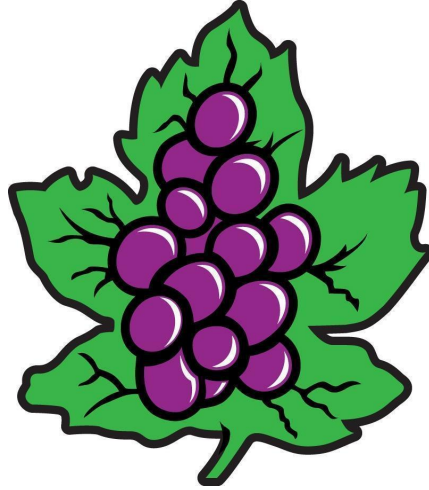


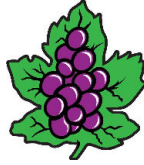


Curriculum Policy

Kerem School

Approved by:	Curriculum Committee	Written: September 2020
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Last reviewed on:	August 2026	Next review due by: August 2027
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KEREM SCHOOL

(This policy also applies to the Early Years Foundation Stage)

CURRICULUM POLICY

Kerem School aims to ensure that all children have a broad, balanced and relevant education which provides continuity and progression from the Early Years (aged 2) through to Year 6. Staff from all teaching teams ensure that teaching considers the needs of all learners. Our curriculum is exciting and inspires children to nurture a passion for learning. We aim to teach our pupils how to grow into confident, happy children who are proud of their Jewish heritage and traditions.

As an independent school, we are not bound by the National Curriculum; we use it as a broad outline for our teaching to ensure that when pupils move on to secondary schools, their learning has been, at least in line, if not broader and deeper than that of their peers joining them from the state sector. In the Early Years Foundation Stage, we are guided by the Learning and Development and Assessment Requirements. We teach our own curriculum for Jewish Studies and Ivrit, our Modern Foreign language. French is introduced as an additional foreign language in Year 6. As a way of complementing teaching that is happening within the classroom, pupils attend Forest School. Forest School was introduced as a means of giving pupils opportunities to develop important skills such as resilience, negotiation, independence and responsibility outside of a formal classroom setting in order that they can draw on them when they are back in the classroom. Pupils in Reception attend Forest School sessions every week for the whole year, and the Nursery class in the second half of the Summer term. The rest of the school attends for a minimum of two separate 6-week blocks across the rest of the school.

Within all lessons, there is flexibility so that teachers can interpret and plan to meet the needs and interests of our pupils at all times. Kerem provides pupils with 'learning opportunities' which engage and inspire. Topics and themes, which are initiated by teachers, are driven by the pupils' interests, provide 'real world' experiences that are relevant to and enrich their lives. Such tailored learning enables pupils to build their knowledge and understanding through topics that capture their interest and stimulate their imagination.

The key aims for all our teaching and learning are:

- To provide opportunities for all pupils to learn, to enjoy and to achieve
- To provide a vibrant, happy and safe environment in which all people can share positive experiences and feel valued
- To encourage and stimulate the best possible progress and the highest attainment for all our pupils. Our curriculum builds on pupils' strengths, interests and experiences and develops confidence in their capacity to learn and work independently and collaboratively
- To assist everyone in acquiring the skills to learn independently, interdependently and work as a team
- To instil in our pupils the importance of the skills of literacy, maths, computing and problem-solving. We promote skills that help our learners to improve their own learning and performance, and that help them to work well with others

- To help each child adopt healthy lifestyles with a sound knowledge and understanding of the factors that affect their physical and mental health and emotional well-being
- To place a high priority on developing pupils' physical skills, self-esteem and emotional well-being. We encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe both physically and online. We promote happy, effective relationships that are based on respect for themselves and for others
- To help each child develop a good understanding of right and wrong, respect and treat each other as equals and become decent and responsible citizens
- Ensure that pupils understand and follow the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
- To teach knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of pupils' lives. We want everyone in our school to understand and appreciate their own and different beliefs, heritages and cultures, and how these influence our communities
- To encourage confidence and high aspirations so everyone realises their full potential and talents
- To provide rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills. Doing so enables our pupils to think creatively and critically, to solve problems and to make a difference for the better
- To provide experiences that enable pupils and staff to develop and embrace a growth mindset principle.
- To promote pupils' spiritual, moral, social and cultural development and, in particular, the differences between right and wrong, and that we have rights but also responsibilities. We want everyone in our school to be responsible and caring, active Jewish citizens who make positive contributions to all communities
- Ensure that children are not discriminated against due to a protected characteristic

Years 1-6 Curriculum

At Kerem School, pupils are taught English, Maths, Jewish Studies, Science, Computing, History, Geography, Art, DT, PE, Music, Ivrit, PSHE and RSHE

- The Curriculum is taught through a range of discrete subject teaching, along with a topic approach that embraces all subject areas.
- A whole school topic overview shows how all subjects learned interact with each other to provide a cohesive education for pupils. Within each subject, we make sure that pupils progress in their skills as they move through the School. Skills progression documents, which can be found on the Kerem intranet, show the progression of skills taught and developed for each subject over the course of a pupil's Kerem journey.
- Schemes of Work (SOWs) are linked to the progression document of the subject and contain the details of the work to be covered, including differentiation and extension.

The Early Years Foundation Stage

The curriculum we deliver at our school aligns with the requirements set out in the revised Early Years Foundation Stage (EYFS) Framework 2025. Our curriculum planning is designed to develop children's knowledge, skills, and experiences in a holistic and meaningful way, reflecting their individual interests and abilities.

We strongly support the principle that young children learn most effectively through play and well-structured, purposeful activities. Our teaching builds upon the experiences and learning children bring from their pre-school settings and home environments, ensuring continuity and progression in their development.

A well-planned induction process is provided for children and their families at the start of 2+, Nursery, and Reception, helping children settle confidently and enabling parents to understand how they can support learning at home.

Throughout the Early Years Foundation Stage, practitioners make regular, ongoing observations to track children's development across all areas of learning. These observations are used to inform future planning, ensuring that activities are tailored to each child's strengths, interests, and areas for growth. Assessment records are shared with both colleagues and parents, fostering a collaborative approach to supporting each child's learning journey.

We are committed to building strong partnerships with families, keeping them informed about their child's progress through the Learning Journey and involving them actively in their child's early education. By working closely with parents, we ensure that children receive consistent support and encouragement both at school and at home.

Assessment

Effective assessment provides information to improve teaching and learning. Children receive verbal feedback on their learning during all lessons so that they understand what it is they need to further progress. Written feedback is also given (see Feedback and Marking Policy), and pupils are encouraged to take an active role in assessment procedures through self-evaluation. Assessment informs future lesson planning.

We report to parents on their child's progress so that teachers, children and parents are all working together to achieve the best learning outcomes for all our children. Verbal reports are given twice a year (Winter and Spring Terms) at Parent Consultations, and once a year (Summer Term), parents receive written reports. Should parents request meetings at other times, these requests will be accommodated.

Parents receive the statutory Early Years Foundation Stage Profile in June, during the final term of their child's year in Reception. For children aged 2, the school completes the Progress Check at Age Two, focusing on the three Prime Areas of learning, at the end of their first term in the setting. If a child joins during the Summer term, the Progress Check at Age Two is provided in place of the end-of-year report. The Progress Check at Age Two is shared and discussed with parents to provide a clear overview of the child's development and next steps.

Roles and Responsibilities

The Head Teacher has the responsibility for the Leadership of the Curriculum and delegates responsibility to key staff:

- The Curriculum leader leads the work of the Subject Leaders and ensures that the curriculum has progression and appropriate coverage.
- The Curriculum leader and members of SLT coach Subject Leaders and support them with their Subject action plans and actions within their action plans.
- Subject leaders are responsible for the medium-term plans and liaising with class teachers over the content and delivery of the schemes of work. They evaluate and monitor standards in their subject.
- Monitoring of the Curriculum is timetabled on the school's Monitoring Timeline.
- Subject Leaders monitor the following in their subject: progression of skills taught across the year groups, skills coverage and outcomes.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.
- The Inclusion Lead ensures that there is appropriate challenge, support and intervention for all pupils, with a specific focus on those on the SEND register.
- The Head Teacher ensures that the progress of each pupil is tracked.
- The Governors monitor the success of the curriculum at committee level and whole Governing Body meetings through the Head Teacher's report.