers draw upon their Assessment Grids and end of term assessments from White Rose.

### Resources

Classrooms are well stocked with resources to promote a CPA approach. Some additional mathematical equipment and resources are stored centrally.

### Marking

Marking of children's work is essential to ensure they make further progress. Work is marked against success criteria, in line with the school marking policy, and usually includes next steps or a challenge. Children should be given time to read teachers' comments and make corrections, improvements or do the challenge – '*red pen work*'. Responses to marking should be made as close to the work as possible, ideally at the start of the next lesson. Some pieces of work in mathematics can be marked by the children themselves but reflection, corrections or challenges – '*red pen work*' - should be done on this work as well.



# Foundation Subjects

## **Our Foundation Subjects**

We have adopted a cross-curricular approach to our Writing Journeys. Our cross-curricular writing journeys are centred around a Big Question. This Big Question is designed to excite the children and engage them with key areas of learning from History, Geography and Science as set out in the 2014 National Curriculum. These journeys are further enriched with cross-curricular links to the Art, D&T and Music Programmes of Study.

Each writing journey typically starts with a period of immersion in the topic. This immersion comprises a unit of clearly sequenced lessons designed to build both substantive and disciplinary knowledge. An example of this would be in our year 5 curriculum, the children have a Big Question, “What was life-like for Victorian Children?”, which will start with a series of History lessons, covering core substantive (key facts about life in Victorian Britain) and disciplinary (Historical skills e.g. exploring artefacts) knowledge on this topic.

Set out below are the Statements of Intent, for each Foundation Subject.

## **History Statement of Intent**

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present.

History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes, and values. At Yesoiday Hatorah Girls Academy our intent, when teaching history, is to stimulate the children's curiosity for them to develop their knowledge, skills and understanding.

Our History curriculum is delivered through cross curricular in Writing Journeys and the big question and is supported by the learning of historical skills in Jewish Studies lessons.

### **Implementation**

Our whole curriculum is shaped by our school vision which aims to enable all children, to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at Yesoiday Hatorah Girls Academy. In History, pupils, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research and interpret evidence, including primary and secondary sources, and have the necessary skills to argue their point of view.

### **Impact**

By the time the children at Yesoiday Hatorah Girls Academy leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate, and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

## **Science Statement of Intent**

At Yesoiday Hatorah Girls Academy, it is our intention to provide a high quality science education that provides children with the foundations they need to recognise the importance of Science in their daily lives. The Science curriculum fosters a healthy curiosity in children about our world.

Teachers will ensure that all children are exposed to high quality teaching and learning experiences. Throughout the Science curriculum, the children will acquire and develop key knowledge that has been identified within each unit and across each year group. The curriculum is designed to ensure that children are able to gain key scientific knowledge through practical experiments; using equipment, conducting experiments, building theories and explaining concepts confidently. Children will be immersed in key scientific vocabulary, which supports the acquisition of scientific knowledge and understanding.

### **Implementation**

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We build upon the learning and skill development from previous years to develop more confident scientists in the school. At Yesoiday Hatorah Girls Academy, we hold three Sensational Science Days, one per term, each lasting two days. During this time, the children will be immersed in their science topic. In addition to this, each year group will teach science through their cross curricular writing journey. This strategy ensures we provide as much coverage of the science curriculum as we can.

Our curriculum encourages learners to work using a 'Big Question' as the starting point for their learning. To develop a sense of excitement and curiosity for our children, we begin each science unit with a 'WOW' task e.g. clue bag. Teachers assess what children already know then invite children to think of their own questions. Children are also asked to review their learning at the end of each topic. These 'reflection' tasks provide children with an opportunity to share their learning more widely.

It is also important that the children develop both their disciplinary and their substantive skills in Science throughout their time at Yesoiday Hatorah Girls Academy. In Science, pupils are able to hypothesise, investigate and come to their own conclusions. To do this successfully as scientists, they need to be able to ask questions, make careful observations, use a range of scientific equipment, record their findings and be able to answer their questions using scientific evidence. All children will be provided with a broad and balanced science curriculum which reflects the equality and diversity policies in school.

### **Statement of Impact**

The successful approach at Yesoiday Hatorah Girls Academy results in a fun, engaging, high quality science education, which provides children with the foundations for understanding the world.

Children at Yesoiday Hatorah Girls Academy will:

- Demonstrate a love of science work and an interest in further study and work in this field.
- Retain knowledge that is pertinent to science with real life context.
- Be able to question ideas and reflect knowledge.

- Be able to articulate their understanding of scientific concepts and be able to reason scientifically using rich language linked to science.
- Demonstrate a high level of mathematical skills through their work, organising, recording and interpreting results.
- Work collaboratively and practically to investigate and experiment.
- Achieve age related expectations in Science by the end of the year.

## **Geography Statement of Intent**

The world has shrunk via travel, communications, immigration – and the advances in science have enabled humans to impact even the most distant reaches of earth. Along with this, the physical and political world is changing more rapidly than ever.

Therefore, a geography education is a powerful tool in enabling pupils to locate their place and role in it, to understand events, and navigate the planet in which we live and must protect. A geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

At Yesoiday Hatorah Girls Academy, our intent, when teaching Geography is to stimulate the children's curiosity – and for them to build their knowledge of diverse places, understand the Earth's processes, and develop the skills to explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **Implementation**

Our geography curriculum is delivered through cross curricular in Writing Journeys and the big question. Integrated with English, in a sequence of some eight lessons at the start of one term a year. Additional learning happens on a termly basis through the vehicles of Guided Reading texts that are done in some depot, and also through thoughtfully creating and exploiting geography link in other topics. Layered learning is provided via specific geography-learning activities in each lesson, recap activities at the start of subsequent lessons, as well as short writing tasks throughout and at the end of the topic which encourage pupils to recall and apply the geographical material covered.

The top of each MTP has a section detailing prior knowledge. As well as allowing teachers to invite pupils to recall prior learning it also focuses teachers on developing learning further.

Furthermore, our syllabus is target driven as much as it is topic drive. Accordingly, each MTP requires year groups to include the targets that they are covering in that unit. Subject leads check that the required targets are included in the MTPs – and will have a conversation with SLT and year group leads if there is unnecessary repetition of previous targets, or their year's targets are not being taught.

### **Impact**

Pupils produce a number of short writes over the course of a geography unit. At the end of the unit pupils complete a KWL grid.

By the end of the topics, pupils will have progressed in:

- Substantive knowledge – geographical knowledge that includes:
  - Defining physical and human characteristics of diverse places, people, resources and natural and human environments
  - An understanding of the Earth's key physical and human processes
  - The formation and use of landscapes and environments.
- Disciplinary knowledge
  - Learning how to collect, analyse, interpret and communicate the substantive knowledge – including a curiosity and fascination about the world and its people.

## **PSHE and Relationship Education Statement of Intent**

### **Intent**

At Yesoiday Hatorah Girls Academy, PSHE and relationship education is at the core of our ethos and underpins our whole approach to learning, behaviour, SEN and the pastoral support that we give to our pupils. It is our intent to incorporate PSHE (personal, social, health and economic) and relationship education at every possible opportunity. At the heart of our PSHE and relationship education teaching, is a commitment to enhancing and promoting our core school values; be responsible, be kind, be respectful and be safe.

Our PSHE and relationship education curriculum is taught across the year groups, and is delivered through our cross-curricular learning journeys, Kodesh curriculum and extra-curricular programmes, as well as during dedicated PSHE days. Through implicit and explicit PSHE lessons, children learn important skills that they will use to handle different situations throughout their lives. These tools enable children to become independent, confident, healthy, safe, respectful and responsible members of society.

It is our hope that through our PSHE and relationship education lessons children will develop a greater sense of physical, mental and emotional self-awareness; together with a healthy, positive self-esteem and personal identity. Additionally, children learn to appreciate the contributions that other people make to their community and the wider world.

### **Implementation**

At Yesoiday Hatorah Boys Academy, our PSHE and relationship education curriculum is supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built upon, year by year, and sequenced appropriately to maximise learning for all children.

Throughout the school, floor books are the way that we evidence the teaching and learning of our PSHE/RE curriculum, including activities related to topics being taught, class discussions and pupil voice within individual classes.

Additionally, numerous corridor displays and school assemblies reinforce the PSHE and relationship education curriculum.

### **Impact**

By the time the children leave our school they should have developed a good understanding of:

- how to stay safe (including online safety)
- how to keep healthy – physically, emotionally and mentally
- how to create positive, respectful, safe relationships (with friends, family and other people they encounter)
- how they can contribute to society - their community and the wider world
- their own personal identity and self-awareness

These vital skills will impact and guide our children throughout their schooling and beyond, into their future.

## **ICT Statement of Intent**

Technology is everywhere and is recognised as playing a significant part in our pupil's lives. Therefore, we model and educate our pupils on how to use technology positively, safely and responsibly. We aim to prepare our students for their future by giving them opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for employment.

### **Implementation**

Computing is taught as a discreet lesson. As a school, we have chosen the Purple Mash Computing Scheme of Work. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. In this area, we are confident that the scheme of work more than adequately meets the national vision for Computing and provides immense flexibility and strong cross-curricular links.

### **Impact**

The implementation of this curriculum ensures that when children leave Yesoiday Hatorah Girls Academy they are competent users of ICT with an understanding of how technology works and how it can be used safely.

By the time children leave our school they should be able to:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely, and safely.
- Select, use, and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.



## **Art and Design Statement of Intent**

Wassily Kandinsky once said, "There is no must in art because art is free."

This is the way in which we conduct Art and Design within the setting of our school. Art is a subject, which is not confined to set expectations, but a subject that stimulates creativity and imagination. Much like the quote, Art is boundary-less and gives students the opportunity to explore their creativity through a range of formats - be it visual, sensory, experimental, or experiential. Our Art curriculum is a diverse journey of intertwining disciplinary and substantive knowledge, which allows a more in-depth experience. By exploring different artists, roles and functions of art (in both historical and contemporary artwork), we hope to enrich the lives of our pupils, with an appreciation and enjoyment of Art, resulting in giving them freedom to explore and create. Students are encouraged to engage with different techniques and art works and become familiar with different forms of media, with the core concepts developing as their skills do. From Early Years to Key Stage 2 - where the children receive their own sketchbooks - they record their observations, the key subject-specific language they have learnt and reflect on their pieces / illustrations.

### **Implementation**

Our curriculum is designed to facilitate a learning journey, in which the students are provided with a focus of learning and they interconnect it with their writing journey. This allows for the integration of the primary curriculum aims whilst also ensuring that the Art curriculum plays a vital role in this journey where, through a clear and comprehensive scheme of work, students are supported to develop disciplinary knowledge, alongside the substantive knowledge of the topic.

Art begins in the Early Years and is a daily experience for the children whereby the children are invited to begin considering the purpose of colour, texture and pattern, whilst using a range of materials for them to explore with. The children develop their own identities from the start, by selecting their own media and colours as well as how to use a range of tools in a productive, meaningful and safe way. They draw on their surroundings as a base point for experimentation and are introduced to the concept of reflecting on their work.

Developing on to Key Stage 1, Art is a weekly scheduled part of the curriculum and takes form by creating meaning to their work as they begin to further explore colour, pattern and material, while considering the impact it has on both themselves and their audience. They will have begun to consider how Art impacts their experiences and will deepen their understanding on reflecting on their work and expressing their own vision of the journey.

With the move to Key Stage 2, comes the added layer of the sketchbook and the children have their first concrete experience that is individualistic and unique, where they have a 'safe space' to understand and experience the journey, without preconceived expectation. Their awareness of colour, texture and design is the foundation for the sculptures, collages and sketch pieces that they create for their final pieces of each topic they complete. The children continue to make meaningful links to the writing journey process and end Key Stage 2, with a wealth of knowledge, vocabulary and above all, appreciation for the opportunity that Art gives them – to explore and experiment without boundaries.

## **Impact**

The Art curriculum contributes to the development of the children's awareness of personal development in creativity, individualism and self-reflection. Through their self-reflective talk and autonomy in their work, they will have a depth of understanding of why they choose to create what they do, as well as how to go about it. They will use the language of someone who reflects and not criticizes, who discusses and not just simply disagrees and who creates with purpose and not just with desire. They will value and understand in the context of Art, what wealth of experience their environment can provide for them, alongside how Art is a reflection of the creative self.

What we want our students to achieve by completing our school:

- Understand the purpose that Art plays in experiencing life and harnessing creativity of the every day
- Anyone can be an artist and creator
- Art is an ever-evolving and ever-changing process and journey
- Art is subjective and therefore there are multiple ways to interpret and create
- Their school environment will support them on their artistic journey, and allow them the space for risk-taking and mistakes

## **Design and Technology Statement of Intent**

Design & Technology should provide children with a real-life context for learning. Our Design and Technology curriculum allows them to exercise their creativity to design and make a product, combining their designing and making skills with their knowledge and understanding. Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product. This is a key skill which they need throughout their life. D&T allows children to apply the knowledge and skills learned in other subjects, capturing children's interests through theme learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning.

### **Implementation**

Our whole curriculum is shaped by the school curriculum and is used to enhanced class topics and activities around Jewish traditions and festivals. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. All teaching of D&T should follow the design, make and evaluate cycle. Each stage should be rooted in technical knowledge. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria and feedback from others.

The key skills we teach the children are:

- sewing and textiles
- cooking and nutrition
- basic electrical and mechanical components
- Using and manipulating materials.

D&T is usually taught in in short blocks with progression and revision through the school.

### **Impact**

Our Design and Technology curriculum enables and encourages our children to become critical thinkers. They look at existing designs to analyse and assess its effectiveness and then they consider ways of redesigning and reconstructing it to improve its overall success. Through DT our children learn to take risks, become resourceful, innovative and enterprising individuals. Children learn to be passionate and excited by the designing and making of products including working with, preparing and tasting food. Learning is assessed through the analysis of the pupil's ability to evaluate, design, make and improve their own work.

## **Music Statement of Intent**

At Yesoiday Hatorah Academy, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys, as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing them to diverse musical experiences and igniting a passion for music. Listening and responding to different musical styles, from different cultures, history, composers and finding their voices as singers and performers and as composers, will enable them to become confident, reflective musicians.

‘Music is a universal language that embodies one of the highest forms of creativity’ (The National Curriculum)

### **Intent**

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- (Have opportunities to learn a musical instrument)
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have different opportunities to take part in performances through choir and assemblies and Shir Vzemer.

### **Implementation**

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities, for example, within the Big Question... Composer of the year, through guided reading, as well as weekly singing assemblies, and various performances. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it through our big questions, and understand how it is made, played, appreciated and analysed. We focus on composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

### **Impact**

Whilst in school, children have opportunities to forge their own musical journey, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group, and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.

## **PE Statement of Intent**

### **Intent**

In Yesoiday Hatorah Girls Academy, we aim to inspire all children and for each child to fulfil their potential. We want the children's experience of PE to be positive and motivating. PE enables pupils to become physically confident. This supports their health, wellbeing and fitness and provides the foundations for lifelong activity.

We want them to succeed and excel in competitive sport and physical activities. We offer all children chances to compete in sport and other activities. This helps them build character and learn values such as fairness and respect. Through PE, we develop the children's knowledge, skills and understanding. They build confidence and competence in a range of activities. We are passionate about the need to teach children how to cooperate with, others, as part of a team, understanding fairness and equality of play to embed life-long values.

### **Implementation**

Each child participates in weekly high-quality PE with specialist coaches or class teachers. We plan their sessions to cover a broad and full range of skills and activities. We follow the guidelines set by the national curriculum to ensure we offer a range of PE activities that allow each child to feel challenged and offer opportunities to progress further.

We teach in a way that children:

- have fun and experience success in sport
- can join in at their own level of development
- build and secure a range of skills
- develop good sporting attitudes
- understand basic rules
- experience positive competition
- learn in a safe environment

### **EYFS**

#### **As part of the EYFS statutory framework pupils are taught:**

Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

### **Key stage 1**

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and

against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## **Key stage 2**

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## **Aims**

Our curriculum aims to ensure that all pupils:

- develop their fundamental movement skills
- improve their agility, balance and coordination
- lead and join in PE games with growing confidence, developing their speaking and listening skills
- learn useful PE vocabulary and knowledge to help them at KS3 and beyond
- enjoy fitness and understand the importance of good diet and exercise

At Yesoiday Hatorah Girls Academy, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active, and this has positive implications on their learning in the classroom. Children understand how to lead a healthy lifestyle and realise the importance of exercise. All pupils understand the values and importance of fair play and being a good sportsperson.

# EYFS Policy

## **Intent**

Our EYFS curriculum is designed to create a well-balanced, ambitious and progressive curriculum through the aspects of Secular and Kodesh Education. This will enable a strong foundation to be built through the kindergarten and reception classes. Each child's journey, experiences and attainment will allow them to grow and flourish in preparation for KS1. We aim to instil a life-long love for learning.

Each child in our care is valued as an individual and we recognise their uniqueness, prior learning and achievements. From this, we will help to build and to secure skills, knowledge and development that will be enhanced and embedded throughout their time in school.

Our children's educational experience should be an enjoyable and memorable acquisition of knowledge and skills. Our indoor and outdoor classrooms and varied continuous provision areas will enable curiosity, creativity, investigation and exploration, and allow the children to become independent learners. The grasp of new vocabulary, understanding and overall language development is a priority to enable our children to become confident and successful communicators.

With reflection to the school ethos and the community it provides for, the curriculum is planned to provide elements of structure. It is designed to broaden the children's experiences but also to allow for their interests and fascinations to shine and influence their learning choices.

We celebrate and welcome our differences and respect the diversity of the world in which we live. We work to enable the children's personal, social and emotional development to grow in a happy, safe and secure environment.

The children are actively encouraged to be positive, thoughtful, and independent members of the community and school. They should aim to be successful, take risks and feel confident to explore challenge in a warm, supportive and encouraging atmosphere.

The children with SEND are supported appropriately, allowing them to access all aspects of the curriculum. They are encouraged to be successful learners with their achievements and progress celebrated.

Our dedicated staff, look for every opportunity to provide exciting and stimulating experiences to enhance our planned curriculum. Through our pedagogy, we can enable all children's individual needs to be planned for and met. Through appropriate focused



activities, enhanced provision, scaffolding, carefully chosen involvement and intervention all children can feel valued, supported and challenged.

The adults are continually observing and assessing. The children can be appropriately supported or challenged, and steps provided for them to take their learning to the next level.

The statutory assessments, including Baseline and EYFS profile are completed, as well as the Wellcomm speech and language assessments used throughout the kindergarten and reception classes. Literacy, phonics and maths are also tracked throughout the year.

### **Implementation**

The aim of our curriculum is to provide a carefully planned sequence of meaningful learning experiences, developing each child's Characteristics of Effective Learning.

We have selected appropriate themes, including aspects of the predictable curriculum that span the Kindergarten and Reception year. These themes are chosen as they allow for the children's own interests to influence the direction that the different topics take. They allow for a broad and balanced curriculum where the staff can guide the children to look in depth at subjects and build on prior learning. The topics are flexible and regularly reviewed. The addition of activities that arise through the children's interests can be undertaken at any point throughout the year. The kodesh curriculum bases itself around the Jewish calendar of festivals and Sedra stories.

The adults provide a selection of focused, directed and independent tasks along with enhanced areas of provision that encourage child-initiated learning to take place.

The learning environment is set up to engage and stimulate, provoking the children's natural curiosity both in the indoor and outdoor classroom.

The role of the adult ensures that high quality interactions take place daily and the modelling of skills, techniques, concepts and behaviours can be displayed. Appropriate scaffolding and questioning can be applied, and understanding can be assessed with any misconceptions addressed as they arise.

The children are observed by the adults in their work and play and significant learning is noted and shared. Issues that arise or children noted as falling behind are selected for small group or 1-1 intervention and catch-up.

Any SEND concerns observed prompt meetings with the school SEND co-ordinator and are recorded on the Provision map. Further strategies will be then put in place and many onsite provisions can be implemented. These include SPLT, sensory intervention, social and communication intervention, play therapy, Sunshine circles and behavioural support.

Parents are encouraged to share significant learning experiences from home via email which is celebrated with the children when appropriate. Newsletters are sent to keep parents up-to-date with current learning and suggested home learning and reading books sent weekly.

Our school has recently bought into the Little Wandle Letters and Sound validated phonic scheme. We now use this to guide the teaching of our daily phonics lessons and group reading practice sessions. The children use the Penpals handwriting scheme alongside this to embed correct letter formation.

The use of high quality fiction and non-fiction texts, reading for pleasure, group reading and visits to the school library along with take home books promote a love for reading and along with language development are priority areas in our class groups.

Along with KS1 and 2, we follow the White Rose Maths curriculum. Daily maths input and carefully planned maths activities take place. With the mastering of numbers to 5, 10 and beyond, and following a structured approach, allows for our children to aim to become confident mathematicians.

We plan for extra-curricular opportunities throughout the year to enhance the children's learning and enjoyment. These include: **Visitors** (topic related) – Nav Car rescue vehicle, Hatzola, Nurse, Matza Bakery, **experiences** –soft play bus, Activity carousel, Caterpillars, and **whole school days** – Sensational science days, Diversity days, World book day.

The children also take part in school assemblies and the annual Chanukah Show.

### **Impact**

The children build positive relationships with their peers and the adults working with them. They develop their listening skills and demonstrate high levels of involvement in their learning environment.

They become independent in making choices, selecting resources, managing themselves, their hygiene and self-care, and regulating their behaviour. They develop confidence, resilience and perseverance and are able to self-motivate and find solutions for problems that arise.

The children experience aspects of the curriculum in depth and revisit and build on prior learning to secure and embed knowledge. As with the ethos of the school, media and the internet is restricted, so the importance of sharing key knowledge and understanding for the children is essential. Immersing them fully in experiential learning and hands on activity will promote this knowledge to become embedded and allow for this in turn to be built on in future years throughout the school.

We pride ourselves on the introduction of new vocabulary at every opportunity and how this links across different areas of learning as well as across the secular and kodesh curriculums. This impacts their communication and language skills immensely.

The children throughout the EYFS have access to various outdoor areas, from games pitches, to physical challenge areas, grassed enclosures, and garden areas all promoting different skills to be explored and developed. The children become risk takers, problem solvers, nature lovers, and understand the need and importance of staying physically active though

out their lives. They can be competitive but also compassionate to the abilities and limitations of others. They can use the outdoor spaces to enhance their Personal, social and emotional skills and learn important aspects of friendship.

The children use their development in Expressive arts and design to develop the confidence to be performers, to take part in shared and cooperative experiences. They become musicians, actors, designers and artists exploring their own creativity in an encouraging space.

From their own varied starting points, each child experiences success and achievements that are celebrated and they are well prepared academically and socially for their transition to year 1.

### **Our Underpinning Curriculum**

#### **The Characteristics of Effective Teaching and Learning**

- **Playing and exploring** – children investigate and experience things and ‘have a go’
- **Active learning** – children concentrate and keep on trying even if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

#### **Our Enabling Environment**

**Overarching principles...** Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. (Statutory Framework for the Early Years Foundation Stage (2021))

#### **Continuous Provision**

**Indoors:** sand, water, construction, role play, home corner, malleable, small world, writing, maths, reading mark-making, loose parts, snack, investigative, funky fingers.

**Outdoors:** water, large construction, den-building, role play, music, large mark-making, gross motor, fine motor, texture kitchen, small world, writing, maths, gardening, investigative.

#### **The Predictable Curriculum**

**The rhythm of the year: Seasons and weather, festivals and celebrations, key events.**

**Interests:** ourselves, stories and rhymes, seasons, the world, space, mini-beasts, birthdays, building (home, towers, bridges, castles), light and dark; bears, woodland animals, zoo animals, wild animals, transport, journeys, emergency services, people who help us, our community, fantasy, shopping, floating and sinking, festivals – Jewish holidays, weddings, new babies, grandparents and extended family, shul, holidays, community events, days out, other adults in school and older children/siblings, Israel.