



Rise Park Academies

Rise Park Junior School

Curriculum Statement

The vision and intention for all Rise Park learning is that all children will leave Rise Park, equipped with the knowledge and skills they need to live successful lives. All elements of the curriculum and school life will be supported by the RISE PARK 'Learning Powers' as set out below:

- R**espect
- I**nspiration
- S**elf-Belief
- E**xcellence
- P**assion
- A**chievement
- R**esilience
- K**nowledge



These 8 learning powers encompass the three founding Rise Park Trust values of learning: **“Respect, Belief, Excellence”**. These 8 learning powers guide the delivery of learning, both in and out of lessons – and how all members of the Rise Park community interact and work with each other. They combine to form the whole vision for our curriculum delivery and school life.

The learning powers in action represent the following attributes of learning:

Respect

This is about respecting myself and respecting others. This means being kind to each other in every situation, kind to the world around us, and making everyone feel welcome in our school. We value each other’s contributions and every member of our community. We enhance and celebrate everybody’s similarities and differences.

Inspiration

I can inspire others to do well, encouraging them to do their best and share successes with others. I am creative, inspired by everything and everyone around me – using my imagination to expand my thinking. I challenge others to go further and enjoy being challenged myself.

Self-Belief

I am confident because I believe that I learn from every experience – my successes and my mistakes. I am confident to share my ideas with others, showing my belief in them. I am driven to overcome challenges to achieve my personal goals, knowing that I can ask for help when I need it.

Excellence

I strive to do my best in everything I do and I encourage others to do the same.

Passion

I am excited about learning and enjoy learning new things. I am curious about the world and rise to all inspiring opportunities. I share the things that I am personally interested in and these are celebrated in our community. My passion motivates me and ignites passion in others.

Achievement

I use all my learning powers to achieve my full potential. My achievements are celebrated with others, whether they are personal or part of a team. Achievement shows in effort, growth and improvement, as well as my successes.

Resilience

I use every experience as a learning opportunity. I keep going and don't give up, despite difficulties I may face, encouraging others to also do this. I reflect on past experiences to help me positively cope with new challenges.

Knowledge

I can share what I have learned, using skills to demonstrate knowledge gained. I can transfer my understanding and skills into other subjects and aspects of life. I can apply my prior learning to build towards future learning. I recognise my lifelong ability to learn and grow.

Curriculum Intent

At Rise Park Junior School, we offer a curriculum that is balanced and broadly based, with an emphasis on promoting the spiritual, moral, cultural, mental and physical development of all children at the school. The children are able to engage in purposeful learning experiences that are designed to develop reflective and resilient learners. Through a stimulating, creative and progressive learning journey, we are able to provide the children with the knowledge, understanding and skills they need to advance through each Key Stage and thrive in the ever changing world we live in.

As a school, we place an emphasis on the importance of developing the whole child to become resilient, reflective and respectful individuals who seek to always achieve their personal best. Our broad and balanced curriculum promotes an integrated topic approach where cross-curricular links are an important part of the planning and teaching of all subjects, as we strongly believe they can strengthen “left brain – right brain” connections, leading to enhanced problem-solving skills. In turn strengthening the sense of achievement that children feel at the completion of a learning activity.

Here at Rise Park, we are committed to children achieving their full potential and aim to deliver an inclusive curriculum where differences are celebrated and all children enjoy equal opportunities, irrespective of social background, ethnicity, gender or ability. As a community, we strongly believe in helping to engender an appreciation of human creativity and achievement, promoting excellence, enjoyment and academic accomplishments across the curriculum.

Curriculum Implementation

As a school we recognise that our vision and values permeate through the whole curriculum and can only be achieved through the children, staff, parents and governors demonstrating **“Respect, Belief, Excellence”**. Here at Rise Park Junior School we:

- Value every member of our community
- Enhance and celebrate our similarities and differences
- Recognise our lifelong ability to learn and grow
- Rise to all inspiring opportunities

Our whole school vision is supported by our 8 Learning Powers that filter through every aspect of our school curriculum. They are as follows:

- | | |
|---------------|---------------|
| ➤ Respect | ➤ Passion |
| ➤ Inspiration | ➤ Achievement |
| ➤ Self-Belief | ➤ Resilience |
| ➤ Excellence | ➤ Knowledge |

Central to the successful implementation of our whole school vision and curriculum vision is the importance of a progressive curriculum and effective teaching. The National Curriculum is delivered using an integrated topic approach and assessed using Target Tracker Systems, to ensure coverage and progression throughout each Key Stage.

Curriculum maps outline learning from Year 3 to Year 6, ensuring that all children have complete access to the National Curriculum. Medium term and long term planning outlines the core learning objectives for each year group, whilst the knowledge and skills progression maps are identified in teacher's planning and used to recognise opportunities for extending and enriching a child's learning. These knowledge and skills then form the basis of formative and summative assessment within the foundation subjects. The school's performance is mapped out and compared to the National requirements, and then individual year groups plan the curriculum for their pupils accordingly.

The more able children are challenged further in their learning and appropriate support is given to children who find aspects of their learning more difficult, so that they too are empowered to experience success. At Rise Park school we lead a *Gifted and Talented* programme that provides the more able children with an opportunity to demonstrate a deeper level of understanding around a topic.

Curriculum Impact

The English curriculum is taught through the use of a key text and/or film each half term. Children are able to explore poetry, fiction and non-fiction writing, incorporating a range of technical features and devices. Opportunities are given for children to compose their writing as a whole class, in small groups, in pairs and independently. We use VCOP materials, oral rehearsal and drama activities to support our writing for a purpose.

For spellings, we follow a progression document created in line with the National Curriculum that selects high-frequency words, common words and exception words for the children to learn and practise. Children have opportunities to practise their spellings in lesson time, which they are tested on each week. Spelling, punctuation and grammar lessons are taught explicitly once a week and the foci is then incorporated within the writing sessions.

A daily reading lesson is taught through a whole-class approach where children are exposed to wide range of genres and classical texts. Class discussions allow pupils to develop their knowledge and understanding of vocabulary as well as key comprehension skills. An additional weekly reading session is also delivered, where the 'Reading Rocketeers' framework is used to support the delivery. This resource is also used for those who are not yet proficient at reading during the whole-class teaching session. 'Reading Eggs' is used to support the development of reading at home. It is an online resource where children have

access to engaging games and activities, as well as a huge range of texts, which are targeted to each child's reading ability.

At Rise Park Junior School, all year groups are taught to use the cursive style of handwriting and this is linked to statutory spellings and/ or weekly spellings using the Twinkl resources to support lessons. Handwriting is planned for, and delivered, weekly as part of Spelling Punctuation & Grammar lessons for all year groups. A minimum of 15 minutes of explicitly taught and modelled cursive handwriting is demonstrated by the class teacher, and then practised by the children.

Children are expected to use neatly joined letters in all their written work. When starting in Year 3, children use pencil for writing and progress to using a handwriting pen when their class teacher feels that their work is consistently being presented with clear, correctly formed and joined letters. Children are encouraged to use correctly joined letters by the awarding of a handwriting pen during weekly Celebration Assemblies – this pen may be used in school for extra special pieces of work or taken home in order to develop their handwriting further. Children are reminded to sit well with correct posture in order to produce their best handwriting.

Why do we/ children need to sit correctly to produce neat handwriting?

<https://occupationaltherapy.com.au/the-importance-of-good-sitting-posture-for-handwriting/>

The following video is useful for showing children how to sit well to ensure correct posture for writing:

https://www.youtube.com/watch?v=ivXy3oy_gQk

The Mathematics curriculum is currently delivered through a framework called *Primary Advantage* Maths (PA Maths) and supported by Mathletics and the White Rose scheme of work. The PA Maths scheme provides sequenced teaching lessons for each topic, with a strong emphasis on using concrete, pictorial and abstract styles of teaching.

These lessons are taught whole-class with opportunities for challenges for all pupils, using the White Rose scheme of work. Adaptations to teaching and resources are made for the less confident learners. This is used to teach mastery, enabling children to develop their reasoning, investigative and problem solving skills.

Once a week, a discrete arithmetic and 'Big Maths' lesson is delivered, to enable pupils to develop quick recall of key number facts. In addition, Year 4 pupils have an additional two sessions a week which focus on the teaching of times tables, in order to prepare them for the Year 4 Multiplication Tables Check.

At the end of each week, children are encouraged to evaluate and reflect on their work, using one of the eight '*Learning Powers*'. The purpose of this reflection is to enhance the

children's ability to be able to identify how they learn and to develop their meta-cognition and critical thinking skills.

In all year groups there are small group interventions in order to support children in gaining the knowledge and skills to become successful readers, writers and mathematicians. Regular reading catch-up sessions are provided to further support children with their fluency and comprehension and are revisited on a daily basis. To support the children's reading within school, we use a program called 'LEXIA' - a personalised learning platform that allows children to work independently to develop critical reading and language skills in order to become proficient readers. This provision is offered to targeted pupils. These skills are: phonemic awareness, phonics, fluency, vocabulary, and comprehension, and they learn these through individualised, motivating activities. Booster sessions in the Spring Term are offered to children in Year 6 to support their key reading and mathematical skills, in preparation for their end of key stage assessments.

Specialist teachers and instructors support the teaching of Spanish and Physical Education. All subject leaders are equipped with the knowledge and skills they need to develop their subject curriculum and support their colleagues in the teaching of their subject within the school. Training courses and opportunities are provided on a regular basis for staff to develop and maintain their own subject knowledge. Assemblies, 'Learning Powers day', themed weeks, extra-curricular clubs (sporting and educational), whole school activities and educational visits provide a rich and varied educational experience; thus adding value to, and enriching, the overall learning experience of the children. There are plenty of opportunities for the children to share their learning with each other, as well as their parents and carers, through school-based performances, competitions and events. Developing their independence and motivation as learners, and their sense of responsibility as future citizens, is at the heart of all our teaching and learning.

All children in KS2 are given their own Reading Record which not only acts as a home-school reading diary, but provides important information to parents to assist their child through their learning journey here at Rise Park Academy.

Academic achievement is always level with local and national expectations. Children of all abilities make good, and sometimes outstanding, progress as they move through the school; leaving Rise Park Academy fully prepared and confident for the next stage of their learning journey. We hope that by the time they leave in Year 6, the children enjoy and value their learning, applying the skills they have acquired to the world outside of school.

*"Education is our passport to the future,
for tomorrow belongs to the people
who prepare for it today"*

–Malcom Forbes