



Riverview C of E Primary and Nursery School

Ewell Family Centre with Riverview Daycare

Every child matters, every moment counts

Headteacher: Mrs M Atkins

RIVERVIEW COFE PRIMARY AND NURSERY CURRICULUM STATEMENT

SUMMARY

The Riverview curriculum has been carefully designed to ensure all our children receive an inspirational and challenging curriculum that stimulates curiosity, love and aspiration for every child. It equips them for the next stages of their education and in keeping with Jesus' promise of 'life in all its' fullness'. To raise aspirations and eradicate misconceptions, key skills for life are taught to develop an understanding of the world in which we live. Children's learning across the curriculum is enhanced with meaningful experiences, including entry and exit points for topics, opportunities for child initiated topics within our curriculum alongside significant educational visits which bring the curriculum to life. Every moment counts therefore, some subjects are taught discretely to ensure knowledge, skills and understanding in individual subjects are developed successfully. Our Christian ethos means that there is a strong commitment to children's social, moral, spiritual and cultural learning running through both the taught and wider curriculum. We have a relentless drive to develop children's spoken and written communication, reading and mathematical skills. All this informs how we teach across the curriculum; we believe children need as many meaningful opportunities as possible to truly master these fundamental skills.

Context

Situated close to the Hogsmill River, a tributary of the Riverview Thames and within 16 miles of London, Riverview serves a diverse, unique community. Our community has the highest poverty rating in Epsom and Ewell with a higher than national proportion of children who are eligible for Pupil Premium funding. Local knowledge and local authority data identifies that approximately one third of our parents are owner occupiers and 60% of our intake live in social housing. 15.6% of residents in the school catchment area claim benefits which is higher than the national mean of 12.7%. Approximately, 35% of children have ACEs (adverse childhood experiences) which can impact on their social and emotional resilience. 18% of families are from working poor backgrounds. Approximately one quarter of our children live in homes

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where there is a single parent. One fifth of our main catchment area have no qualifications. There are a higher than average number of children who are young carers. Alongside this, 36% of our community are EAL with on average, 22 languages. All of these factors are considered when approaching curriculum design. Our knowledge of local communities, challenges faced and contextual safeguarding considerations has informed a curriculum that is intent on raising aspirations, challenging misconceptions and creating a love of learning.

Children's emotional, social, moral, spiritual and cultural development is at the heart of curriculum design, with both subject content and enrichment opportunities. This is to ensure children have a growing understanding and appreciation of the world beyond their immediate lives with the aspiration to seek and grasp opportunities. Fostering a strong awareness of the responsibility they have for contributing positively, socially, economically and environmentally is fundamental.

Our curriculum is designed to develop a sense of inspiration about the world around us from local history units to a wealth of educational visits and visitors: in the immediate (Chessington Zoo, Hogsmill River, local shops) and wider (River Thames boat trip, Rottingdean/ seaside visits, Butser Farm/ Watts Gallery). We capitalise on opportunities to be involved in wider community events, including music and arts festivals and events with the local church to provide new and varied experiences for the children. As well as this, we use inter-borough competitions to challenge children who excel at sport. Our regular visits to local buildings of religious and cultural significance ensure children both respect and celebrate the cultural diversity within our community and dispel misconceptions about race and different cultures.

Balance

We recognise the importance of providing children with time to develop the fundamental skills of reading, writing and numeracy whilst exploring a rich curriculum that supports their developing understanding of the world in which we live. Alongside this we teach key skills for life fundamental for the context in which we serve.

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Life Skills

Linguistic

Social Literacy

Cultural Experience

Economic Literacy

Achieving both breadth and depth can raise significant challenges. We use knowledge of our children's starting points and life experiences to inform decision making regarding content and structure, whilst remaining excited and motivated by our non-core curriculum and wider learning opportunities.

How our curriculum is taught

Our curriculum map has been carefully constructed, using the national curriculum, to ensure children's knowledge, skills and understanding builds over time and prepares them for the next stage of learning. There are regular opportunities to retrieve and review previous learning so that learning is retained. Life skills are used as a vehicle for teaching each topic. Our subject leaders, provide guidance and support to ensure that progress and outcomes challenge all.

Linking learning to the wider world around them through visits, workshops and enquiry based on the children's own interests is vital. Children regularly work collaboratively to explore and problem solve, with challenges as well as further develop communication skills that serve to develop resilience, confidence and motivation to excel.

Some subjects are taught by specialist teachers in PE and French (across the whole school). Topics and enrichment experiences are designed to both reflect the diverse context of our Christian school community as well as broaden experiences beyond children's own lived reality. Finding out about and celebrating London and the local

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area is a fundamental component of our curriculum, with local history and geography units enhanced by visits to sites of local, national and global significance.

Teachers use their established pedagogy of assessment of learning to ensure they regularly assess children's understanding, provide feedback and adapt the learning so that all children are challenged. Retrieval practice is planned to support retention of knowledge as well as provide ongoing robust assessments.

Every topic starts with an entry point to motivate and assess children knowledge and experiences. Each topic ends with an exit point: a planned opportunity for children's knowledge and understanding to be synthesised, shared and celebrated. Children present to an audience, often parents or another year group, or make videos, websites or booklets.

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