

Whole school curriculum intent

Kisharon's curriculum is underpinned by its Jewish ethos and our curriculum aims to reflect this ethos and each of our pupils' personalised learning journeys. We set high expectations to ensure that every pupil excels across all aspects of school life. Our intention is to ensure pupils make outstanding progress, regardless of their starting points, and that the curriculum is broad and balanced and both facilitates this, and removes any potential barriers to learning. We want our students to leave with knowledge and skills which will not only create excellent life opportunities but will also inspire, challenge and safeguard all of our students, and prepare them for life in modern Britain, encouraging lifelong learning.

Curriculum intent quote

“Educate a young person according to their own individual way”
Pirkei Avot (Proverbs) 22:6

Informal curriculum intent

Pupils on the informal curriculum are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social and emotional development.

The informal curriculum intends to provide young people with a range of exciting and innovative experiences in the five areas of engagement:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Delivered through four topic areas:

- How My World Works
- My Physical Development
- My Communication
- My Emotional Wellbeing

The informal curriculum aims to identify and celebrate all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.

Informal curriculum intent quote

“All children are born to grow, to develop, to live, to love, and to articulate their needs and feelings for their self-protection.”

Alice Miller

Semi-formal curriculum intent

Those pupils taking part in the Semi-Formal Curriculum will be able to explore their own learning through a thematic approach, while still having Maths and English sessions at the heart of their education.

English and Maths lessons will be planned to show the pupil's progression through a block of work. The planned sessions will be differentiated specifically for the pupil, taking statements from their own assessment grids to inform and guide the teaching. The progress of the pupils will not be compared against each other, but rather against themselves, showing that they are being challenged and progressing within their own parameters.

A half termly theme will be the key to exploring a topic through a variety of non core subjects, giving the children the freedom to be creative with their learning. These themes will take on the form of a Big Question, which will give pupils the opportunity to try and explore and answer it by taking their learning in their own desired directions. Big Questions may be Historical, Geographical or could focus on how influential people may have changed the world or the way in which we live.

Repetition and over teaching will help to imbed skills and knowledge so that pupils will be able to access their understanding across different curricular areas, recalling information from past sessions and classes to develop their learning further. Nurturing independence and giving opportunities to explore are key aspects of the semi-formal curriculum.

It is hoped that those pupils who are studying within a semi-formal curriculum will be able to access the formal curriculum within their time at school.

Semi-formal curriculum intent quote

“Teachers open our eyes to the world. They give us curiosity and confidence. They teach us to ask questions.”

Rabbi Lord Jonathan Sacks zt”l

Formal curriculum intent

Pupils accessing the Formal Curriculum have the opportunity to learn all National Curriculum subjects, as well as exploring the whole school theme through the termly Big Questions. Pupils learn English, Maths, Science and either PSHE/RSE/Citizenship or RE each day and non core subjects fortnightly on a rotational basis. The learning pupils complete, in all of their subjects, aims to be linked to The Big Question of the term, to support pupils to generate and find answers to linked questions of their own.

Lessons should be sequential, building on pupils' prior knowledge. Whilst the learning in the Formal Curriculum is based on what would be taught in a mainstream school, you may not always find the pupils completing worksheets at their desks. Teachers must use their knowledge of how their pupils learn to deliver more complex concepts creatively and in an accessible way, including using multi sensory approaches. Learning should engage pupils by sparking their interests and be differentiated appropriately.

The Formal Curriculum is highly ambitious and offers high achieving pupils opportunities to be stretched and challenged. High expectations are maintained in all areas including behaviour for learning and quality of work produced. The curriculum is cyclical, meaning topics are revisited ensuring pupils' learning is embedded, allowing opportunities for retrieval practice and teachers to draw on pupils' prior knowledge.

The aim of the curriculum is to empower the pupils and enrich their learning experience. They can then use the confidence and knowledge that they gain through the curriculum, to progress through their years at school and become competent and independent young adults who are integrated contributors to the community.

Formal curriculum intent quote

“Education is education. We should learn everything and then choose which path to follow.”

Malala Yousafzai

“If a child can't learn the way we teach, maybe we should teach the way they learn.”

Ignacio Estrada