

Simon Marks Jewish Primary School – Jewish Studies Self Evaluation

Quality of Jewish Education - Outstanding

Intent – As the pupils' progress through the school, so too will their Hebrew reading, Hebrew writing (Block and Script), knowledge and understanding of the Chaggim and the weekly Parashah. We aim for every pupil to be able to say the Brachot (Netilat Yadayim and Hamotzi) before lunch and parts of Birkat Hamazon after lunch.

All pupils will participate in the Model Seder, with Year 6 pupils leading. All pupils will participate in and lead the Friday night Candle lighting and Kiddush ceremonies. Pupils will also have knowledge of songs sung on Shabbat.

All pupils will confidently recite and understand important prayers from morning Tefillah and know why this is important in Judaism.

In addition, the pupils in Years 1 and 2 will be able to say various Brachot, Year 3 and 4 will know and understand key Tefillot from Shacharit, and Year 5 and 6 will have a good knowledge and understanding of key episodes in Chumash Bereishit.

In all areas of the Jewish curriculum, the learning will be of a high quality and provide for children with different religious or non-religious backgrounds.

The school intends to inculcate into every pupil, the importance of Middot Tovot, good character traits. We have built our curriculum on moral values and pupils will learn and understand these.

We aim for our pupils to leave Simon Marks with a secure understanding of how to be model Jewish citizens within British society and globally.

Implementation – Pupils are taught to read and write Hebrew through regular weekly Ivrit lessons, which is taught as the Modern Foreign language of the school. These skills are reinforced through the weekly Jewish Studies lessons, consolidating Ivrit as well as the more classical form of Hebrew. Through regular assessment, the levels of Hebrew reading are monitored. The pupils practise classical Hebrew texts such as Siddur, Chumash, Haggadah and Megillah.

In Key Stage 2, weekly Hebrew reading is sent home for children to practise and return. Each pupil's reading progress is carefully monitored, and appropriate reading material is used to enhance their continued progress.

Ivrit and Jewish Studies teachers give feedback to pupils and leaders using incisive questioning and quality marking to provide opportunities for pupils to make next step improvements to their work. Pupils show an enthusiasm for learning as a result and are able to articulate how teachers help them to improve.

A baseline assessment in Early Years enables teachers to monitor pupils' progress throughout a pupil's initial school years.

Teaching assistants are able to provide high quality specialised support for pupils both in the Jewish Studies and Ivrit classrooms. They are active facilitators of learning.

The Chaggim curriculum has been prepared in a spiralled format, so that each Year group will be learning a different aspect of the festivals. This ensures a well-rounded set of knowledge, skills and understanding by the time pupils leave the school at the end of Year 6.

The weekly Parasha is introduced to the pupils on a Monday morning. It is reinforced in Jewish Studies lessons through good character traits displayed by Torah personalities and episodes.

The pupil's Chanukah and Pesach learning is integrated across Jewish Studies and Secular Studies, with all teachers helping pupils prepare their knowledge and understanding, as well as skills they need to conduct the Model Seder and Chanukah assemblies.

All pupils participate in weekly Kabbalat Shabbat assemblies. These assemblies teach pupils important Shabbat Tefillot, laws, and customs. In addition, pupils say Tefillot each morning. They wash their hands and recite the Brachot Netilat Yadayim and Hamotzi before lunch. They recite parts of Birkat Hamazon after lunch.

Educators from SEED, Tribe and GIFT come into the school to work with children and parents on a range of activities related to the Chaggim.

We aim to share our outstanding model of Jewish Education with our local community. For example, pupils and teachers participate in the annual Chanukah lighting ceremony at the Town Hall and they join their peers from the Olive School, to commemorate Holocaust Memorial Day.

As part of their Jewish Studies, pupils in Years 1 and 2 will learn about other Brachot said for different foods and on various special occasions. Pupils in Years 3 and 4 will learn about key Tefillot in Shacharit, exploring and understanding their meaning. Years 5 and 6 pupils will learn about the episodes and personalities in the book of Bereishit. They will read and write various Pessukim and understand the episodes being explained by the Torah.

Pupils in Year 5 take part in the annual Etgar Quiz, and they are engaged with the Etgar curriculum, which is incorporated in to Jewish Studies lessons. This curriculum enhances their Jewish general knowledge and enables them to consolidate previous learning.

Impact – Taking account of their starting points, pupils are confident and display good Jewish knowledge, skills and understanding appropriate to their age, ability, and background. Pupils are able to decode, and some are able to read, write and speak Hebrew to a good standard by the time they finish Year 6. Pupil's Hebrew writing and speaking progresses as they go through the school.

As a result of carefully planned lessons, quality teaching, marking and feedback, pupils across the school have a good knowledge and understanding of Chaggim and Parashah. This is in addition to all the other areas of the Jewish Studies and Ivrit curricula. In all areas of Jewish Studies, including Ivrit, the children have a secure knowledge and understanding. Furthermore, the Middot Tovot (good character traits) displayed by pupils across the school is outstanding.

High quality Model Sedarim are conducted by the Year 6 pupils, while the other pupils play their significant part. In addition, pupils throughout the school show an excellent knowledge of the songs and ceremonies for Friday night and Havdalah. The quality of participation is excellent.

All pupils are fully engaged in the morning Tefillah and Birkat Hamazon and demonstrate a good understanding of these prayers.

The SEED, Tribe and GIFT workshops consolidate pupil's knowledge and understanding of Chaggim and enable this knowledge to be extended to parents through an informal medium.

Jewish Personal and Spiritual Development - Outstanding

Intent – It is our intention to develop pupil's individual good character traits. We want all children to be outstanding role models for their peers within the school and in other schools.

We want all members of staff to be excellent role models in the way they behave, their attitudes towards others and the spirituality they portray.

We intend to create an environment of exemplary behaviour, both in and out of school and we require all the pupils to demonstrate the highest code of conduct, manners and behaviours wherever they may be.

It is our intention for pupils to experience God and connect to the Divine in a variety of ways. We want pupils to explore, be curious and creative through the Jewish Studies curriculum. In addition, we want the pupils to be thoughtful of others and caring about the world around them, including an appreciation of the power of prayers to effect themselves and others in their lives.

We also want pupils to be respectful and understanding of all religions and cultures both within the school, in the wider community and the world around them.

Implementation – The overall curriculum, both Jewish and Secular, encourages pupil's to be curious and creative in their understanding of a Higher Power.

The Jewish Studies lessons and other lessons go beyond the academic and encourage pupils to explore and question the world around them.

The relationships between teachers and pupils are mutually respectful and enhance the pupils' spiritual development.

The pupil's learning ensures a regular emphasis on the world around them, and the pupils are very aware of the importance of their own conduct.

Each pupil has the opportunity to be a school councillor, and these are elected by their peers. School councillors work together on behalf of the school

community, to enhance the physical and spiritual environment within the school.

During play time there are Peer Mediators who are visible to all the pupils in the playground. They model moral values as well as tolerance and understanding.

There are quotes from the Sages throughout the school, which reflect aspects of spirituality and personal development. These are regularly discussed in assemblies and the pupils offer their own thoughts and understanding about these sayings.

Regular morning Tefillah and Birkat Hamazon is said, and the pupils have a good understanding of its meaning and importance. Furthermore, the pupils are regularly asked, as part of Tefillah, to think about thanking God for things for which they are grateful and asking God for things they need in their lives or the lives of other people. Pupils are taught about appreciation and gratitude.

Impact – The impact of the Jewish Personal and Spiritual development is strong. The vast majority of pupils are aware of their own personal and spiritual growth, and this is enhanced through their overall learning in school.

The pupils are active participators in lessons, during Tefillah and Birkat Hamazon and are able to share their thoughts and feelings in a safe environment. They are also extremely respectful of all teachers, pupils as well as all religions, cultures, and nationalities. They are polite and helpful and show care and appreciation to other people and the world around them.

Pupils are extremely well prepared for life beyond primary school and can use their personal and spiritual development to impact the wider world.

Leadership and Management - Outstanding

Intent – The leaders, governors and teachers have a clear and ambitious vision of Jewish education in the school. This includes the pupil's personal and spiritual well-being.

Governors challenge senior leaders, including the assistant head and the Consultant Rabbi in Residence.

Jewish Studies and Ivrit teachers consistently aim to teach the highest standards of Jewish education across the school, so as to enhance the quality of Jewish learning.

Leadership promotes Jewish identity and a pride in being Jewish.

Leadership regularly and effectively engage with pupils, parents and all key stakeholders to promote their vision for Jewish education in the school, as these stakeholders are an important part of their child's overall Jewish education.

The school's leadership aims for consistently high quality and robust teaching and learning, catering for pupils of all abilities and all faiths and cultures. Governors are present at religious events and fully support and embrace the Jewish Education on offer at Simon Marks.

Implementation – The ambitious vision of the school is implemented through a carefully designed Jewish studies curriculum and effective professional development.

The leadership team ensures effective and successful completion of the Jewish studies curriculum, through high quality teaching and robust assessment. This ensures the secure and good outcomes for pupils in their Jewish education.

The assistant head regularly delivers inset about an upcoming festival, enabling all staff to become involved in the Jewish learning throughout the school. Each Chag is carefully considered and planned well in advance, to ensure everyone is ready and prepared.

The leadership team has termly pupil progress meetings in Jewish Studies. In addition, parents and carers are always invited to speak to the leadership team about Jewish education in the school.

Specific time is given during parents evening to discuss the progress and learning with families.

Impact – The pupil's Jewish learning is enhanced from the carefully planned and delivered Jewish Studies curriculum. The monitoring of the teaching and learning enables pupils to develop many skills including enquiry, analysis, interpretation, evaluation, and curiosity.

Formative assessment also enables the monitoring of pupil progress and enables their learning to be taken to the next level.

The regular inset meetings about forthcoming Chaggim, enables teachers of all faiths to be involved in the preparation of assemblies, workshops and classroom activities relating to the festivals. This enhances pupil's overall Jewish learning.

The high quality of Jewish education and the robust nature of its delivery, ensures the continuity of Jewish learning and Jewish interest for all the pupils in the school whether, or not they be of the Jewish faith.