

RIVERVIEW JUNIOR SCHOOL



Curriculum Policy

Author	Sam Ward
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Curriculum Policy

Riverview Junior School Curriculum Policy

VISION

100% of our children will be personally and academically ready for the next stage of their educational career.

OUR COMMON PURPOSE & ETHOS

All children will reach their full educational potential and look back at their time at Riverview Junior School with absolute admiration irrespective of gender, race, disability or background.

VALUES

EXCELLENCE, RESPECT, RESILIENCE, RESPONSIBILITY and TEAMWORK

KEY ASPIRATIONS

This vision of intent is enshrined in key aspirations:

- An absolute focus on raising the educational and personal standards for all.
- For Riverview to be a model of excellence within the Pathway trust and have an impact beyond their own site for the good of the children across the area.
- Partnering for Performance to develop a collaborative, supportive and nurturing environment for all stakeholders
- Raising Attitude & Aptitude to ensure we are consistently good or better.
- **WELL BEING** is paramount for ALL and children learn in a safe, fair and fun environment that leads to life-long, independent learning.

CURRICULUM INTENT

At Riverview Junior School we aim to foster a life-long love of learning, through adopting a cross-curricular, creative curriculum. Our Creative Curriculum aims to deliver a twenty-first century education that will equip our children with the skills required to be independent and successful in later life. By teaching skills within a context, aided by the inclusion of trips, visitors, outdoor learning experiences and multi-sensory activities, we aim to initiate deep, memorable and connected learning.



Curriculum Policy

Rationale for a creative curriculum

“Creativity is not just art or music, something else to tick off in our plans for Tuesday afternoon. It is not even an ingredient to add to the curriculum diet but the inspiration and motivation integral to the process of learning. In fact it is the underpinning and expression of true learning.” (Peter Dixon, verbal quote provided in interview, 2006)

Rather than subjects driving the curriculum, it is the needs of children that should determine the emphasis for what is taught. While it is important that children learn what is in the statutory curriculum, children need much more than this in order to be successful individuals in later life. By delivering a creative curriculum, the needs of the children can be balanced alongside the need to fulfil statutory requirements.

At Riverview Juniors we aim to foster a life-long love of learning, through adopting a cross-curricular, creative curriculum. Our Creative Curriculum aims to deliver a twenty-first century education that will equip our children with the skills required to be independent and responsible citizens. By teaching skills within a context, we aim to initiate deep, memorable and connected learning.

Aims

The national curriculum aims to ensure that all pupils by the end of Key Stage 2, know, can apply and understand matters, skills and processes specified in the programmes of study.

The Creative Curriculum aims are to:

- Increase learners’ motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context.
- Help learners become more independent and take greater ownership of their learning; developing children’s confidence and motivation to learn through a range of learning and teaching styles.
- Provide a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account whilst embedding Maths and English basic skills with a particular focus on writing.
- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- Enable the communication of knowledge and feelings through various art forms including art/craft, music and drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Help learners to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Give children greater opportunities to develop their thinking and problem-solving skills mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Develop the use of ICT across the curriculum.
- Develop learners’ enquiring minds and scientific approaches to problems.

Teaching and Learning

Our teaching of Maths follows the White Rose mastery curriculum; pupils are encouraged to deepen their understanding of concepts and apply skills across a range of scenarios. English writing skills are taught through a Story-telling approach. Core texts, linked to the termly topic, support the genre being studied while text maps, story maps and oral texts enable the children to write in a given style; there is a strong emphasis on oral rehearsal and shared writing opportunities – bespoke to different groups of learners - as the key to developing writing. The Foundation subjects and Science are taught within the school’s own Creative Curriculum as part of our topic work. Every effort is made to draw links between different strands of the curriculum, enabling the children to apply skills and

Curriculum Policy

knowledge in a variety of contexts. Since September 2020, we have incorporated sequential learning into both the planning and delivery of lessons, enabling children to see the journey their learning will take across a unit, allowing opportunities for children to reflect on their own progress and posing a series of 'Big Ideas' designed to help children understand why they are learning particular skills and how they are relevant in everyday life. Teachers make clear reference to the skills children are using throughout the curriculum and encourage them to look for opportunities to practise skills across a range of subjects. The school uses a variety of teaching and learning styles in all lessons. We do this through a mixture of whole-class teaching alongside focussed teaching, and individual or group activities. Within lessons, we give children the opportunity to work both on their own and in collaborate with others, listening to other children's ideas and treating these with respect.

Each year group teaches a number of key skills in each subject, building upon previous learning; these are designed to increase pupils' understanding of underpinning concepts. By the end of Key Stage 2, all skills from the National Curriculum will have been taught.

Resources provided for lessons should include ICT, photographs, posters, books, artefacts, videos and visitors/experts.

Learning Journeys for each year group will be uploaded onto the school website on a termly basis. Please see the individual subject policies for further information.

Assessment for Learning

Teacher assessment takes place throughout each topic. At the end of each unit, assessments against subject specific Title Pages are made giving a judgement of Working below, at or above in each subject. The children's performance and achievement is measured as W, W+, B, B+, S, S+ within each band (See Assessment Policy).

Assessment is carried out using:

- Observations of pupils as they work
- Discussion as they work
- Oral questioning to encourage discussion
- Self-evaluation of written work
- Summative assessments

Differentiation

In all classes there are children of differing abilities and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be academically more able (AMA) or those who have additional needs (AEN) or Special Educational Needs (SEN) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Title pages are differentiated in every subject and focused teaching allows differentiated input whenever possible.

Monitoring

Middle leaders are responsible for monitoring the standard of the children's work and the quality of teaching across their subject. The individual subject middle leaders are responsible for supporting colleagues in the teaching of their subjects, for being informed about current developments in their subject and for providing a strategic lead and direction for the subjects in the school. The middle

Curriculum Policy

leaders will complete an annual report where they evaluate the strengths and areas for development in their subject. The middle leaders are held to account by the Curriculum lead, Miss Ward.