

## Riverside Primary School Curriculum Statement

### Our school values are: STAR

- **Strive:** For our children to believe that through hard work and determination they can achieve the goals that they set themselves to become the best they can.
- **Tolerance:** To ensure our children are respectful to others and treat everybody equally. We will offer experiences for our children which encourage them to be considerate, thoughtful and that will make them aware of and celebrate the diverse society we live in.
- **Achieve:** For all of our children to make good progress from their starting points both personally and academically. We will provide experiences which broaden our children's horizons and show our children the wide range of possibilities available for their future
- **Resilience:** For our children to be able to work through challenges with a positive mindset; to think creatively and to problem-solve.

At Riverside Primary School, we pride ourselves on offering a high quality, bespoke curriculum which closely reflects the context of the pupils we teach and the community in which they live. We want our children to have big ambitions and high expectations of themselves.

Our curriculum has been designed to ensure that all of our children are given the opportunities to excel, regardless of their starting points or background. We are committed to providing a curriculum that is broad and balanced and provides our pupils with opportunities to gain essential knowledge, skills and understanding which will enable them to progress, flourish and reach their full potential both academically and personally.

Whilst our curriculum encompasses the formal requirements of the EYFS Framework and the 2014 National Curriculum, our vision is to provide our children with a range of learning experiences beyond this which inspire our children and help shape their futures. Therefore, key drivers have been identified. We have prioritised the key knowledge, skills and aspirations we want our children to experience and develop during their time with us. We use these 'drivers' to support the learning and experiences we undertake in all areas of school life and to ensure our curriculum offer is enriched: these key drivers are personal to our school and reflect the social and educational needs of our local area.

The following key drivers underpin our learning and are developed through the school:

- Knowledge of the World
- Communication
- Global citizens
- Health and Wellbeing
- Ambition

### Knowledge of the World

- Our curriculum provides a coherent, progressive and appropriately sequenced curricular structure to enable our pupils to develop subject-specific knowledge and skills to prepare them well for the next stages of their education, as well as opportunities to build schema within and across subjects
- Children will work hard to remember what has been taught and use that to deepen their understanding across the curriculum, building on what they already know
- Children will understand the considerable value of knowledge and apply it to their learning
- As our children progress through school, they will become equipped with 'cultural capital' which is the essential knowledge of the world children need for inference and understanding and are vital in reducing social inequalities.

### Communication

- Our children will develop the ability to express themselves clearly and effectively
- We know that having a broad vocabulary aids both understanding of language and self-expression. Therefore, our curriculum is language-rich, involves the use of high-quality texts, promotes an inquisitive approach to language and provides opportunities to practise and apply new vocabulary. We want our children to be able to offer their opinions and reason articulately whilst also being able to debate a topic or viewpoint and disagree respectfully
- In all areas of their lives, we want our children to have the skills necessary to have a voice
- We recognise the importance of encouraging our children to become avid readers
- Our children will develop their reading skills to become confident in reading accurately, fluently and widely
- Enable our children to communicate in writing clearly, confidently and appropriately,

demonstrating an awareness of a variety of purposes and audiences

- Provide real life situations, affording our children the opportunity to develop a range of strategies and skills, which will enable them to function in society as literate adults
- For our children to develop a genuine love of writing and an appreciation of its value, so that children choose to write and are able to organise and structure a variety of texts, whilst developing their imagination and critical awareness. This will help to assist the children in becoming independent writers.

### Global Citizens

- Our children will develop a secure understanding of the local community; our national context; the wider world and their role as a world citizen
- Our children will have a sense of pride in their local area and to positively contribute to their local community
- Through a growing appreciation of different cultures and traditions, we want our children to develop respect; we want them to embrace and celebrate diversity and know what it takes to be a good citizen
- Our children will have an awareness of global issues and take responsibility for the environment, knowing that working collaboratively with others will help to make the world a more equitable and sustainable place
- Through links with local and national organisations, including businesses, cultural organisations and faith groups, our children will broaden their horizons and have experiences they may otherwise not have. We recognise that trips and visiting speakers significantly enhance this aspect of the curriculum.

### Health and Wellbeing

- It is important to us that all members of our school community are healthy - physically and mentally. Throughout life, our children will face many difficult challenges and need to have the mental and physical strength to be successful and happy
- We recognise the importance of promoting healthy lifestyles in school and want our pupils to develop an increased understanding of the many different factors that contribute to keeping healthy
- Our curriculum provides opportunities for our pupils to learn about their physical health, what constitutes a balanced diet and how exercise benefits the body
- In addition, our children will have a developing understanding of how to maintain good mental health. Our curriculum, therefore, teaches an understanding of emotions, promotes resilience and encourages an open approach to discussing worries or concerns

- Our curriculum also includes opportunities for our children to learn how to keep themselves safe in all areas of life. An important element of this includes safety online and when communicating using technology
- Creativity is encouraged in all areas: the arts are an important aspect of school life and we recognise the important role they can play in the wellbeing of our children.

### Ambition

- Our curriculum will help children develop an awareness of all the opportunities out there for them in the world around them- both now and in their future
- Children will be ambitious and challenge themselves
- Children will take ownership of learning and see themselves as learners
- We will help children learn more about their own talents and abilities with the aim of instilling greater self-confidence
- Our curriculum will excite and motivate children about their learning by linking and embedding in the curriculum strong connections between education and the world of work
- Our curriculum will help children see a clear link and purpose between their learning experiences and their future
- Our curriculum will challenge stereotypes that children often have about jobs and the people who do them.

### Implementation: How do we achieve this?

We teach the statutory elements of the EYFS framework and national curriculum as well as supporting this with our school-specific curriculum drivers. How do we achieve this?

Our whole school curriculum, from EYFS to Year 6, is organised and sequenced to provide the best opportunities for secure learning. The acquisition of knowledge is carefully planned in each area of learning/subject to create a purposeful sequence for every child, ensuring that milestones are met at key stages throughout their primary education.

Our curriculum is designed so that subject-specific knowledge is usually scaffolded largely within a broad cross-curricular theme or context each term if appropriate. While subjects retain their individual importance, we actively seek opportunities to forge meaningful curriculum connections where possible, always ensuring that the integrity of each subject discipline is upheld. Therefore, there

are also times where curriculum subjects will stand alone. Each subject has its own dedicated policy and curriculum map outlining its specific intent and sequencing.

Our lessons are delivered within the framework of our Teaching for Learning policy- sometimes what we refer to as the 'Riverside Way' - ensuring that learning experiences are consistently of the highest quality for each and every child. In order to ensure that progression and balance is maintained, our themes are then developed into medium term and weekly plans, which clearly highlight the learning objectives; assessment and feedback opportunities; tasks- including adaptations for SEND pupils; as well as links to other subjects. Teachers plan and tailor units of work and lessons to ensure children can progress, regardless of their starting points. Quality First Teaching plays a pivotal role in this provision, with pastoral care and support staff strategically deployed for maximum impact. Interventions for key groups are conducted as needed, often with qualified teachers leading the instruction.

We timetable our day to maximize the impact on learning. English and maths are taught daily, while other subjects are taught either weekly or in concentrated blocks, depending on the needs of our children.

In our commitment to academic excellence, each subject has its own leader. These leaders oversee and manage their subjects across different year groups, providing support in planning, offering guidance to staff, and assessing the quality of learning. They champion their subjects, ensuring they maintain a prominent presence throughout the year groups. It is their responsibility to continuously review and, if necessary, re-sequence the curriculum to ensure that knowledge and skills are deeply embedded in long-term memory.

### Extra-curricular experiences

We acknowledge that all our children are unique individuals, and we owe them a rich extra-curricular offering where they can explore new experiences and further develop their interests and talents.

During their time with us, this offering includes:

- **Residential trips:** We arrange three such trips during a child's time at Riverside, in Y3, Y4 and Y6, each building on their previous experiences.
- **A wide range of local sporting events and competitions:** Our collection of trophies stands as a testament to our success in this area. We are currently in the top 3 schools within our district for sports and have won both the Y3/4 and Y5/6 football leagues.

- **Musical productions and events:** Performances are organised annually, with an additional leavers' production in Year 6. The children present these to our families. The Riverside choir perform at the Young Voices concert at the O2 every year; the local SEESMA Infant and Junior Music Festivals as well as regular performances at community events, such as the Hullbridge Christmas light switch-on and at PTA events.
- **Charity work:** We actively seek to support both local and national charities, responding to the needs of our local community as well as addressing global issues.
- **A diverse array of lunchtime and after school clubs:** We continually adapt our club offerings throughout the year to meet the needs and interests of our children. This can range from our martial arts 'Combat Kids' club to computing club, lego club, football club, chess club, street dance and thinking skills club, just to name a few!

Our STAR values and curriculum drivers also underpin everything we do in the day to day life and learning in our school.

For example:

- In our school values and code of conduct
- In opportunities woven throughout our curriculum in daily lessons across the school
- In bespoke opportunities to enhance our curriculum- trips, visitors, special experiences
- In school assemblies
- By celebrating the success of our children as STAR of the week in our weekly celebration assemblies

At Riverside, we are committed to the concept of ongoing review, and we never become complacent. Any changes we make to our curriculum and provision are rooted in clear evidence of their positive impact, and we do not change simply for the sake of change.

We are dedicated to fully understanding what it means to be a child at Riverside. Every day, we strive to discover and nurture each child's interests and potential. This is what makes Riverside a special place for learning and growth.

For further information please refer to the following documentation:

- Riverside Primary School Teaching for Learning Policy

- Riverside Primary School Assessment Policy
- Riverside Primary School Marking and Feedback Policy

How do we know that our curriculum is having the desired impact?

Teachers	Children	Children's work
<ul style="list-style-type: none"> <li>● Become more knowledgeable.</li> <li>● Have higher levels of confidence in delivering all areas of the curriculum</li> <li>● Can give senior leaders and subject leads feedback about what is working well.</li> <li>● Are acutely aware of how children are coping with the taught content.*</li> <li>● Teach consistently well; applying sound pedagogical practices in all lessons.</li> <li>● Plan coherent learning sequences based on the long and medium-term phase overviews.</li> <li>● Seek support from subject leads when they are less</li> </ul>	<ul style="list-style-type: none"> <li>● Can talk with confidence about what they have learned, using the correct vocabulary.</li> <li>● Are enthused and interested in a wide range of curriculum areas.</li> <li>● Can show adults examples of their learning and describe the 'why' behind work they have produced.</li> <li>● Demonstrate good learning behaviours in all lessons.</li> <li>● Are able to explain how their learning within a subject builds on previous learning.</li> <li>● Are able to make thoughtful links between subjects.</li> <li>● Children are all able to access, enjoy and make</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates that they take pride in what they produce.</li> <li>● Captures their increasing understanding of key concepts within each subject.</li> <li>● Illustrates their developing understanding of knowledge and skills of each subject area.</li> <li>● Shows that a coherent teaching sequence has taken place within each unit of work.</li> <li>● Demonstrates our curriculum's emphasis on subject-specific vocabulary.</li> </ul>

confident.	progress within the curriculum - regardless of their starting points, or any additional needs they may have.	
Visitors and governors	Parents and carers	
<ul style="list-style-type: none"> <li>● Give us positive feedback about pupil engagement and behaviour in lessons.</li> <li>● Comment on the high-quality work that they see.</li> <li>● Report that leaders are clear about strengths and weaknesses, and have clear plans to address areas for development.</li> </ul>	<ul style="list-style-type: none"> <li>● Give us positive feedback about their children's attitudes to school.</li> <li>● Share examples of when their children have been enthused by the curriculum (e.g. they've been talking about learning at home, or carrying out their own research because of their interest).</li> </ul>	

*\*The curriculum is the progression model and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.*