



## Beit Shvidler Primary School

### BSPS Curriculum Vision Statement

Our school is a voluntary aided, co-educational, Orthodox Jewish primary school located in Edgware. This means in conjunction with the National curriculum we teach our bespoke Jewish studies curriculum. We welcome a broad range of families from across the Jewish community.

We aim to deliver a broad and balanced curriculum through an inclusive and creative approach that sets high expectations, challenges all students and enhances learning opportunities.

Learning at Beit Shvidler is underpinned by several key themes that run through our curriculum:

- . **Community**
- . **Curiosity**
- . **Aspiration**
- . **Knowledge Building and networking**

### Community

Community runs across our curriculum from EYFS to Year 6. Our pupils are members of our Beit Shvidler community, the wider Jewish community, the community surrounding our school and they are responsible citizens of Modern Britain. Our curriculum builds links with all these strands within community and uses these links to enhance our curriculum. This is the foundation of our Personal Development curriculum and our PSHE curriculum.

On a **whole school level**, assemblies work with external communal organisations such as Jewish Blind and Disabled, Streetwise and Jewish Care to deliver key messages. We are part of the wider Barnet school community and we take part in National school events such as World



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Book Day, Anti bullying week and British Science Week. Assemblies also highlight wider communal events such as The Big Plastic Count and Ocean Clean up. On a **class level**, Foundation subjects such as Geography and History make links between community in the past and present such as WW2 studies in Year 6 or communal land use in the past and communal land use at present.

### Curiosity

We pride ourselves on developing children's curiosity and building on their curiosity during lessons. Maths lessons include investigation and a strong reasoning and problem-solving focus to peak children's interests and develop their curiosity. Foundation subjects such as History, Geography and Science begin with enquiry questions. An overarching enquiry question is the title of each Humanities and Science topic. Topics begin with a KWL (Know, want to learn and What we have learnt) grid allowing the children to refer to the questions they wanted to find out answers for at the beginning of a topic. Pupils are encouraged to follow their interests and foster a curiosity in the world around them. Pupils can share and celebrate their exciting extracurricular achievements with their fellow pupils in assemblies.

### Aspiration

Children are always encouraged to aspire to greater progress and attainment in their learning. Challenge is an integral part of lessons and is accessible to all children to ensure that the learning is aspirational. Wow assemblies highlight work or progress which have exceeded expectations. This allows other children to see an example of inspirational work and develops an atmosphere of celebrating achievements whilst striving to reach one's personal best.

Throughout the curriculum, we introduce our pupils to key figures and personalities to allow pupils to see positive role models that they can aspire to, real people who have strived for and gained excellence in their



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field of choice, often in the face of adversity. Science topics begin by introducing famous scientists related to the Science topic for that half term. Key authors, their lives and stories are discussed while reading texts and during World Book Day. During whole school events, such as world Maths Day, parents come into school and discuss their careers which again exposes the children to positive role models and the range of choices open to the children. Opening their minds to the range of possibilities in terms of interest and careers. Our SENDCO, works very hard to ensure that all children have an aspirational curriculum with opportunities for children to reach their potential and to work within their interests.

### Knowledge Building

At BSPS, we understand our children need to 'know more and remember more' in all spheres of learning. To ensure, this happens we have several key themes which run through our curriculum:

**Linkage:** Horizontal and Vertical linkage is made between topics, subjects and year groups. Topics begin by highlighting previous knowledge and skills covered.

**Prior Learning:** Using the cognitive science, we ensure that lessons begin with a memory-based activity for children to continuously review knowledge and to build links between lessons.

**Vocabulary:** At BSPS, we are a vocabulary rich school, and we encourage the children to answer in full sentences using the key vocabulary displayed during lessons.

**Working Walls:** Classrooms use working walls to ensure that key learning is displayed for children to have a hook to remind them of yesterday's learning.

**Knowledge and Skills:** Our curriculum highlights the substantive and disciplinary knowledge involved to allow children to understand what they are learning.



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### Implementation

The implementation is carried out through a variety of rich resources aimed at facilitating and enhancing the children's learning:

Our English Curriculum is based around high quality English texts. We subscribe to Barnet Library Scheme which ensures that our children are continually exposed to fresh, current texts. Links are made where possible with other subjects such as Digital Literacy in Computing and character drawings in English using Art skills to match our key texts. Writing is developed throughout the curriculum and is developed through our writing cycle.

When teaching Maths, we employ a Concrete, Pictorial and Abstract (CPA) approach which is supported through various resources such as White Rose, Power Maths and NRICH. We use scaffolding methodology to support pupil's understanding of the more complex mathematical topics. Challenge is continually developed, and we have invested in Classroom Secrets to supplement our challenge work.

Foundation Subjects follow enquiry-based learning where lessons begin with a question which is answered through the learning gained in the lesson. This has a dual impact of triggering children's curiosity and highlighting the relevance of the learning to their lives.

Our Enrichment Map and School Calendar ensure that the children continually participate in interesting hands-on events such as Maths Day, British Science week, Anti Bullying week, Chinese New Year and Olympics workshops with a Paralympian to broaden their exposure to wider learning. These real, hands-on experiences are further enhanced with trips and workshops bringing many of the classroom lessons alive and memorable, creating a fun, engaging experiences that the children reflect on for many years to come.

Reading



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Reading is our children's window to the wider world, bringing a wide range of stories, cultures and experiences into their lives from the pages of a book. Early reading is embedded through our phonics scheme Twinkl. We bridge the phonics teaching to early reading with readily available high-quality texts coupled with opportunities for pleasurable reading with adults. All children from Reception until Year 6 have Reading Record Books which allow them to showcase their home reading. Reading comprehension is taught via a combination of VIPERS® and traditional comprehension sessions.

Whole school reading events such as World Book Day further ensure Reading for Pleasure is embedded within the school. Pupils have access to a book in their tray which they can choose from the library or the Magical Reading Garden. The headteacher leads a termly book club, children in each phase are invited to read a quality text and share a discussion about the text with the 'book club' in a cosy and informal environment sharing the love of reading and the pleasures shared through the book.

In EYFS, children visit our local Library where they are introduced to the large selection of books at the library. This encourages children to develop a love of learning and a reading for pleasure agenda.

### **Subject leadership**

Subject leads champion our curriculum subjects. They develop the skills and expertise to become ambassadors for each curriculum area. Subject leaders attend CPD courses run by Barnet and external course providers. Where appropriate, subject leaders visit other schools to view good practice in other settings. Subject leaders are responsible for curriculum documentation and delivery of their subject across the school. They use the monitoring cycle to gain an accurate picture of their subject within the school, and following on from a monitoring cycle, they will deliver CPD in their subject, assisting staff both formally and informally with the delivery of their subject.

### Assessment



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At BSPS, we view assessment as a continuous journey which allows us to tailor learning to the needs of all our pupils and cohorts. We use both formative and summative assessment to build a picture of the learners in our school.

### Formative Assessment

Each lesson involves ongoing, contextualised formative assessment activities such as thumbs up, thumbs down, smiley/sad faces exit questions etc. We use live marking, using a green pen, to provide instant feedback about the pupils' learning and progress. When learning is not secured, future learning is adapted to the needs of learners. In foundation subjects, we are starting to use KWL grids as a means of formative assessment. Pupils are encouraged to record at the end of the lesson, key learning points. Retrieval practice at the beginning of Maths and foundation subjects also allow for teachers to observe whether sticky knowledge has been secured.

### Summative Assessment

At the end of each topic, we include a summative assessment. This may take the form of a double page spread or end of topic quiz. Short Quizzes may also be delivered within the following topic to remind children of previous learning. Summative assessment is standardised for Reading and Maths. Across the school, an assessment spreadsheet is used to record the results of all assessments, and this is the basis of Pupil Progress Meetings.

### Vocabulary

At BSPS, we recognise the importance of developing children's vocabulary to ensure that children can access and be articulate in all aspects of learning. We encourage children to answer using full



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sentences and to articulate their learning using the key vocabulary. The children have an array of prompts to help them gain fluency in using topic specific language, the vocabulary is displayed on the working walls during the lesson and the children have ready access to vocabulary mats. This has the double benefit of supporting children's learning and encouraging the children to be ambitious with the language they use. The high quality and wide range of texts from Barnet Library used within our English lessons to further expand pupils' range and depth of vocabulary.

### Adaptation

We aim to ensure that all children have to access to the learning and have opportunities to thrive academically. Where learning is difficult for some pupils, work is adapted so the children can access learning. Adaptation will vary and look different across the curriculum ensuring a best fit approach. In Maths, adaptation may include; use of concrete resources, working in small groups, working with an LSA or scaffolded work which is broken into smaller steps. In English, pupils who are having difficulty with learning to read may be offered reading interventions or phonics intervention sessions. In writing, word mats, scaffolds, the use of a word processor and scribes may all be used to support the writing process. In foundation subjects, adaptation may vary according to the task and a mix of adaptation is used to support learners. We aim to remove barriers to learning, conveying the message that every child has the ability to achieve, has the support they need and the belief that they can do, no matter the subject, no matter their need.