



SPRING AT RIVINGTON

2024



*Growing Together:
Living Life to its
Fullest. Making a
Difference Along
the Way*



**Pride : Intrepidness : No Limits
We Wear Our 'PIN' With Pride!**



HISTORY

*Growing Together:
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1. What is it like around here?

community
group of people living in the same place

Some communities are **diverse**

A **community** can share

- shops
- schools
- play parks

A **community** can be in a city – urban

- a town
- a rural or coastal village

CUSPA ADVANCING

Remember two things – show what you know

the bowling green school

school

shops

Play park

A rural or coastal village is the important because people and it has parks.

I would like a play park in my community because it would be fun for children.

Identifying
Which option correctly completes the sentence below?
Rivington is a small village in Lancashire. This means that...

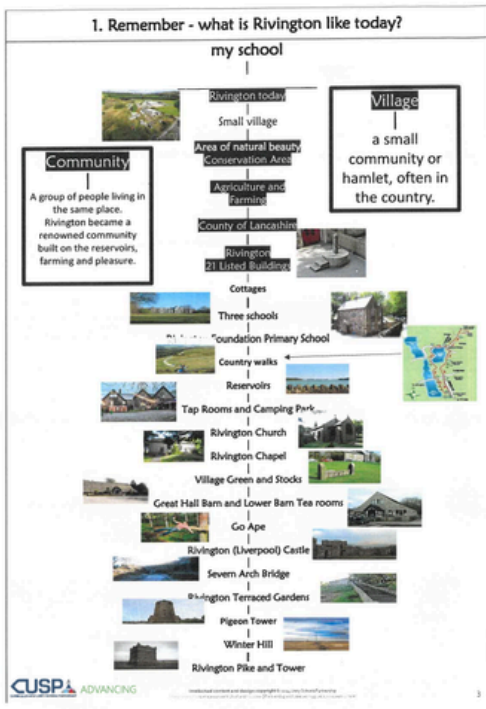
- More than 7,500 people have to live there.
- It is a small settlement that has no central place of worship and no meeting point, for example, a village hall.
- It has a central place of worship and a meeting place, for example a village hall. It is not densely (crowded) populated.

Should We Remove Statues of Historically Racist Figures? For and Against

What is more controversial: the statue's removal or the fact that it stood for so long? Should similar monuments be removed and, if so, how? You may want to think about what they represent to different people, whether historical context is important and whether or not it is acceptable to honour individuals whose personal or professional lives were in any way contentious.

List reasons for and against removing historical statues of this nature.

For	Against
<ul style="list-style-type: none"> The statue might remind people to see a slave trader, school or school pupil. It should have been taken down by the Mayor or the Government as a reward on a protest. Robinson was a racist and believed white people profited but black people didn't. Robinson was a slave trader and many enslaved people died on his boats. We don't admire people for just being rich. They have to be good too. White people living in Bristol find the statue very aggressive and emotionally upsetting. 	<ul style="list-style-type: none"> Throwing it in the dock was very disrespectful. It should be sold for scrap metal instead. He did some good with his money.



Think about places and facilities in Rivington (shops, churches, cafes, etc.). Can you place them into the following categories?

Fun	Community	Essential	Employment
Go Ape shop country walks	colleges shop pigeon tower three school Rivington mills	shop Tap room Rivington primary school	Go Ape shop school cottages

Remember two things – show what you know

Play park school

HISTORY

Growing Together:
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Name: _____ Date: _____

Who are they? They are Roman people.

When is this? Around the ancient times.

How are they feeling? They are feeling happy, dejected.

Where are they? On a pig boat or cruise.

Why are they going? Because they are being taken away.

Where are they going? Africa.

Who put them here? The people in Africa.

Wednesday 7th October 2023

What was the Transatlantic Slave Trade? We found Britain involved? We Lancashire involved?

Latin - commoditatem - advantage or benefit

A commodity is something that is bought or sold for money. Goods that can be traded.

In 18th century Britain, slaves were seen as a commodity to be bought and sold within the transatlantic slave trade.

1787 Quakers of Portsmouth anti-slavery campaign - 'The Society for Effecting the Abolition of the Slave Trade' William Wilberforce.

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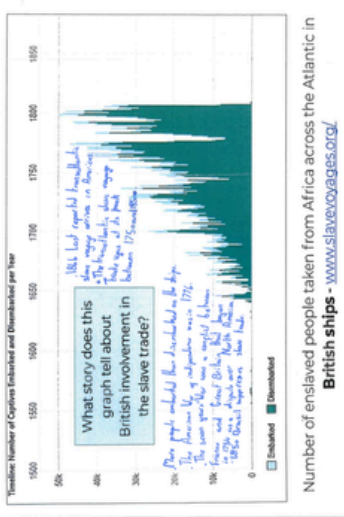
Illustration of the Liverpool slave ship Brookes (Joseph Brookes)

Why did their own people as slaves?

- West Africa etc. or the technology for making guns so they needed.
- There were few of the kings fought against each other. Africans if they could arm their men with guns.
- Many African kingdoms were captured prisoners of war or victims.
- Most African people of their own people that were proven criminals. Suggest their own people.
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Task 1: Colour-coding headings

- Trade
- African di



Number of enslaved people taken from Africa across the Atlantic in British ships - www.slavevoyages.org

What information can we gain from this table?

Year	Spain	Portugal	France	Netherlands	Britain	Total
1701-1710	6,543	7,000	0	0	1,343	14,886
1711-1720	23,275	23,387	0	0	26,782	73,444
1721-1730	21,297	21,297	0	0	6,107	48,701
1731-1740	21,297	21,297	0	0	6,107	48,701
1741-1750	21,297	21,297	0	0	6,107	48,701
1751-1760	21,297	21,297	0	0	6,107	48,701
1761-1770	21,297	21,297	0	0	6,107	48,701
1771-1780	21,297	21,297	0	0	6,107	48,701
1781-1790	21,297	21,297	0	0	6,107	48,701
1791-1800	21,297	21,297	0	0	6,107	48,701
1801-1810	21,297	21,297	0	0	6,107	48,701
1811-1820	21,297	21,297	0	0	6,107	48,701
1821-1830	21,297	21,297	0	0	6,107	48,701
1831-1840	21,297	21,297	0	0	6,107	48,701
1841-1850	21,297	21,297	0	0	6,107	48,701
1851-1860	21,297	21,297	0	0	6,107	48,701
1861-1870	21,297	21,297	0	0	6,107	48,701
1871-1880	21,297	21,297	0	0	6,107	48,701
1881-1890	21,297	21,297	0	0	6,107	48,701
1891-1900	21,297	21,297	0	0	6,107	48,701
1901-1910	21,297	21,297	0	0	6,107	48,701
1911-1920	21,297	21,297	0	0	6,107	48,701
1921-1930	21,297	21,297	0	0	6,107	48,701
1931-1940	21,297	21,297	0	0	6,107	48,701
1941-1950	21,297	21,297	0	0	6,107	48,701
1951-1960	21,297	21,297	0	0	6,107	48,701
1961-1970	21,297	21,297	0	0	6,107	48,701
1971-1980	21,297	21,297	0	0	6,107	48,701
1981-1990	21,297	21,297	0	0	6,107	48,701
1991-2000	21,297	21,297	0	0	6,107	48,701
2001-2010	21,297	21,297	0	0	6,107	48,701
2011-2020	21,297	21,297	0	0	6,107	48,701
2021-2030	21,297	21,297	0	0	6,107	48,701

Thursday 7th December 2023

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What is more controversial: the statue's removal or the fact that it stood for so long? Should similar monuments be removed and, if so, how? You may want to think about what they represent to different people, whether historical context is important and whether or not it is acceptable to honour individuals whose personal or professional lives were in any way contentious.

List reasons for and against removing historical statues of this nature.

For	Against
<ul style="list-style-type: none"> The statue might remind people he was a slave trader, which we should forget. It should have been taken down by the Mayor or the Council, not as a result on a protest. Wilson was a racist and believed white people mattered but black people didn't. Wilson was a slave trader and many enslaved people died on his boats. We don't admire people for just being rich. They have to be good too. Black people living in Bristol find the statue very offensive and emotionally upsetting. 	<ul style="list-style-type: none"> Threading it in the deck was very disrespectful. We should not do that. We should get some good with his money.

Colston's involvement in the slave trade is well-documented and his actions resulted in the deaths of approximately 19,000 African people and untold suffering for those that survived the awful voyages. His actions are not worthy of praise and least of all, worthy of a statue in modern Britain.

While his involvement in the slave trade is appalling, the city of Bristol still benefits from his charitable work. To remove the statue is to pretend he did not exist. You cannot remove individuals.

Wednesday 23rd Dec

4. What does The Package Book of the Ship Hope tell us about the Transatlantic Slave Trade?

The Transatlantic Slave Trade

Young was from Britain to West Africa carrying medicinal goods.

Young was from West Africa to the West Indies carrying slaves.

Young was from the West Indies to Britain.

The Middle Passage

This is why we are sending this to you. The voyage took between 6 and 8 weeks.

It is really important that you start an inscription. Also, maybe, when you leave the ship, you will be expecting you, take command of the ship. Led to get involved in any other way.

You will receive 6% commission shall get the price of an extra else is allowed any extra!

Yours sincerely
James Seavey and Co

How many crew members were there altogether? 31 people.

Apart from the Master who gets paid the most? What is their position? The Shipmaster Surgeon Carpenter & Cook.

Why do you think the surgeon gets paid well? Because he is needed and some get upset he will die.

What was the surgeon's role? Keep the slaves healthy.

Why do you think the carpenter gets paid well? Because he is needed and some get upset he will die.

Who didn't get paid on the crew? The Cook.

Why do you think the carpenter gets paid well? Because he is needed and some get upset he will die.

Common Eighteenth Century attitudes towards Slavery

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HISTORY

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3. Why did people migrate from the Caribbean to Britain in 1948?

Caribbean men and women served with the armed forces all over the world

many wanted to start a new career and life in Britain

London held many promises

Britain had a problem after WW2

shortage of workers

construction

making goods

transport

hospitals

Britain invited people from the Caribbean to come and work off the ship

in return - gave them British citizenship

Wednesday 22nd July 1948

MV Empire Windrush

1000

1000 Caribbean-British settlers

arrived

Tilbury Dock

Smart

Professional

Highly Skilled

Men and women

MV Empire Windrush

citizenship

Britain

England

CUSP ADVANCING

Wednesday 6th March 2024

Flick back 4

1. What year was Jamaica claimed by Christopher Columbus?
2. Name 5 dependent countries of the Caribbean.
3. What caused the need for the slave trade to begin?
4. What year was slavery abolished in British overseas territories?

1494

Jamaica, Anguilla, and Virgin Islands

Sugar plantations - work needs for other things

1834

2. How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?

Before WW2 Caribbean islands were...

Bahamas, Barbados, Cayman Islands, Jamaica, Leeward Islands, British Honduras (Belize), Trinidad and Tobago, Turks and Caicos, Windward Islands

King George VI was the British monarch and that head of state from 1937

Caribbean people joined the war effort as they were British citizens

joined the war effort as they were British citizens

despite fighting for King and Motherland

1945 Caribbean men and women joined the fight against Hitler

despite fighting for King and Motherland

1945 Caribbean men and women joined the fight against Hitler

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PICK ONE - True or false? Explain your choice.

The people of the Caribbean did not fight in any way to help Britain

The people of the Caribbean fought in both World War I and World War II despite being slaves and oppression

King George VI was the British monarch and that head of state from 1937

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List reasons for and against removing historical statues of this nature.

For	Against
Colston was a racist and he was a slave trader, which we should forget.	The statue might remind people of a bad time in our history, which we should forget.
Colston was a slave trader and many people died as a result. We don't admire people for being rich. They have to be good too!	It should have been taken down by the Mayor or council, not a crowd in protest.
Black people living in Bristol find the statue very offensive and emotionally upsetting.	Very wonderful - well it shows he did some good with his money.
	He did some good with his money.

*Colston's involvement in the slave trade is well-documented and his actions resulted in the deaths of approximately 10,000 African people and untold suffering for those that survived the awful voyages. His actions are not worthy of praise and are, at best, a stain on modern Britain.

While his involvement in the slave trade is appalling, the city of Bristol still benefits from his charitable work. To remove the statue is to pretend he did not exist. You cannot remove individuals from history - it is better to learn about them as well as from their mistakes.

Should We Remove Statues of Historically Racist Figures?

One opinion is that you should change history. When it comes to statues, it should all be able to recognize that we have the same history. When it comes to statues, it should all be able to recognize that we have the same history. When it comes to statues, it should all be able to recognize that we have the same history.

1494 I know that Jamaica was claimed by Christopher Columbus for Spain in 1494.

1655 I know that Jamaica came under British English rule in 1655 due to the subsequent colonization by Britain. Jamaica became an important part of the transatlantic slave trade. This was due to sugar plantations.

1662 I know that there were 400 slaves in 1662.

1673 I know that there were 9,500 slaves in 1673.

1734 I know that there were 86,546 slaves in 1734.

1775 I know that there were 192,787 slaves in 1775.

1834 I know that slavery was abolished in 1834. This was known as Emancipation Day.

I know that after nearly 300 years of the transatlantic slave trade, Jamaica experienced the emancipation of slaves. This led to Jamaica gaining independence.

1. Colony/Colonies: Jamaica as a colony
 2. Pirates or Privateers: Would the Caribbean for their goods
 3. Explorers: Life in the region challenged, an English explorer landed on the island
 4. European Countries: Traders towards Africa west coast. There they purchased people into the ship to be taken to the Caribbean where they were sugar and, eventually, cotton
 5. Settlers: The majority of the men the Africans taken from West Africa to the Caribbean they became slaves
- European countries | traders | settlers
- Use the words and phrases to present a brief summary of this history.

3. Why did people migrate from the Caribbean to Britain in 1948?

Caribbean men and women served in the armed forces

Many wanted to start a new career and life in Britain

London held many promises

Britain had a problem after WW2

shortage of workers

construction

making goods

transport

hospitals

Britain invited people from the Caribbean to work and live in Britain

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Wednesday 22nd July 1948

MV Empire Windrush brought about 1000

Caribbean-British settlers

to England

arrived at Tilbury Dock

Smart

Professional

Highly skilled

men and women got off the ship

What happened?

Caribbean

Men and women

armed forces

advised

London

held

many

promises

Britain

shortage of workers

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Britain

invited

caribbeans

work

Britain

CUSP SECURING

Pride : Intrepidness : No Limits
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GEOGRAPHY

*Growing Together:
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Identifying **Justifying**

Name the type of formation shown in this image. Explain how you know.

Study these images. Which of these mountains is an example of this formation?

1 I know that the first picture is a fold mountain because the folds in the rocks are quite clear.

2 I know that the second picture is a dome mountain because it is shaped like a dome.

3 I know that the 3rd picture is a fault-block mountain because you can see the fault formation in the rocks clearly.

Reasoning

George says that volcanoes occur and mountains are formed as a result of tectonic plate movement. Therefore, all mountains are volcanoes. Do you agree or disagree with this statement? Explain your reasoning.

I disagree because fold, fault-block and dome mountains don't release magma or lava unlike volcanic mountains which do. Also, for example Mount Everest is a very large mountain but it is not a volcano. There are small mountains that used to be volcanoes but they are still volcanic mountains just they don't spout lava or magma anymore.

Monday 18th October

What are tectonic plates and where do you find them?

Only on roads from... **Cont: the soft way**

How the surface of the Earth and sea floors... **Shallow layers**

affected by the heat from inside of the Earth... **Heat - driven with**

convection and stress... **Heat - driven with**

where plates are pulled apart... **Heat - driven with**

major tectonic plates... **Heat - driven with**

Analysis

before-tectonic plates

Definition

Relating to the structure of the Earth's surface or soil.

Tectonic

Tectonic plates are like a jigsaw puzzle covering the Earth.

Continents and oceans sit on the tectonic plates.

I know that the **subduction** was caused by the **heat** from the **core** layers of the **Earth**. This heat in the form of **convection** currents which **push** and **pull** the **tectonic plates**.



London - Sarah Anwar - 50M_C30024934930.pdf

Tuesday 5th March 2024

Explaining the word connections

settlement

River Thames

London

The River Thames runs through London which is one of the United Kingdom's largest settlements. The river provides access to natural resources like seawater, which 30% of Londoners drink.

Thames: The Thames has been used to transport goods and... **Thames**

Connecting

Ask pupils to rank the reasons for settlement shown on the Knowledge Organiser in order of how important they would be in establishing a new settlement:

- in fertile soils;
- during the industrial revolution;
- near

Encourage them to justify their reasoning.

1 **Water** would have been essential during the **industrial** revolution to fuel the **factories**, however it is **less** essential today because we have **renewable** sources of **energy**.

2 **Farming** would have been essential during the **industrial** revolution to feed the **growing** population, but it is **less** essential today because we have **renewable** sources of **energy**.

3 **Transport** access is **essential** today because it is **essential** for **trade**.

5 **Major UK cities** are built around **settlements** such as **London** within the East of England, and **Manchester** like **Manchester** in the North.



5th March

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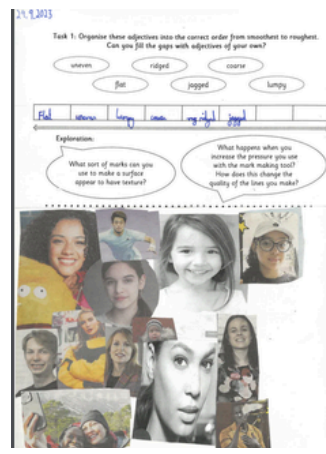


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ART+ DESIGN



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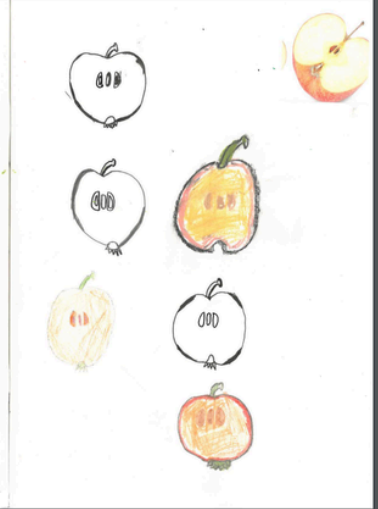
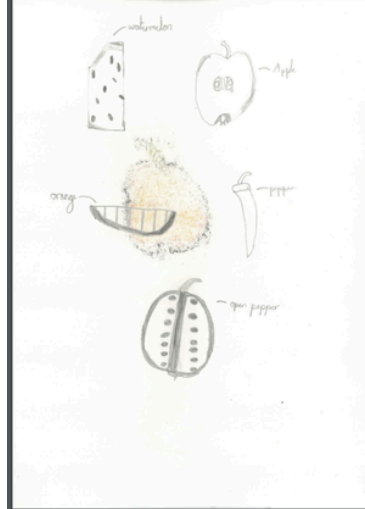
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ART+ DESIGN



Vocabulary: Y6 Painting - Block E

OWN-it Change this adjective to a noun. reflective → <u>reflector</u>	KNOW-it Explain the meaning of depth. <u>depth</u>
Change this verb to an adjective. absorb → <u>absorbent</u>	Tick the most accurate definition of absorb. to mix with a liquid or other substance to take in or soak up a liquid or other substance
Change this adjective to an abstract noun. translucent → <u>translucency</u>	Tick the most accurate definition of the term reflective. <input type="checkbox"/> surface capable of reflecting light <input type="checkbox"/> surface capable of reflecting light or heat <input type="checkbox"/> surface that one things
LINK-it Tick the word that is not a synonym of resist. <input type="checkbox"/> refuse <input type="checkbox"/> prevent <input type="checkbox"/> accept	USE-it Use the following words in one sentence. depth, illusion, size <u>The depth of the water was an illusion.</u>
Tick two words associated with oil. <input type="checkbox"/> thick <input type="checkbox"/> opaque <input type="checkbox"/> translucent	Tick the sentence if the word resist has been used correctly. Crops that have been modified to resist disease produce better yields. <input checked="" type="checkbox"/>
Write three words that contain the root trans. <u>transport</u> <u>translucent</u> <u>translucent</u>	Use the word translucent in a sentence. <u>The water was translucent.</u>



Year 6: Painting and Collage

Task
Create a simple one-point perspective drawing.
Use selected parts of a drawing to create a printed image.
Use the batik method.

Technical vocabulary

- Vanishing point - the point in the distance at which parallel lines appear to meet.
- Perspective - the art of creating an effect of depth and distance in a picture.
- Illusion - when something seems to exist but is not.
- Batik - a method of creating patterns on cloth using hot wax.
- Spontaneous - a word like a gem used in batik.
- Resist art - where a substance such as wax is applied to a surface in order to resist paint or dye.

Context
Patrick Hughes (born 1926)
British contemporary artist

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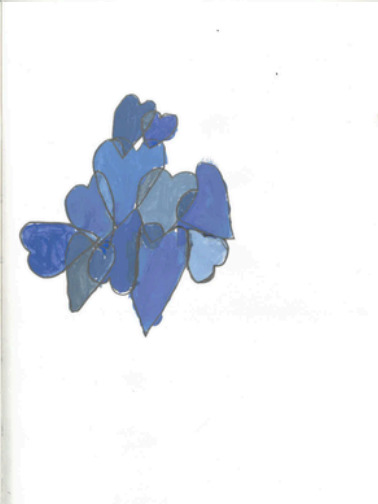
Year 6: Painting and Collage

Task
Explore the work of cubist painters such as Pablo Picasso.
Create a series of still life paintings combined with collage.

Technical vocabulary

- Balance - to achieve a balanced composition, shapes, colours and textures can be arranged evenly.
- Observational - drawings, paintings or sketches that are made of observed objects, people or places.
- Angles - the spaces between two lines or surfaces that join.
- Cubism - a style and movement in early 20th century art in which objects and people are represented as geometric shapes, often shown from many different angles at the same time.
- Superimpose - to put one image on top of another so that the two can be seen simultaneously and the image combine.
- Still life - the art of painting or drawing arrangements of objects.

Context
Pablo Picasso (1881 - 1973)
Spanish artist and painter
Francis Cugat (1936 - 2005)
English painter and promoter



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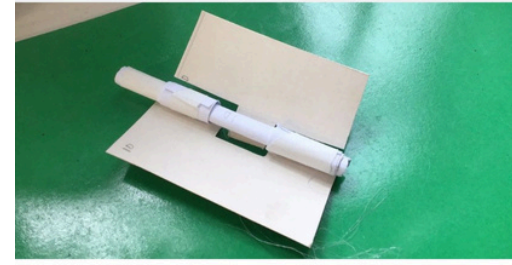
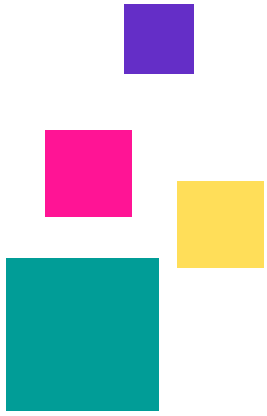
ART+ DESIGN



Pride : Intrepidness : No Limits
We Wear Our 'PIN' With Pride!



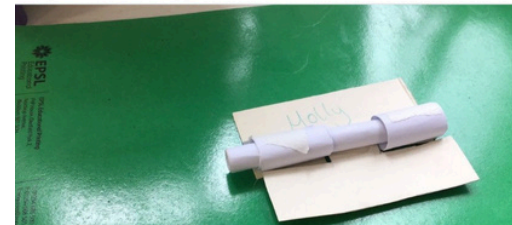
DESIGN TECHNOLOGY



4 March 2024 12:31

DT
Heather Whittaker
Heather Whittaker We have made our own butt hinge. Well done 😊

Holly Griffin



Pride : Intrepidness : No Limits
We Wear Our 'PIN' With Pride!

PE AND COMPETITIONS

*Growing Together:
Living Life to its
Fullest. Making a
Difference Along
the Way.*

Netball

Balance
Bikes



**Pride : Intrepidness : No Limits
We Wear Our 'PIN' With Pride!**



ENRICHMENT

We continue to offer a wide range of clubs for our children, both after and before the school day. The Sports Coach has enabled the offer of 2 extra sports clubs a week. During the Spring term, our Young Voices Choir worked towards their performance at the AO Arena where they performed alongside 8000 other children. Uptake on our residential has been good and we are looking forward to providing these new experiences to children in Year 4 and 6 in the Summer term.



Pride : Intrepidness : No Limits
We Wear Our 'PIN' With Pride!



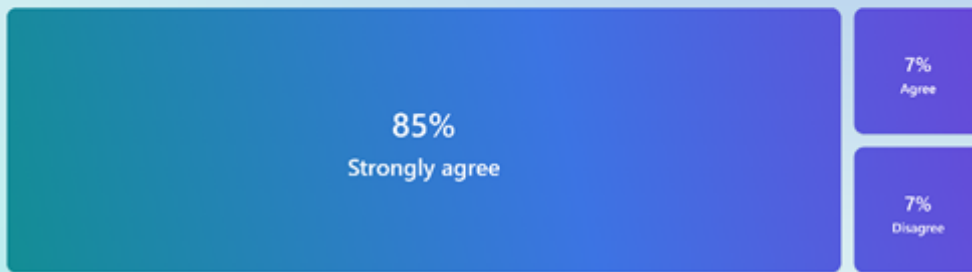
Parents as Partners: Parental Questionnaire Results 2024

*Growing Together:
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the Way!*

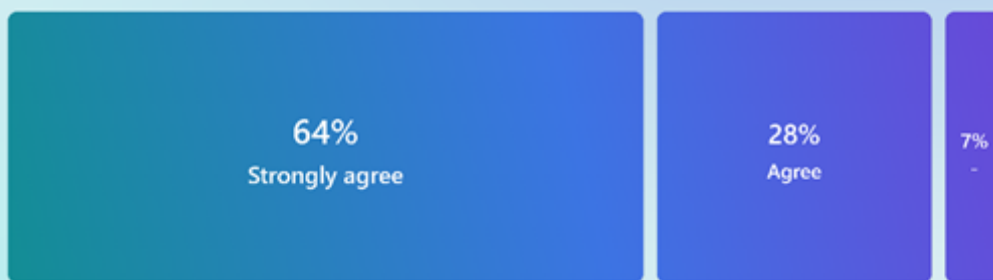
My child enjoys coming to school:



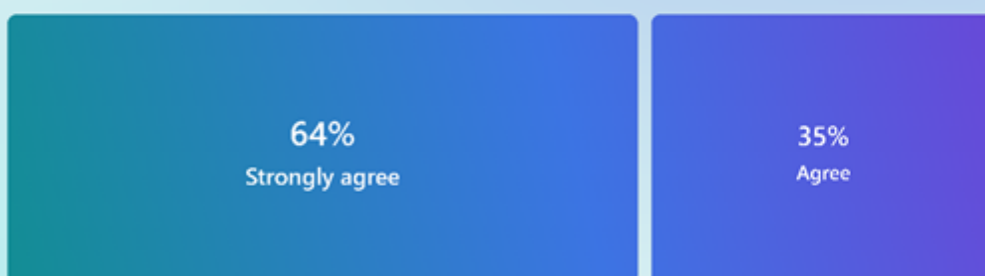
My child feels safe at school:



My child is taught well at school:



My child is making good progress:



**Pride : Intrepidness : No Limits
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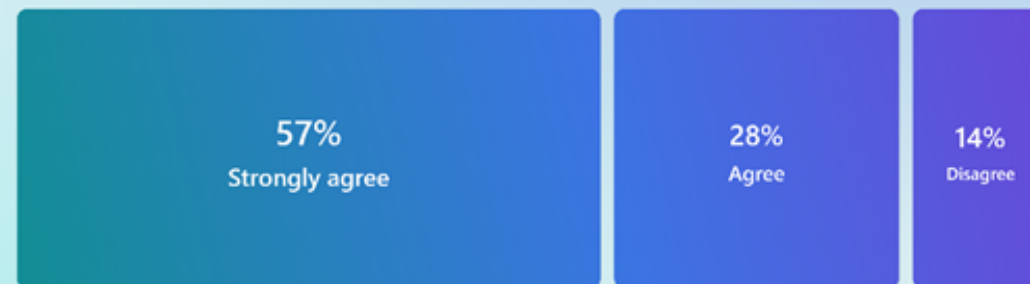
My child is encouraged to work hard and try their best:



My child receives an appropriate amount of homework for their age:



The school makes sure that its pupils are well behaved:



The school deals effectively with bullying:



**Pride : Intrepidity : No Limits
We Wear Our 'PIN' With Pride!**



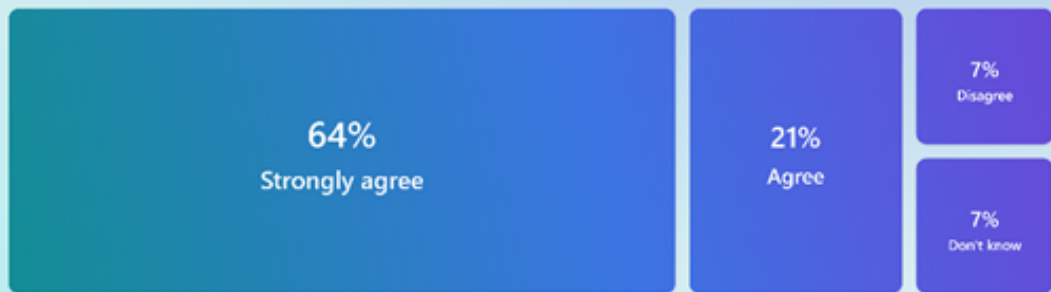
Parents as Partners: Parental Questionnaire Results 2024

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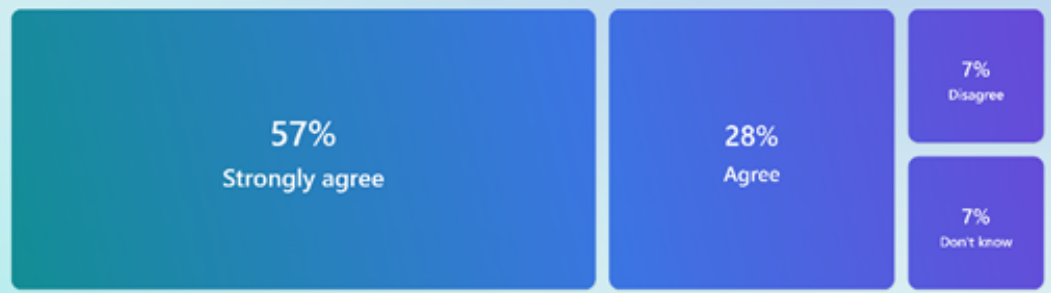
The school is well led and managed:



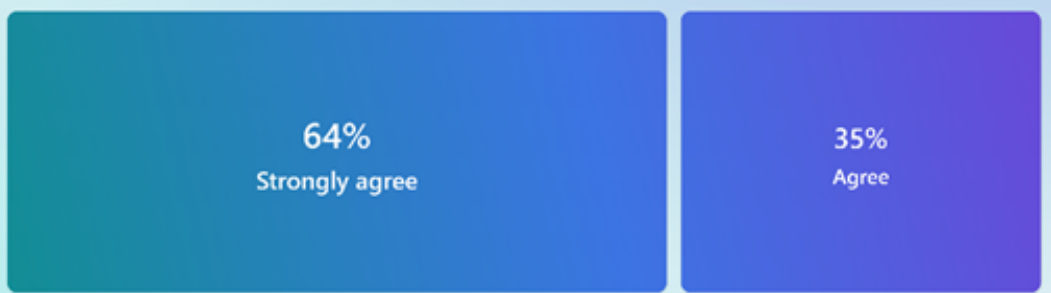
The school responds well to any concerns you raise:



The school communicates with me effectively about my child:



My child is encouraged to positively contribute to the wider community including fundraising:



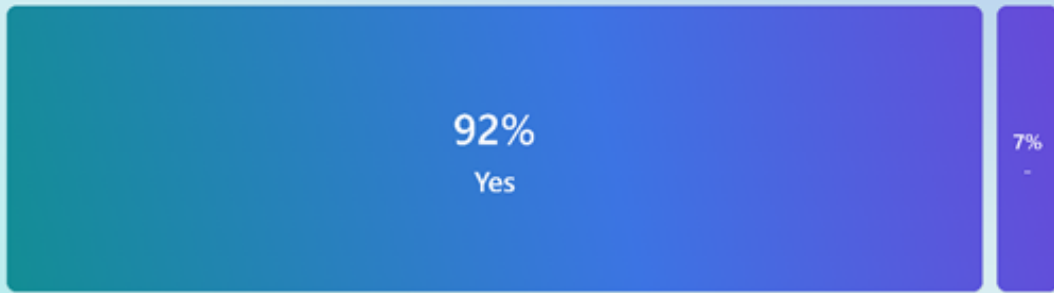
**Pride : Intrepidness : No Limits
We Wear Our 'PIN' With Pride!**



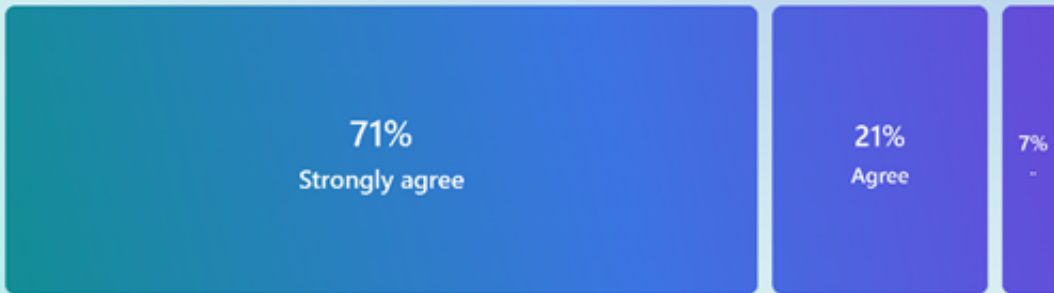
Parents as Partners: Parental Questionnaire Results 2024

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The school is welcoming and there are opportunities to 'get involved':



I would recommend Rivington Foundation Primary School to another parent:



**Pride : Intrepidity : No Limits
We Wear Our 'PIN' With Pride!**



What do you think are the positives about Rivington Foundation Primary School?

"headteacher gets to know the children "

"Family feel school where everybody feels welcome. Staff know the children well and have good relationships with them. My son I has loved every teacher he's had in school and I've always felt that's because they make the effort to get to know the children."

"Family feel, intimacy due to size, approachable and lovely head."

"The school is a beautiful environment to nurture learning, I feel the teachers care and push my child and as a result I've been really happy with the way my child has settled into school life. Although we didn't have another child in school the first term we did feel a little overwhelmed with the amount of events we know this helped make us feel welcome and get my child settled "

"I think that Rivington Foundation Primary School is caring, enriching, and a safe environment. "

"Teaching staff. "

"Small knit, friendly and inviting staff. "

"Close knit school - all teachers know all the parents. Teachers always friendly and super approachable. For a small school fantastic out of school activities from sport to singing etc."

"Children being happy, feeling safe and valued "

"Excellent kind Headteacher, nurturing staff, family feel. "



How can we improve Rivington Foundation Primary School for your child?

"I'm not sure"

"Consistent teacher rather than numerous teaching assistants/students."

We always want our children to receive the highest quality teaching as we know that it is this is the main driver in improving outcomes for all of our children. We have invested a significant amount of time and resources to securing a unified approach and pedagogy in order to deliver the highest quality teaching from all our staff - across the curriculum and for all our children.

Each member of teaching staff is legally required to be given at least 10% of their working hours to planning preparation and assessment - this may increase due to leadership responsibilities. We are proud to have highly skilled HLTA's (Higher Level Teaching Assistants) or Peripatetic staff (visiting teachers) to provide lessons in areas such as music, the arts and sport or less common academic subjects. We use these staff for PPA cover.

We are proud to be a teaching school. It is the role of good and outstanding schools to develop the next generation of talented teachers and leaders. As teachers, we were 'all there once' and I'm proud that we are able to offer this support to many talented individuals who are taking their first steps on their teaching journey. It also introduces school to young and talented teachers such as Mr. Winstanley and Miss Whitehead.

"More info on events and what to do. Where they are this was available but came my text or email so one way of communicating would be clearer"

As discussed further in this information, we agree that sliming down the direction of communication to one platform would be beneficial to the whole school community. We are trialling ClassDoJo in Y1/2 at the present time.

"Over the years I have seen a massive improvement in the sports and extra curricular activities that Rivington School has to offer. I still believe that more can be done to improve the offerings in the local area. "

Absolutely. Summer Term sees our Forest Learning Provision for all classes begin. We have a school values week beginning on the 20th May were all classes will be involved in investigating our school values through the wider world. We will also begin our road safety and cycling curriculum and undertake residential trips to London and the Anderton Centre. EYFS will be visiting Bradley's Farm, Y1/2 - the Fireground Museum, Y3/4 have been to Brockholes and Y5/6 will be visiting Liverpool and the International Slavery Museum. Art and Design week will begin on the 17th June with an exhibition on the 21st. I am at present completing geography, history and science units of work which incorporate our local area, its resources and reflect and use the teaching styles we promote. Y1/2 are completing a local history unit at the moment.

We are really proud of our developments with sport and have won the Gold Games Award for provision for two consecutive years. We have also won the most Improved provision award and the Karen Stephen's Participation award from Chorley Sports Partnership. We will endeavour, with a small staff, to look for more ways to strengthen out of school provision.

"nothing"



How can we improve Rivington Foundation Primary School for your child?

"Playground facilities "

We agree that this is a further area to improve. Although beautiful - our grounds can be challenging. We have major heating, boiler and damp work planned for over the summer which will have an impact on the school grounds - access for vehicles and digging etc. A hybrid boiler is being placed next to the shelter. Until this work is completed we don't want to use money on items that may become damaged.

In the long-term, we are looking for funding avenues in order to construct a school hall.

"Make better facilities for dropping and collecting child from school"

Dropping off and pick-up is a challenging time for most schools as they were built when the volume of traffic was not at the level it is today. At Rivington, most children arrive by car due to distance, lack of public transport and sparse footpaths. Much of the land and car parks are owned by United Utilities and this, paired with Rivington being a conservation area, makes any improvements challenging. We are always in discussion with Lancashire County Council and would love to improve this for all.

"Keep focussing on communication, definitely has improved greatly so wouldn't want to slip. Would love a forest school offering to be available for ALL years especially due to where the school is located."

"More use of Rivington, forest school, mindfulness and well-being time.
Better established mealtimes and food at afterschool club."

"nothing"

Thank you. As already stated, we will continue to look at how we can further improve and streamline communication.

We sent out our Forest Learning Curriculum in the Spring Term. All classes will be involved in activities in the wider area during the summer term.



Can you identify anything which has improved for you or your child during this year because of changes we have made?

"My child has started to attend after school club this year. The staff are so friendly, they provide a variety of meals each time he goes and he really enjoys going."

"Sorry - no"

"Seating plan in class with individual items per child rather than fluid approach"

"The new history walks starting next Wednesday will be hugely beneficial. "

"Structured curriculum "

"Communication greatly improved "

"Loves toast Fridays and the disco. "



Any further comments:

"Good leadership and a nurturing Environment, thank you for all that you do. "

"I think you all do an amazing job with great leadership from the top but I am biased ;-)"

"N/A"

"None "

"I would be keen to see a focus on using the wonderful space surrounding Rivington. Is there a well-being governor or PTA lead for well-being events? I would be keen to be involved in this. Also the children being more used in the community, litter picking etc, more fun events. "

We do have a well-being Governor. I will share this information with them.

"keep up the fantastic work "

"Love the school. But communications still not up to scratch."

"Feel like plans are made and then not followed through which leaves both parent and child unsure to what is going on. Also focus appears to be on SEN children and those without SEN needs seem to come second. "

Our main driver is to place our children at the centre of all we do. I always describe Rivington as a 'family' school where we all pride ourselves on wanting to know, see and celebrate each individual child. At the centre of Rivington is love. It is not a love that excuses poor behaviour or a lack of achievement. It is a love filled with hope, ambition and high expectations for all. And it is this love that drives us. Everyone at Rivington stops and listens to children. Meetings and phone calls are interrupted for a child who needs a moment or wants to share their special work. Relationships are essential- they are the foundation of our wonderful school. When our school is part of a child's family - we can change things for all. At Rivington, inclusion is a central value and takes many forms. - it just one of the reasons why it is a privilege to work here.

Please know that we are always here to listen to how we can improve and make your child time here as happy, memorable and worthwhile as possible.



Our Response:

School Response: My child enjoys coming to school.

It is really pleasing that the vast majority of parents feel their child is happy at Rivington. I encourage any parents who feel their child is not happy at school to raise this with their child's class teacher in the first instance so that we can do all we can to address any barriers or concerns. Next half-term, we will be carrying out a pupil questionnaire to gather pupil voice on how the children feel about school.

School Response: My child feels safe at school.

We work extremely hard to make sure that school is a safe place for the children. Thank you for this positive feedback. If you ever have concerns about safety at school, please come and speak with a senior member of staff so that we can look into and address your concerns.

School Response: My child is taught well at school.

We believe that providing children with quality teaching, alongside keeping our children safe, is the most important thing that we can do to improve the life chances of our children, and as such invest a lot of time and money into training and developing our teaching staff. We have made a heavy investment into a uniformed style of teaching that promotes recognised and advocated teaching methods for all our children whilst still sponsoring the unique make-up of our school and our children's needs. We now use these consistent teaching and learning strategies used across school as well as a well-planned and sequenced curriculum.

We will continue to invest in our staff abilities and knowledge so that your children receive a high quality education every day. The strategies we use have complementary on-going CPD which all staff access. This is why the further development of quality-first teaching will always be the main focus of the School Improvement Plan and, therefore, school's financial investment.



Our Response:

The School Adviser, during a recent curriculum audit, wrote (Feb. 2024):

'The work completed on curriculum is exceptional in its thorough and detailed documentation. The Headteacher has worked hard to ensure that there is a clear balance for her teams work load by adopting an appropriate curriculum approach that meet the needs of Rivington pupils and staff. This also reflects an uncompromising focus on excellence by the Headteacher.'

School Response: My child is making good progress.

We are so proud of how hard the children work every day and are committed to helping every child to achieve to the very best of their potential. We block the children's learning journey into 2-year phases EYFS, Y1/2, Y3/4 and Y5/6 – This is the Rivington Knowledge Curriculum. Our curriculum is:

- Designed with careful thought to the:
 - Specific powerful knowledge we want our children to learn
 - The sequence of this knowledge
 - The certainty that this knowledge is taught well and remembered.
 - The National Curriculum – our starting point.
 - A love of learning in all subjects.

We use the 4Cs of curriculum design to ensure that we reach our 'Cumulative End Points':

- **Cumulative** Progression.
- **Coherence** of Concepts.
- **Connections** across the curriculum and across phases.
- **Context** of Rivington and its community.

We want all children to access the same core learning and use scaffolding, resources, the breaking of learning into manageable chunks and our wonderful support staff to pre-teach, support and provide same day intervention. We will continue to do this for any child who needs it at any point in their learning journey.

If you have any concerns about your child's progress, please speak to their teacher to find out what support is in place for them at school and ways you can support them further at home.

School Response: My child is encouraged to work hard and try their best.

We have high-expectations for all of our children – the power of education can be life-transforming. We really do want all our children to 'Grow Together: Live Life in its Fullest; Making a difference along the Way.'

Our simple rules of 3 make our expectations clear and understandable for all the school community – Be Respectful. Be Responsible. Be Safe.

Our behaviour curriculum is taught and re-visited at the start of every half-term. We continue our rule of 3 in all we do – Wonderful walking (Slowly, Silently, Single-File), Lovely Lining-Up (Head Forward, Feet Forward, Lips Closed) etc.

Our teachers demonstrate what hard work should look like. Our lesson model promotes teaching in chunks where the responsibility for learning is progressively increased from modelled to attempting to applying independently. We use knowledge notes to make

Our Response:

clear the core knowledge we expect each child to leave a lesson with – this is their substantive knowledge. We allow children to deepen their thinking through disciplinary tasks.

Our children are praised for their efforts and recognised in our rewards systems and assemblies.

Our School values of Pride, Intrepidness and No Limits encourage the children to aim to be and do the best they can. We are so pleased with this highly positive response from our families and we will continue to endeavour to secure the very best for all our pupils. If you feel that there are low expectations for your child, or you are unsure, please do speak to your child's teacher for more information.

School Response: My child receives an appropriate amount of homework for their age. I'm sure there will be a mixture of those parents who want more and those that don't so I'm not sure anything will change as it's always the big debate. For school - reading, spellings and arithmetic are all crucial and this is where we want our parents and pupils to place their focus.

School Response: The school makes sure that its pupils are well behaved.

Thank you for this feedback. Over the past few years, behaviour has significantly improved and we are proud that our children represent themselves so well. Low-level disruption in lessons is rare and any isolated behaviour incidents are dealt with proportionately and fairly. There is a consistent approach to encouraging positive behaviour and dealing with incidents. If and when children do make mistakes, we put pastoral support in place to help them make better choices in the future. This is an area where we will constantly 'keep our foot on the pedal' to ensure a culture of excellence and high-expectations becomes second-nature.

We have developed a school-wide Behaviour Curriculum so that all members of the school community understand our clear expectations. A number of visitors and the School Adviser have commented on our strong behaviour for learning. The School Adviser commented:

'The work completed is exceptional in terms of establishing a Behaviour Curriculum.'

School Response: The school deals effectively with bullying.

It is reassuring to see that the vast majority of parents feel that, when bullying occurs, we deal with it effectively or that their child has never experienced bullying at our school. We recognise that bullying can and does happen and continue to talk to the children about bullying through assemblies, PHSE lessons, throughout the curriculum and through our anti-bullying ambassadors. Again, we have invested in the support of outside agencies to help support our pastoral needs. We have invited the police, NSPCC, SCARF, Water Safety and Online Safety Agencies. All staff are Mental Health Champions and we have staff that are trained as Mental Health Leads and as an ELSA (Emotional Literacy Support Assistant). We are all trained in Restorative Behaviour and Team Teach (Behaviour Support Training).

Any incidents of bullying are recorded and reported to Governors in termly reports with actions being taken to support. It is important that incidents are taken seriously and addressed properly to prevent them from happening again. We also make sure that the

Our Response:

children know they have trusted adults in school who they can speak to if they have any worries or concerns. The School Council are in the process of creating a child friendly 'child-on-child' abuse policy for our children.

Please remember, not all unkind behaviour incidents are bullying. This does not mean that unkind actions by other children are in any way acceptable or will not be dealt with. It simply means that they are one-off incidents that will be addressed using our school's behaviour policy.

If there are any parents who do not feel that a bullying incident has been dealt with effectively or if you have any current concerns, I would welcome a conversation with you to discuss this further and to see if any further action needs to be taken.

School Response: The school is well led and managed.

Thank you for this positive response. Developing leadership and management throughout the school team remains an essential part of staff development. The challenges of managing a small school – providing and carrying out the same tasks required by all schools – many of which often have larger staff teams – is challenging for all of us – but we love our school and we love our team - and we will always continue to ensure that the development of excellent teaching and learning is central to every decision made.

School Response: The school communicates with me effectively about my child.

Thank you for this feedback. We communicate with parents in a number of ways regarding how their children are doing in school, including parent consultation evenings every term and a written report at a mid-point during the academic year and at the end of the academic year. If parents ever want to find out more about how their child is doing in school, class teachers are happy and able to meet with you to discuss this throughout the year.

Parents are invited to three parent's evenings to discuss progress, strengths and areas for development. Class teachers may also request a meeting if they are concerned with a child's progress, well-being or development. Additional parental sessions are organised during the academic year e.g. Meet the Teacher, phonic information, and maths calculations. At Rivington, we have an open door policy and would like to take this opportunity to remind parents that if you are worried about your child's progress to make an appointment to meet the class teacher and discuss their concerns as soon as possible.

We know that this is an area we want to strengthen, streamline and improve – as it can often be confusing when there are a number of messages coming from different sources. We are looking to reorganise to one platform for communication from September 2024. This would mean that, other than Parent Pay, we would communicate from only one source. The website will always kept up-to-date with key information.

We realise that everyone leads busy lives and that having clear, correct and crucial

Our Response:

information provided in a timely manner is central to our home and school relationship. A relationship that we know is central to your child's success at school. We apologise for any mistakes with information – it is never our intention to confuse or cause problems. We work hard to address any concerns raised with us as quickly as possible. It is reassuring to see that the vast majority of parents feel that we do this very well. Members of our teams are on the playground/gates before and after school every day to talk with you if you have any messages or immediate concerns. Otherwise, our procedure when raising a complaint is: - Speak to the class teacher - If unresolved, speak to a member of our team:

Mrs Whittaker – Deputy Headteacher, Inclusion and Pastoral Lead;
Mrs Cliffe – Curriculum Lead and Pastoral;
Mrs Davies – Senior Leadership Team and Early Years Lead;
Mrs Annette – Headteacher.

If any parents feel that a concern has not been addressed effectively, I would welcome a conversation with them to find out more and so learn from what has happened.

School Response: My child is encouraged to positively contribute to the wider community including fundraising.

With opportunities for wider community involvement growing – we are determined to make our enrichment curriculum even more varied and exciting, for all ages over the next academic year. We fully intend to involve parents and families with this as much as possible.

School Response: I would recommend Rivington Foundation Primary School to another Parent.

A tremendously positive response. We love our school and I am so glad that our children and families do too.

Overall, the feedback that you have provided to us was overwhelmingly positive with many, many comments about the strong community ethos of the school. Our aim has always been to educate the whole-child providing them with a broad and rich curriculum and it is wonderful to read that so many of you feel we are doing a good job! The many positive comments and praise for our dedicated and hard-working staff team were also much appreciated. We have, of course, shared your comments with the whole team. We have printed them all out and put them on display for our whole staff team to see – it has really made an impact on everyone, so thank you kindly

Once again, thank you for returning your surveys, and rest assured that I, along with the whole team, will put right our wrongs and continue to work tirelessly for your most treasured possession. We never take for granted the faith you place in us.

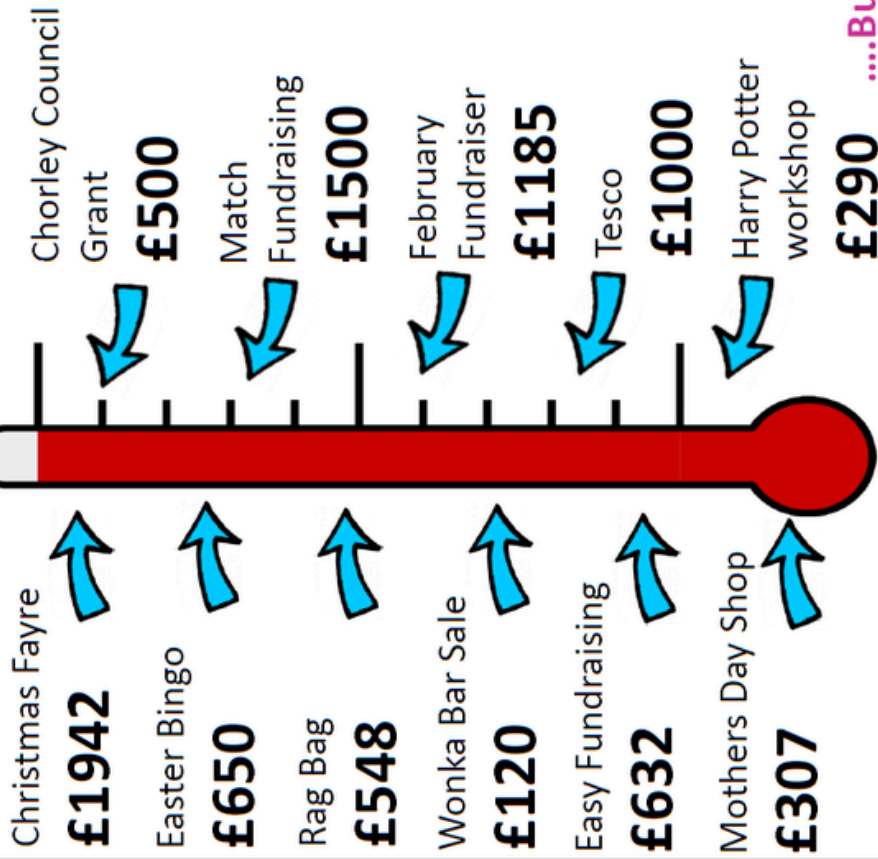
Best wishes,
Sarah Annette
Headteacher



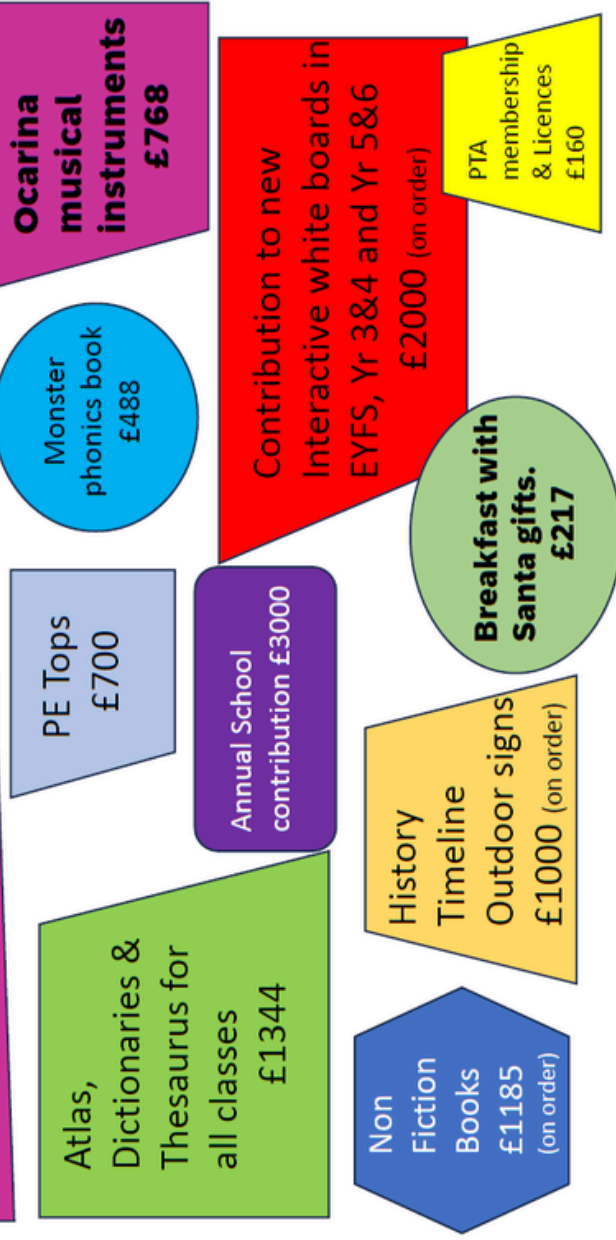
Friends of Rivington Foundation Primary School



**SO FAR THIS YEAR WITH YOUR HELP
£8674 HAS BEEN RAISED!!**



SO WHERE DID THE MONEY GO??



....But to carry on all this awesome work we really do **NEED** new members

To ensure all staff recognise and set high expectations of pupils' written English (content and presentation) to continue to raise standards in writing. (Year 2 of 2)

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2022-2023

- 1.KS2 writing attainment and progress are significantly below national standards and in the bottom 20%.
- 2.KS1 writing was significantly below national for 21/22. We are slightly above national for KS1 in 22/23 at 67% and this momentum needs to be maintained.
- 3.Clear trend across all year groups, that writing is an area to focus on, beginning with transition and then increasing the stamina of writing into composition.

2023-2024 GOALS & ACTIONS

Success Criteria:

- The CUSP scheme of working, including the reading to writing process, is consistently taught in all classes ensuring progression
- The CUSP spelling, including grammar and punctuation, is consistently taught in all classes ensuring progression and retention of knowledge.
- All staff assess accurately in writing, they understand year group expectations and can identify pupils working a greater depth.

This could be evidenced through:

- Feedback from the Headteacher evidencing writing across school demonstrating:
 - the writing process.
 - fluent written transcription
- Planning examples for the spelling scheme of work and impact spelling book.
- Increase in the proportion of pupils achieving age related expectations by end of KS1 and greater depth by the end of KS2 (in line with school targets) in writing.

Areas of Focus in Year 2 of Objective:

- KS2 writing attainment and progress are significantly below national standards and in the bottom 20%.
- KS1 writing was significantly below national for 21/22. We are slightly above national for KS1 in 22/23 at 67% and this momentum needs to be maintained.
- Clear trend across all year groups, that writing is an area to focus on, beginning with transition and then increasing the stamina of writing into composition.
- There is a need for the development of writing to be a priority across the whole school and not just in upper KS2 - in all year groups it is the lowest out of RWM in both attainment and progress.

Teachers

- Teachers need to understand the development of writing from EYFS to Y6.

**Pride : Intrepidness : No Limits
We Wear Our 'PIN' With Pride!**



To ensure all staff recognise and set high expectations of pupils' written English (content and presentation) to continue to raise standards in writing. (Year 2 of 2)

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RESOURCES

- 1.CLUSP
- CUSP CPD LIBRARY
- DfE TAF
- CUSP KEY INDICATORS Y1, 3, 4, T5
- SCHOOL ADVISER
- CHIP MODERATING GROUP

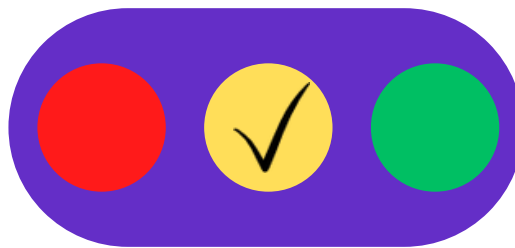
KEY STAFF

- ALL
- SCHOOL ADVISER

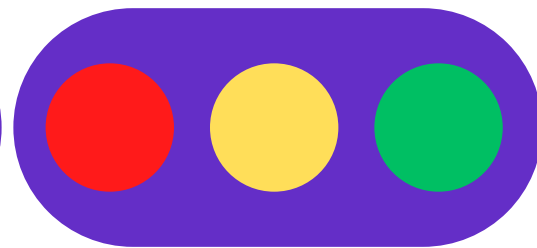
QUICK REVIEW



AUTUMN



SPRING



SUMMER

Spring Term Notes:

- CLUSP writing being followed and applied in Y1-Y6.
- School adviser provided whole-staff training in raising standards and expectations.
- CHIP monitoring demonstrates improving standards against other schools.
- CUSP planning and training completed - teachers much more confident and stamina in writing is improving.
- Weaker pockets are still in upper KS2 - Covid effect and large numbers of SEND in Y5.
- All staff are able to identify the writing demands on their subject and year groups.
- Staff use CLUSP and use its theory and approaches to support stronger outcomes.
- Clear and effective pedagogy enables staff to focus on improving outcomes rather than the logistics of planning.
- Books demonstrate a commitment to daily writing with a shared approach across to writing across school.
- Progress is evidenced through book looks which support.
- Staff experience a growing confidence in using CLUSP and the strategies it promotes.
- Staff feel their subject knowledge is stronger particularly in the provision for greater depth students.
- Moderation and book looks support that all staff are able to teach and develop the writing demands on their subject and the year group expectations.
- There is a progressive curriculum in place that supports strong outcomes.
- There is an increase in the percentages of children achieving greater depth standard in writing across all year groups.
- At the present time, writing outcomes at KS2 are in line with national averages (22-23).

**Pride : Intrepidness : No Limits
We Wear Our 'PIN' With Pride!**

To embed Monster Phonics (Systematic Synthetic Phonics Scheme of Work) to ensure the teaching of early reading is secure and rapid.

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2022-2023

- There is not a chosen SSP being used that guarantees further fidelity and consistency for our pupils across EYFS and KS1.
- Pupils are receiving varied intervention and are not 'keeping up' with the SSP.
- We need to increase the number of children leaving EYFS secure at L3.
- We need to ensure that at least 80% of our children leave Y1 reaching the expected standard.
- Some pupils leave Y1 able to decode words, yet unable to read with automaticity, comprehension, and stamina. This affects their learning in Y2 and onwards into KS2 and beyond- affecting all subjects and life chances.
- Children are not reading whole- texts in KS2.
- Reading lessons appear to be focusing on outcomes for reading instead of developing prosody and comprehension.
- The school library is not utilised by children - it is unappealing and logically difficult to navigate.
- The choice on non-fiction, dictionaries, thesauruses and poetry is poor across school.

Teachers

- Not all staff are trained to the same extent with phonics. Not all staff fully understand the how children learn to read and the components that are required for success.
- Not all teachers understand the overarching 'big picture' of reading sequences across the school. Monster Phonics viewed as a comprehensive scheme for phonics and decoding and is used only as a phonics scheme at Rivington.
- Some teachers still seem to believe that Monster Phonics is teaching of reading.
- Not all teachers/TAs deliver the agreed reading approaches with full confidence which leads to inconsistencies.

Parents

- There is variation in how children are supported with reading at home.
- Parents are not familiar with the new SSP.
- Parents lack confidence in understanding how phonics develops reading.
- Parents lack confidence in know how to support reading at home.

2023-2024 GOALS & ACTIONS

Success Criteria:

- All staff are trained in the delivery of Monster Phonics and follow the Phonics scheme of work with fidelity and accuracy.
- All staff are trained and delivering with fidelity the linked spelling approach in KS1.
- The teaching of Early Reading is paced as agreed in the Monster Phonics Scheme of Work.
- The guided reading approach and the books used in guided reading are accurately matched to the Monster Phonics Scheme of Works.
- Pupils apply their knowledge of phonics in their writing outcomes.

This will be evidenced by:

- Headteacher sharing the Scheme of work
- Headteacher presenting monitoring of phonics teaching
- Impact of the phonics Scheme of Work in written outcomes

**Pride : Intrepidness : No Limits
We Wear Our 'PIN' With Pride!**



To embed Monster Phonics (Systematic Synthetic Phonics Scheme of Work) to ensure the teaching of early reading is secure and rapid.

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the Way*

RESOURCES

- Monster Phonics Programme
- Monster Phonics CPD
- Monster Phonics Reading Books x5
- Online subscription
- Non-Fiction Monster Phonic Books
- Lo-high interest Reading Books
- Lexia

KEY STAFF

- AD - Phonics Lead
- ALL
- SCHOOL ADVISER

QUICK REVIEW



AUTUMN



SPRING



SUMMER

Spring Term Notes:

- All staff trained in Monster Phonics.
- Teachers, Phonics lead and SLT have received further training review Monster Phonics training for updates and further opportunities.
- Phonics Lead supports the assessment of all children across EYFS and KS1 to gain an accurate and fluid picture for Keep-up/Catch-up and Guided Reading Groupings.
- Completed whole staff Monster Phonics Guided Reading Training.
- Phonics lead constantly monitors Monster
- Phonics planning modules and assessments are clear, accessible and completed- informing next steps.
- Reading Strategy for EYFS and KS1 in place with a weekly book in fluid assessed groups:
 - Read 1: Book study and decoding.
 - Read 2: Prosody
 - Read 3: Comprehension.
- SLT and English Lead have re-designed the long-term two year reading plan.
- SLT and English Lead have re-designed the reading provision Curriculum.
- Whole school reading strategy for Y2 upwards.
 - Phase 1 ~ whole class
 - Phase 2 ~ scaffolded support
 - Phase 3 ~ independent
- Lexia used to target bottom 20%.
- Guided reading timetable and phonics intervention timetable established utilising all staff.
- 12.Targeted intervention to support gaps in phonic knowledge through Monster Phonics 'Keep-Up and Catch-Up' assessment.
- Curriculum overview of texts identifying the English threads and having access to a wide variety of texts

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Ethos of positive behaviour evident in school and shared by adults and children reflecting the Rivington Primary Behaviour Curriculum

2022-2023

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Pupils

- Some pupils still need reinforcement about the behaviour expectations when: Walking around the school Transitioning between activities and sessions Playtime and lunchtime sessions.
- Some pupils find behaviour systems confusing and complicated.
- Pupils need to understand what behaviour and learning for excellence should look like.
- Pupils need to understand that excellence means completing work to the highest standard
- Using online chat groups after school.

Teachers

- Positive teacher outcomes have the power to improve pupil outcomes.
- Harris (2006) outline that raising stakeholder of learning and behaviour is key to improvement
- Teachers need to know that positive behaviour of excellence is something that needs to be constantly worked on and reminded about.
- Some teachers are unclear about high-level behaviour expectations. Some teachers are unclear about a systematic approach to rewards and sanctions, because of this some staff are reactive in responses to behaviour or are ignoring low-level disruption and lack of respect.

Parents

- Some parents want clarity on the way negative and positive behaviour is dealt with at school.

2023-2024 GOALS & ACTIONS

Success Criteria:

- A culture of high expectations for behaviour is embedded. (An Ethic of Excellence)
- The Behaviour Policy has been reviewed and revised and is consistently applied by all.
- All staff, children and pupils have a common narrative around behaviour systems and expectations.
- All children understand the behaviour system and can articulate it clearly.
- Behaviour for learning in lessons and classrooms is excellent.
- Application of the newly defined behaviour curriculum ensures expectations are explicitly taught.
- All Movement around school calm and orderly particularly at times of transition

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RESOURCES

- Updated, evidence informed Rivington Behaviour Curriculum
- Policy - All staff to sign that they have read, understood and will follow the policy and expectations.
- All classes to create own behaviour videos by 01.7.24.
- Behaviour curriculum/expectations to be on displayed and referred to in every classroom.
- Behaviour curriculum/expectations to be displayed in key areas on main playground.
- 04.09.23. All staff and volunteers to have card attachments on lanyards showing behaviour expectations plus sentence stems using Restorative approaches.
- Parental/Pupil Questionnaires

KEY STAFF

- SLT
- Governors
- School adviser
- Early Help agencies
- Behaviour support

QUICK REVIEW



AUTUMN



SPRING



SUMMER

Spring Term Notes:

- We have reduced and simplified the school values and rules.
- We have simplified the behaviour expectations down into 3 clear messages.
- We have establishment and are continuing to embed the Rivington Behaviour Curriculum.
- We have timetabled the Rivington Behaviour Curriculum throughout the year - explicit teaching.
- There is a visibility of the SLT modelling the behaviour curriculum/expectations.
- There is a visibility of SLT modelling the expectations for playtime and lunchtime behaviours.
- There is a clear, evidence informed behaviour policy with charts for all staff and children to understand and follow.
- Training has been provided for all staff on behaviour expectations, behaviour policy and behaviour charts.
- Weekly behaviour monitoring takes place by SLT and Headteacher of behaviour around school, play times and behaviour reports.
- We have shared the behaviour policy and expectations with all parents/carers and pupils. Use of Behaviour agreements.
- Ensure that the pedagogy (Teaching and Learning Policy) we use reflects the desire for excellence and mastery.
- Start term with two-week excellence programme that will be carried out in the shared class reading sessions.
- We have revisited and reset all our school routines and procedures and have shared and re-shared with all staff.
- We have reviewed the school rewards to ensure that they celebrate and promote highest academic achievement and the highest standards of behaviour.
- At the start of each term - two-week period where we are deliberate in teaching our expectations to our children.
- Quick re-visits are made to the expectations after half-term breaks.
- The Home School Agreement reflects our expectations - slimmed down in order to have a clear message.
- Through the School Council we have established the Anti-bullying council and are updating our child-friendly policies.

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