

JFS Enrichment Report April 2021

Introduction:

The intention of 'Enrichment' at JFS is to add meaning, and substance to impact the high-quality education that is already in place via the vast curriculum provision JFS. The desire is for there to be more value, and support to the subjects already available so that the enrichment programme compliments and expands the solid educational foundation already taking place. It is an extension of our programme for PSHCE

Vision/intent:

Our vision is for a holistic education for students at JFS – everything educational experience at JFS develops the skills, talents and views of our students and helps to shape their future.

Staff work together at JFS School to implement numerous and varied opportunities for our students to develop; provide leadership skills, knowledge, and qualities they will need to carryout roles in society. Some provision adds to curriculum, whereas others provides opportunities where the national curriculum might not be able to focus on.

Aims:

“Orah Viykar” – ‘Light and Honour’ is the school's motto, and it is the hope for our students that they be able to take up opportunities beyond the curriculum boundaries. Students are provided with a programme that captures their interests, develops their thinking, and add to their skills.

We aim to provide a platform for our students to fulfil their curiosity, and to that end, we offer a wide range of opportunities both at lunchtime, and after school; clubs, societies, visits, overseas trips, and expeditions, the information on this can be gathered via the enrichment webpage, the school newsletter or the screen situated around the school building.

Our students can develop leadership and organisational skills; ‘**Duke of Edinburgh**’, show initiative in; ‘**Open Door Project**’, take responsibility by contributing to the **JFS Journal** (the school newspaper), and above all, contribute to the wider community.

The practicalities of providing these opportunities are a welcome challenge at JFS where all staff are happy to give their time, and goodwill to run the activities. This quality of provision adds value to the participation as staff are respected for giving their time; some clubs are able to utilise the length of the lunch break, whilst others use time after school known as ‘extended services’, when there is transport available accordingly.

The trips offered are a chance for our students to further engage with the school curriculum, and to seek opportunities for learning, and to reward those who have shown commitment and effort in their studies.

Successful **trips** have included a visit to the **Houses of Parliament** and to Germany for the **Belsen75 project**. Both times students were chosen for their maturity and commitment to their studies. But not academic achievement alone.

Selection for trips is done by working closely with subject leaders and year-teams when coordinating trips, as they are able to help us make appropriate selections so that the same students are not attending for academic excellence, but instead for effort and improvement.

The aim is for our trips to enhance what is already being taught, but not always to be curriculum based in focus so that a wealth of opportunity is provided.

Most of the activities available to pupils from Years 7-13. Having mixed-age activities fosters communication, and friendship between the year groups (which in turn helps to reduce the likelihood of bullying).

Activities are advertised around the school on the screens and on the webpage. The students have a voice via in the suggestion box placed in the school entrance hall (which will be reinstated as lockdown restrictions ease)

Enrichment Experiences/Trips;

Houses of Parliament. Visit to Parliament Feb 2020 organised through the Parliamentary education department. Student were chosen from the cohort studying A level politics and also from KS4 who had shown great commitment to their studies, selected by year heads. As one student said, *The Parliament Trip was a really amazing opportunity for everyone involved. We started the day with a short introduction to Parliament, followed by a tour of both the Commons and the Lords, and a finish with a quick mock-election. We learnt about the more holistic workings of Parliament, as well as the most intense aspect of politics - elections. It was an incredible day, and I'm so lucky I got to go.*

Germany for the Belsen75 project. Belsen 75 Project was a one-off commemorative educational initiative in 2020 to mark the 75th anniversary of the liberation of Bergen-Belsen. funded by the *Holocaust Educational Trust*

Sky newsroom interactive experience – cancelled due to COVID.

A Level PE Sports Science Lab Visit – each A Level PE cohort visit the Surrey Human Performance Institute to gain an insight into physiology testing in lab conditions.

Guests/Workshops;

Learn with the Lords; virtual workshop held October 2020. Due to COVID restrictions the offer was only to one 'bubble'.

Having a guest speaker is always a pleasure, but during COVID it is especially nice. Lord Borwick was kind enough to answer all of our questions, as well as going into depth about his life and work as a hereditary peer. It was a very informative morning that everyone really enjoyed.

Lord Mann; Lord Mann of Holbeck Moor, the Government's Independent Adviser on Antisemitism. Addressed year 12s and selected 11s /10s in spring 2020 and then year 12 in March 2021, both time to discuss his role as an independent adviser both in Great Britain and further afield on the dangers of antisemitism.

Willesden Cemetery Project: in 2019 Willesden Cemetery won National Lottery Heritage funding to open London's pre-eminent Victorian Jewish cemetery to the public. Building works were done to create a new visitor experience with permanent exhibits in the Lodge, old Mortuary and Prayer Hall to help visitors explore the life stories of individuals buried here, a community, its institutions, arguments, and attitudes as well as to encounter the living tradition of Jewish burial custom and debate contemporary issues. JFS welcomed the projects educators to practise their workshops to two KS3 classes to see how these workshops worked in practise.

Lunch Time Clubs;

2020-21 With the start of the summer term and easing in lockdown restrictions term we are now able to offer most of what would be expected in terms of lunchtime clubs in a normal calendar year. Information for the provision is available via the school website, newsletter, and form time announcements. The addition of sixth form led societies in year12/13 is a new initiative by the Head Boy/Girl team.

2019-20 A wide range of clubs and opportunities were available to all year groups until lockdown

Partners

Internal

D of E - The Duke of Edinburgh programme has been running successfully at JFS for many years at gold, silver and bronze levels. It is operated in conjunction with the Jewish Lads' and Girls' Brigade (JLGB) who provide a fully kosher expedition experience for the students. The programme is advertised aggressively at year 9 level and there is a significant component of students who complete all levels each year. Other enrichment activities in the school provide links to DofE such as volunteering opportunities. All of year 9 had an online training day with the DofE in the Spring Term.

Debating - Debating is run as a lunchtime club. For key stage 4 an average 40 students attend each week, of mixed ability. The key stage 4 students create their own motions and debates each week with a keen audience, and teacher supervision. More recently the sixth form club has continued, with approximately 100 pupils in attendance, with topics as diverse as: abortion, the meaning and purpose of life, the legalisation of drugs and the reputation of Winston Churchill. Our debating club includes students of all abilities who have continued to attend the debating society and have participated in the delivery of arguments.

Debate content is always well researched, and students are well versed in debate etiquette and follow it well. Students are trained in the art of debating and enjoyed perfecting these skills of persuasion.

EPQ - The Extended Project Qualification (EPQ) is offered to all year 12 students, yet embarking on, and completing the course, is voluntary. Core sessions are delivered fortnightly by supervisors in small groups, and then students are encouraged to research a topic that either goes beyond their subject curriculum, or of general interest. As part of the final grade students present a 10-minute presentation on their topic area in front of an audience and submit this along with their essay/artefact and a logbook of their progress to supervisors. The presentations are an annual sixth form highlight.

Extended services - JFS offer and encourage increased student participation, promoting and developing their character – including their resilience, confidence and independence, helping students to understand how to promote their physically, mentally health, emotional health and wellbeing.

We encourage all students to participate and offer funding to enable any pupil premium student to participate. We encourage students when choosing their club to broaden their horizons and to try something new.

Our range of clubs vary from summer to winter we aim to keep things fresh and exciting for students so often introduce new clubs. We recently added Lamda and Krav Maga to our range. The programme takes place from 4pm to 5.30pm and there are special buses that run to ensure our students get home safely.

The majority of students often come from Key Stage 3, however we plan to run more accredited and an increased number of courses next term, included hairdressing and Kumon (English and Maths) and Yoni Jesner Volunteering may encourage Key Stage 4 students.

All clubs are promoted on the school website and can be paid for via parent pay.

Broadening horizons – for maturity, inspiration and enhanced cultural experiences

Encouraging participation – For character development and inclusivity.

Being inclusive We foster an inclusive environment to ensure opportunities are open to students from all backgrounds and needs. For example, we speak to our SEN students individually to encourage participation. We fund club fees for students who are on Pupil Premium or where families might be struggling.

Creating COVID-safe environments We have followed all government guidelines closely to ensure our clubs are safe environments for our students. This includes delivering clubs as bubbles, carrying out appropriate risk assessments and ensuring in house staff run the clubs.

At present uptake is at **89%!**

Clubs on offer this term:

Club	
Trampolining	Futsal
Cooking Club	Photography
Lamda	Photography GCSE
Rock the school	Krav Maga
JS	Sports leaders

JIEP department - The Jewish Informal Education Programme (JiEP) enables students to understand the richness of Judaism, Jewish life and Israel by way of experiential and hands-on learning opportunities. JiEP ensures that each of the Jewish festivals is marked and celebrated throughout the school through displays, assemblies, interactive experiences, cross curricular projects and in-class activities, and they are often highlights of the school calendar and enrich the culture of the school and support the community.

JFS journal, Student newspaper – student across the school have the opportunity to write for and contribute to the running of the student newspaper, supervised by the enrichment coordinator. Editions are available on the enrichment webpage The paper has run throughout lockdown ensuring that student voice continues to be heard.

Music – In addition to formal music classes, the department provides a variety of Extra-Curricular lunch time Music activities for all age groups, with concerts taking place every term. In addition to this, there are regular performance opportunities for students outside of the weekly lunchtime clubs at various points throughout the year such as “Battle of the Bands, the Year 7 “Sing-off”, choir residential trip, workshops in school, performances in assemblies, trips to musicals or concerts and the Summer Music Festival to name but a few! The department also offers private instrumental tuition in an extensive range of instruments which are taught by highly qualified and experienced teachers. Look out for our virtual concerts from lockdown!

Model United Nations MUN – MUN is run as a fortnightly club open to all year groups. Teams take on the characteristics of member states to debate and consider important topics of the day such as trade or the arms trade. Due to COVID this had to be reduced to one-year group and we are now looking forward to preparing for the inter school competition.

PE department – We offer a wide array of activities throughout the year taking advantage of our extensive facilities. Clubs run in line with external competition schedules but also for recreation. Each term’s clubs differ according to weather and competition opportunities. In addition to staff-led clubs, student leaders run lunch clubs in Dance and personal fitness training throughout the week. Students can complete the Sports Leadership, fitness leaders or Dance leaders' programmes.

Autumn/Spring term – Football, Basketball, Netball, Trampolining, Badminton, Table Tennis, Cheer, Fitness Room, Dance (Contemporary, Boys Club, Accelerated Groups, Musical Theatre, Commercial, Street). Summer term – Athletics, Cricket, Rounders, Baseball, Volleyball, Football summer training, Fitness, Dance (As before).

Combined Cadet Force – (Beginning Summer 2021)

The school’s new army cadet force will be taking on an initial 32 cadets with plans to expand over the coming years. Students can apply for a place on the cadet force but some students will also be targeted based on potential gains in behaviour, confidence, academic performance and organisation. 4 Adult officers begin their training in January 2021 with future expeditions planned in visiting the school’s affiliated regiment (Household Cavalry) at Horseguards and the Surrey tank grounds, adventurous expeditions leading towards the three peaks challenge, raising money for charity and army training. Each week the cadet force meets, starting with a brief meal prepared by cadets and served by said cadets, before notices, drill and training commences. Look out for more information later this term.

Student Voice – The Head Boy & Girl team are visual role models around the school campus and often take the lead on initiatives such as Mental Health Week and organising workshops and lunch time activities such as film showings and yoga sessions. The student council is held in high esteem and applications to join are often oversubscribed. Council representatives are per form and thus there is relationship between students and school leadership.

Whole School - as exemplary practitioners there are always enrichment possibilities – please see the excel spread sheet for evidence of what each department provides and to which year groups.

Partners:

External

Brent Council; due to the Jewish ethos of the school we haven't been able to become involved in Youth Parliament due to it being held on Saturdays. So, it was with great delight to be told that *Children's Takeover Day* in November 2020 was to be held on a Wednesday not a Friday to accommodate the school. This workshop programme held over 'teams' was organised for student voice to be shared with the council, and then feedback to the Youth Parliament. JFS students selected were from the Year 10 council representatives. It was a very positive day in being able to influence Brent Councils youth policy moving forward. This along with nationwide *Make your Mark Ballot* initiative has been very supportive in allowing students to be included in decision making in our wider community.

ELY school multi faith link - JFS have spearheaded a unique multi-faith, and historically driven project linking the Christian based Ely community with the Jewish community at the school. During WWII JFS students had been evacuated to the city, and this unique history was being investigated with the culmination of the project based around VE Day visit. JFS visited Ely in March 2020, to lay the foundations for the VE day visit and to pilot what was to be a significant learning programme though plans were interrupted by lock-down. The project so inspired the **BBC** that they were due to film the visit to Ely accompanied by those JFS alumni who had been evacuated to the city and its surrounding villages during the war. Our students were due to work with students from a local comprehensive to learn about the war from Jewish evacuees, share knowledge of religions and practices, and appreciate that the city played a vital role in welcoming those who were so very different from themselves. The emphasis was very much placed on the importance of inter-faith dialogue. Whilst the visits have been put on hold, the project has led to the funding of a permanent exhibit at the newly refurbished Ely Museum showing life during evacuation, focusing specifically on the experience of young people from JFS School. It also led to Jewish veterans being interviewed from their homes on VE Day for the BBC. It is expected that the project will be restored once lock-down is over and travel can return.

JW3; JW3 is a Jewish cultural community centre in the London Borough of Camden servicing the Jewish and local community of North London. It has an inhouse cinema and theatre, there are afterschool activities, adult learning and holiday camps. With the multitude of activities available this seemed an obvious partner for our enrichment as we try to look outward into our community. Since partnering JFS have been involved in the following activities led by JW3

Immersive theatre experience May 2021 –JFS volunteers will steward the upcoming immersive theatre experience at JW3. The reputation of JFS students is such that they are trusted for their maturity to be responsible on such an event, and this would be considered work experience for the students which would be supported by JW3 manager.

London Mayoral Candidates breakfast debates 2020 elections – Sixth form politics students were invited to steward/usher the breakfast debates. This was offered to those politically minded students thus gaining some work experience whilst representing the school publicly and having the opportunity to listen to our local politicians. This is also viewed as work experience for the students and supported by the JW3 manager

Open Door Project winter 2020- Year 10 students from JFS took part in an interfaith project alongside students from Hasmonean Girls school and Barnet Hill Academy. The project first ran in 2017 and repeated it in 2018, very successfully bringing together Muslim, Jewish and Christian students from three separate faith schools. The project is focused on female students and is designed to be an empowering journey of learning together in a setting with contemporaries they may not normally get the chance to meet. Through eight weekly workshops students will engage with exceptional speakers and facilitators, exploring together the themes of identity, leadership, female empowerment and social change. The project will culminate in a celebratory evening that showcases the achievements and experiences of the students. Past students, parents, carers, teachers and community leaders will be invited.

Our head teacher said of it; *This is very exciting – I was involved in the first project. It can do wonders for quieter students, students who lack self-confidence or students who don't tend to have the opportunity to be involved in something.*

Volunteer cooking – due to COVID the centre was forced to close to the public but continued to be an integral part of the community cooking for those in need. Meals are cooked in their restaurant kitchen for JAMI (specialist provider of mental health services in the Jewish community) every Thursday which they pick up and are dispersed for roughly 35 people (at its peak 50), the 'Felix project' provide rescued food. Food also goes to local Jewish Community within the immediate area and those who are homeless within the whole borough. 15 students gave up their time during October 2020 half term. The next opportunity will be June half term 2021. A student said of the experience; *"making the food was an amazing opportunity to help my community during these difficult times and we learnt so much about the hard work and dedication that charities such as JW3 put in to help people "*

Model UN –MUN competitions which usually fall on the weekend it means that Jewish school cannot take part due to the Sabbath. To enable students to participate in a competitive setting, in 2020 we partnered with JW3 to create an alternative as a community centred body. A successful application made by JW3's grant writer to the Children Aid Committee secured funding to hold the event. We are in the process of re-planning the event, postponed due to COVID which will be held in the summer term of 2022.

Future Plans

Action plan 2021-22

- Continue all points on the 2020-21 plan as much has been disrupted by COVID closures
- More opportunities are available throughout the year at JW3, focusing community outreach and educational opportunities, with a focus on running the MUN drop down day
- Continue with the ELY school visit which COVID prevented.

Implementing;

- **JG of Muswell Hill Synagogue** – is trying to set up more self-defence and physical training in the community. Opportunity to work together to bring in professional athletes to work with students eg Boxing.
- **Rotary UK** – we are looking at their youth schemes which include many varied opportunities for secondary school competitions commencing 2021-22 academic year. These include: Young Chef, Young Artist, Young Musician, Young Filmmaker, Young Photographer and Youth Speaks. This will be an onsite provision but allow students to compete nationally.

- **Software Academy** - The UK's only training centre to offer NCFE accredited qualifications to children in creative tech subjects will enable us to offer and subsidise more computer based enrichment. All courses are designed by university lecturers and taught by university students. Students will only use the same tools used by professionals & taught at universities. All courses are accredited by the NCFE, a recognised awarding body & copyrighted by Software Academy. All subjects have 3 levels (Level 1 Award, Level 2, Certificate, Level 3 Diploma) Each level takes 1 academic year to complete. Courses could be chosen from 3D Computer Games Design & Development, Computer Games Programming, Digital Media Design. Student voice will inform the decision as to which courses will run.
- **Wildhearts Group innovate project** – the programme challenges young people from around the world to create effective business solutions to address the UN Global Goals. Similar to Young Enterprise this requires students to come up with a business model based around the UN's sustainable development goals. These business models are presented to the link companies who give feedback with the end result often being the offer of training or work experience. <https://www.wildheartsgroup.com/micro-tyco-2/>

Student Council feedback 26th April 2021

We recently consulted with our Student Council about enrichment opportunities at JFS. This is what they said...

There were 70 members present for the consultation

1. What do you understand by enrichment at JFS?

Extra-curricular clubs and opportunities

2. Do you think there is a wide variety of enrichment activities at JFS?

The response from those present at the consultation was *overwhelmingly positive*

The students noted that there is a wide range of sport on offer as well as lots of 6th form societies

Students would like more Computing and Science related clubs

They suggested improved advertising to create student interest

3. Have you taken part in clubs/activities in your time at JFS?

Year groups 8-13 said yes (which equals 99% of those present)

- b. What did you gain from taking part in any of the enrichment?

Further appreciation of science

Extra opportunities eg; GCSE in photography

fun

skills and confidence (debating and drama)

4. What activities would you like to see available at JFS and why?

More non-sports based- computers, drama, art

6. What would make you choose or not choose to take part in an activity?

Better advertising