



**GESHER SCHOOL**  
ENGAGE EMPOWER EDUCATE

# Curriculum Policy

## 2020-2021

Date	Review Date	Coordinator	Nominated Governor
October 2020	October 2021	Rowan Eggar	Kirsten Jowett

*"Never forget that a child's perspective of the world is different from yours. Try to understand a child's world before you expect a child to master yours"*

# 1. Gesher School Curriculum Intent statement

Gesher has a multi-dimensional and personalised curriculum that puts the needs of the individual at the heart of learning. At Gesher we believe the child's emotional wellbeing and happiness are of the highest importance.

At Gesher we are committed to a holistic approach to classroom learning, therapies and home life. Therapists work alongside teachers to help lower anxiety, improve wellbeing, and support readiness to learn. The on-site therapists include a Speech and Language Therapist, an Occupational Therapist, an Art Therapist and a Dramatherapist, as well as an Educational Psychologist. These professionals form part of the multi-disciplinary team to provide universal, targeted and specialist approaches to each child's development.

Our curriculum is adapted from the National Curriculum and further personalised depending on each individual child's needs. This tailored approach gives children the opportunity to be taught in line with their individual learning styles, giving them further opportunities to be successful, thus promoting self-esteem and self-confidence.

Lessons are differentiated with the focus on the individual child. Teachers use motivating, forward-thinking and creative ways to give children real life opportunities to encourage them to become active learners. Children are given various opportunities to implement skills that they learn through a variety of cross-curricular activities, enabling them to put into practise what they have learnt as a part of their daily routine.

The curriculum places a strong emphasis on self-confidence, intrinsic motivation and ensuring that our children are continuously encouraged and supported to develop their independence; in turn this helps to foster self-help skills in all areas of development. Staff use a scaffolded approach, demonstrating or modelling an activity before stepping back for children to be successful learners.

We also believe that all children need time to play and time to be themselves; the Creative Arts, particularly drama, music and art, allow for children's creative and imaginative expression to take place. Every child deserves a childhood and we aim to ensure that Gesher is a school that balances these core aspects alongside a strong academic foundation.

## 2. Gesher School Offers

- a caring and supportive environment that understands SEN
- an education geared to get the very best from every child regardless of their special educational needs– stretching them academically to achieve and even exceed their expectations

- outstanding academic results for all levels of ability and differentiate all lessons
- a full programme of activity, brimming with opportunity
- a foundation that nurtures children and means when they leave the School it is as well balanced, considerate, confident and competent individuals
- a multi-professional approach that ensure to support not only academics of our pupils but social, emotional and sensory well being

The school day will begin at 8.15am with Breakfast Club. Lessons begin at 9.05am. The day will end at 3pm with extra-curricular activities being offered once a week until 4pm (unless there is a religious holiday). Extra-curricular activities will increase as the school grows. Please refer to Gesher Term Dates document.

### 3. EYFS Aims

1. To instil a joy of learning
2. To build children's confidence and self-esteem
3. To improve language and communication skills
4. To encourage independence
5. To teach children to show consideration for others
6. To help prepare children for starting school
7. We never lose sight of the fact that our children are individuals and we work closely with parents to achieve each child's individual potential.
8. Most of all, to create a fun and creative learning environment where children rush to school every day

### 4. The School's Aims

We aim to provide a specialised education that enables children with additional needs and young people in our care to blossom and be successful. We achieve this by having a strong and coherent learning philosophy underpinned by clear set of core values which develops children and young people with deep feelings of self-worth. We view all children as individuals with their own strengths and abilities. It is our duty to ensure we tap into their interests and engage them in learning and allow learning to be attainable.

- To provide a specialised, relevant education that encourages them to reach their highest potential
- To instil and promote a life-long love and ability of learning

- To equip our boys and girls with a range of life-skills – academic, social, musical, creative and sporting
- To promote the spiritual development and moral welfare of each individual
- To differentiate to ensure that all children are challenged appropriately regardless of their peers' abilities as classrooms can have children of varying needs.
- To work as a team with all those who are supporting the child
- To promote and support British Values and Protected characteristics and support children with their ability to welcome and advocate diversity of all forms

Gesher Primary School puts the needs of the individual at the heart of learning. Our pupils are provided with an adapted National Curriculum to meet all their individual learning needs which covers EYFS, Key stage 1 and Key stage 2. All students will access a diverse and enriching curriculum while covering all statutory requirements in a differentiated and personalised way. Jewish Studies will be taught explicitly as well as being explored in a cross curricular fashion.

## 5. Our Learning Philosophy

All learning at Gesher is underpinned by five key aspects.

1. The environment is designed specifically to support our children's sensory needs in order to remove barriers to learning and promote emotional wellbeing.
2. Our children's communication needs are an essential area of focus and communication strategies are embedded in classroom practice.
3. The school's Jewish ethos and values are central to our identity and our aim is to support our children to play an active part in their own community to the best of their abilities.
4. A commitment to develop children's independence, resilience and positive attitudes toward learning.
5. A focus upon children's social and emotional wellbeing and development.

We feel that with these key aspects in place our children are given the best possible foundation to learn and thrive in education and their lives outside of school. There is also a strong emphasis on confidence, parental involvement, understanding and ensuring that our children are continuously encouraged and supported to develop their independence and self-help skills in all areas of development.

In addition to our educational provision we also provide a range of therapies including: Speech and Language Therapy, Occupational Therapy, and Dramatherapy. We believe that these therapies can help to lower anxiety, improve confidence, and support readiness to learn.

**To this end, the general principle governing the curriculum of the School is that every child shall be entitled to and shall take up a curriculum which is balanced and broadly based and which meets the needs as outlined by our core values:**

The School provides for all children access to the areas of experience below, through which to develop and exercise their learning skills

- Aesthetic and Creative
- Ethical - values and relationships
- Linguistic - four dimensions of language, listening, reading, speaking and writing
- Mathematical - numerical, spatial, scientific and practical
- Physical - co-ordination of mind and body
- Scientific - observation, enquiry, technology, environment
- Technological
- Human, Social and political - society and its institutions
- Spiritual - values of school, society and religion

In the EYFS (Reception) we follow the EYFS Curriculum Guidance which includes seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- Literacy
- Mathematics
- understanding the world
- expressive arts and design

Detailed information regarding subjects taught and content for different year groups is available on our Schemes of Learning for each subject.

Our Curriculum Policy requires us as teachers to ensure that we support pupils to achieve the below to the best of their abilities:

1. to read fluently, with understanding, feeling, discrimination and enjoyment a variety of materials written in different ways for different purposes;
2. to write legibly and with a satisfactory standard of spelling, syntax, punctuation and usage;

3. to communicate clearly and confidently in speech and writing, in ways appropriate for various occasions and purposes;
4. to listen attentively and with understanding;
5. to acquire information from various sources, and to record information and findings in various ways;
6. to develop awareness of self and sensitivity to others, acquiring a set of moral values and the confidence to make and hold valid moral judgements, distinguishing fact from opinion, be aware of gender and multi-cultural issues, recognising prejudice, bias and superstition and to develop habits of self-discipline and acceptable behaviour;
7. to apply computational skills with speed and accuracy;
8. to understand mathematical language and concepts in order: to extend understanding through a process of enquiry and experiment, to successfully manipulate them and apply them in various situations in home, school and local area, to appreciate the structure of mathematics and the nature of number, to be aware of the applications of mathematics in the world, to develop analytical and logical ways of thought;
9. to observe living and inanimate things and thereby, through a process of observation, discrimination and classification recognise characteristics such as pattern and order;
10. to master basic scientific ideas and methods;
11. to investigate solutions and interpret evidence, to analyse and solve problems, to understand the importance of controlling variables in experimentation so that results are fair, to present results in a variety of ways appropriate to the work;
12. to know about geographical, historical and social aspects of their wider environment and the national heritage and culture, to be aware of other times, places, cultures, religions and races and to recognise links between local, national and international events and their importance for them as an individual within society, to be aware of Jewish beliefs and their importance in shaping our current society;
13. to be able to use various art forms, craft and design skills as means of expression using a variety of materials and methods demanding a range of manipulative and technological skills and to extend their skills in these areas, to be aware of art and design in the environment both past and present;
14. to be aware of the effects, and able to make use of new technology in a rapidly changing society, especially with respect to computers and electronic information handling;

15. to develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement, drama and dance, to swim, where possible to spend some time in a physically challenging outdoor environment, to develop an understanding of the body, its workings and the changes associated with adolescence and their implications, the requirements of good health and nutrition; to be aware of the effect on health of solvent abuse, smoking, alcohol and drugs;
16. to appreciate music by experiencing it through listening, performing and composing, through practical means, thereby leading to an understanding of the structure and sounds of music, and where possible to learn proficiency with one or more musical instruments, to be aware of and value great music of past and present and develop a critical sense with regard to music;
17. to understand the value of achieving happiness for him or herself and others and that both may be achieved by contributing to society and others.
18. to understand the responsibilities s/he has to ensure they co-operate with those around them and in responsibility; and where their behaviour is incompatible with this, accept the Headteacher has the duty to discipline, suspend and ultimately to exclude them from the School to protect the interests of the remaining pupils in the School.
19. to understand what is meant by British values, as seen in its Language, Laws, Literature, Culture and History. Teachers in all subject and pastoral areas are required to ensure this is enabled through the active promotion of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs; and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010 – guidance
20. to understand what is meant by the term 'safeguarding', to help themselves adjust their behaviours in order to reduce risks and build resilience, including to bullying and radicalisation, with particular attention to the safe use of electronic equipment and the internet.
21. To learn the necessary tools and strategies they will need to access mainstream life after their time at school, specifically with social communication and emotional regulation.

## 6. Implementation - Curriculum Planning

The school's articulated curriculum plans answer 7 basic questions both within each curriculum area and across the curriculum.

1. Why? – objectives/aims and policy.
2. What? - guidelines, schemes of work, curriculum policies.

3. Who? – the staff responsible for the key processes
4. How? - teaching and learning methods and processes.  
Measuring progress  
Assessing learning
5. Resources? – what is needed in terms of equipment, time, finance 6. Whether? - evaluation.
7. Review? – regular planning scrutiny carried out by SLT

Our Schemes offer breadth, balance, coherence, relevance, differentiation and progression and where appropriate in accordance those of examination boards or devised/regulated elsewhere by other agencies.

We develop PLPs alongside the therapeutic team that are reviewed termly. We also work alongside the targets set in the EHCP and use PIVATS assessment and joint target setting to support children's development of their social interaction and emotional regulation.

Gesher weaves in support for SEN children through thorough differentiation, personalisation of learning, therapy input and embedding of PLP targets into lessons. See SEN Policy.

PSHEE/SMSC is also woven into our curriculum. See PSHEE/SMSC Policy.

Jewish Studies is integrated into our curriculum – See Jewish Studies Curriculum.

Gesher's curriculum ensures to support and recognise the principals of PREVENT and Child Protection.

## **7. The School Seeks to Meet the Needs, Specifically, Of Its Children**

We provide a positive, caring environment in which the children are made to feel good about themselves. Establishing a good rapport with children, building their confidence, encouraging them to express individual ideas, examining established values leading to a greater understanding are at least as important as teaching the academic curriculum.

The School is responsible not only for the physical safety and well-being of the children, but also for their psychological safety and well-being. We encourage the child's self-confidence and self-esteem. This is vital for learning, for all children. When the child's own image of self is counter-productive, when s/he regards her/himself as a failure and feels that others do too, the child will be unhappy and will not learn. The image is therefore self-reinforcing. Image building is thus a vital part of the School's work.

## 8. Remote Learning

Due to the ongoing situation with Covid-19, we are aware that due to outbreaks some pupils may have to self-isolate or there may be a school wide closure. The School and teaching body has put procedures in place to support home-learning. Each Key Stage has created a 'home learning map,' which provides parents with 4 to 5 activities for Reading, Writing, Maths and Topic as well as including websites or apps to download to further support. These will be updated half termly in line with each class' topic. These are designed to provide remote learning for up to 2 weeks, in line with government guidance on self-isolation. If a school closure were to last longer than 2 weeks, further support and personalised learning would be provided by the class teacher.

## 9. Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Curriculum;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### Role of the Headteacher and/or Curriculum and Teaching Lead

The Headteacher and/or Deputy Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- communicate with the link governor and coordinator;
- have in place an effective system to track and monitor quality of planning;
- Monitor teaching and learning through regular observations and book looks;
- provide resources to support this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

### **Role of Curriculum and Teaching Lead**

The Curriculum and Teaching Lead will:

- To implement and develop the Gesher Curriculum
- To support teachers in the differentiation of their lesson planning
- Support teachers with differentiation and use of resources within lesson planning across the curriculum
- Liaising with Head and Deputy head to follow up with any areas if support needed
- To be a part of the Curriculum Development Committee
- To report termly on the progress and development of all areas of the curriculum to governors

### **Role of Teaching staff**

Teaching staff will:

- plan lessons using the school's curriculum and planning documents;
- plan and teach lessons taking into account Gesher's learning philosophy and ethos

- ensure the timetable provides opportunity for a broad and balanced curriculum
- keep up to date with new curriculum initiatives;
- attend in-house training

Teachers **planning** will show:

- clear learning objectives and outcomes for individual children;
  - outcomes to show clear links of working towards National Curriculum targets
  - differentiation for each learner within the lesson;
  - opportunities for children to respond to marking/feedback, peer and self-assessment where appropriate,
  - curricular targets;
- objectives and success criteria where appropriate;

## 10. Further Linked Documents

Curriculum Guidance

- Curriculum Plans
- PSHEE Policy
- British Values Policy
- Assessment Policy
- Marking Policy
- SEND Policy