

Parklands Primary School

Curriculum Policy

Inspiring Success



School Vision

Parklands Primary School believes in creating a culture of high expectation, collaboration and ambition amongst all members of the school community.

We aim to instil a desire for constant improvement amongst ourselves, staff, governors and children and deliver inspired teaching that encourages positive attitudes towards lifelong learning. We want our children to feel valued and confident as individuals and ensure they feel supported, safe and cared for in our school. We aim that children leave Parklands Primary School with a clear sense of responsibility and independence and an understanding of the importance of community and how their behaviour impacts upon others. We aim to inspire success in our children by creating rounded individuals who seek out lifelong opportunities to learn in order to be the best they can be.

School Aims

- We value each member of the school community and aim to develop each individual's potential and remove barriers to learning.
- We aim to ensure that everyone is able to participate fully in school life, making reasonable adjustments wherever possible to accommodate all members of the school community.
- The school aims to encourage positive attitudes towards diversity among staff and pupils to ensure that everyone is treated equally and achieves individual success.

Curriculum Rationale *(What do we want for our children and how will we work together to achieve this?)*

At Parklands Primary School we have worked collaboratively to design our unique curriculum which is underpinned by our whole school vision and school aims and personalised to the needs of our school community. The Parklands Curriculum covers the statutory requirements of the The Early Years Foundation Stage Curriculum Foundation Stage 1 and Foundation Stage 2, The National Curriculum (Years 1 to 6) and The Havering Agreed Syllabus (Religious Education), as well as providing authentic and unique learning experiences.

We have established key values for our school, otherwise known as the 'Curriculum Drivers'. The aim of these are to 'drive' the decision making for our curriculum and 'drive' teaching and learning. As well as this we use these 'drivers' to underpin the development work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to meet the needs of our community and reflects our school location.

Intent

At Parklands Primary School, our vision is to create a culture of high academic ambition, resilience and independence for all pupils. Our curriculum is continuous: it is carefully planned and sequenced so that new knowledge and skills build on prior learning and towards clearly defined end points. Planning and teaching covers the principles of the National Curriculum, as well as providing authentic and unique learning experiences. Our curriculum reflects the richness of the world in which we live as well as our local context. It is designed to address any gaps in pupils' knowledge and skills in order to give all pupils, particularly those who are disadvantaged or have SEND, the knowledge and cultural capital they require to succeed in life. Our strong emphasis on children's personal development, including promoting pupils' spiritual, moral, social and cultural development, ensures that all children are well prepared global citizens for life in modern Britain.

Values

Building resilience

Loving learning

Inspiring success

Respect for all

Making memories

'Inspiring Success' Curriculum Drivers:

**Ambitious,
resilient learners**

**Ethical, informed
citizens**

**Healthy, confident
individuals**

**Confident, fluent
readers**

Our curriculum drivers help to drive and shape the curriculum and are incorporated across all subjects and themes. The 'drivers' underpin the learning and experiences we undertake in all areas of school life to ensure our curriculum offer is enriched. They are personal to the school and take into account the local area and community.

<p>set themselves high standards and demonstrate resilience when solving problems and facing challenges</p> <p>build up a body of knowledge and have the skills to connect and apply that knowledge in different contexts</p> <p>explain the ideas and concepts they are learning about</p> <p>confidently ask questions and develop an enquiring mind</p> <p>communicate their thoughts, ideas and feelings successfully in a wide range of different forms</p>	<p>find, evaluate and use evidence in forming views</p> <p>engage with contemporary issues based upon their knowledge and values</p> <p>respect and value diversity, different cultures and beliefs</p> <p>are knowledgeable about their community, society and the world, now and in the past</p> <p>challenge stereotypes and are committed to making their world a more sustainable equitable place</p> <p>understand and consider the impact of their actions when making choices and acting</p>	<p>build mental and emotional well-being by developing confidence, resilience and empathy</p> <p>understand that good physical health contributes to good mental wellbeing and vice versa, and apply this knowledge to their daily lives</p> <p>understand how and where to find information and support to keep safe and well</p> <p>have the confidence to participate in a wide range of activities, with different group sizes or individuals</p> <p>form positive relationships based upon trust and mutual respect</p> <p>face challenges and know how to overcome them</p> <p>have the skills and knowledge to cope as independently as they can in their daily lives</p>	<p>independent, confident and successful readers</p> <p>read texts that consider contextual and environmental factors</p> <p>decode words in order to read fluently and to comprehend what they have read</p> <p>enthusiastic and motivated readers who possess a lifelong love for literature</p> <p>develop and use a wide range of rich vocabulary which they transfer into all areas of the curriculum</p> <p>transferable knowledge and skills that pupils obtain from their reading experiences enable them to build on their own and others' ideas, challenging views courteously</p>
--	--	--	--

Implementation

Curriculum organisation and planning

- The Parklands Curriculum Drivers help to drive and shape our curriculum alongside the school's values and are incorporated across all subjects and themes. The 'drivers' underpin the learning experiences we undertake in all areas of school life and the decisions for implementation that we take.
- Our curriculum is broad and balanced. Pupils study the basic curriculum, which includes the national curriculum, religious education and age-appropriate relationships and sex education. Pupils at Parklands Primary School are taught the following subjects:
 - Reading
 - Writing
 - Maths
 - Science
 - History
 - Geography
 - Art and Design
 - Computing
 - Design and Technology
 - MFL (French)
 - Religious Education
 - Relationships and Sex Education
 - PSHE
 - PE
 - Music
- Senior Leaders and Subject Leaders produce long term plans and map out the requirements of the Parklands Curriculum (including national and local content) across the school. Subject Leaders then produce medium term plans providing lesson objectives for each programme of study. Year groups then use this planning to plan the curriculum to meet the needs of the pupils they are teaching. This is then adapted and adjusted for individual classes.
- Subject Leaders provide training and support to ensure that staff have the necessary subject knowledge to deliver the curriculum.
- The curriculum in Early Years and Key Stage One is taught thematically. The Early Years areas of learning and national curriculum subjects are taught discretely through themes. Where this is not possible or appropriate, subjects are taught discretely.
- In Key Stage Two, subjects are taught discretely. Where possible, cross curricular links are made, allowing for opportunities to deepen pupils' knowledge and skills.
- The curriculum at Parklands Primary School is carefully planned and sequenced. New knowledge and skills build upon prior learning and towards clearly defined end points. It enables all pupils to make progress; they are able to know more, remember more and do more.
- Where possible learning is linked to real-life experiences to provide the children with a context for their learning and how this relates to the wider world.
- Visits, visitors and themed days are planned to enrich pupils' learning, to expose them to aspects of life they might not have experienced and to create lasting memories.

- The curriculum reflects the school's local context by identifying and addressing any gaps in pupils' knowledge, skills and experiences.
- A clear cycle of assessment is used to track pupils' progress and is used to plan next steps. Class teachers use formative and summative assessment in order to inform planning and teaching. Gaps in learning are identified and teachers use the information to address any misconceptions and/or areas for development within learning.
- The spiritual, moral, social and cultural development of our children and their understanding of the fundamental British Values are woven throughout our curriculum.

Learning environment

Classroom learning environments are organised and utilised to support and further learning opportunities. We believe that a stimulating environment sets the climate for learning. An exciting classroom promotes independent use of resources and high-quality work by the children.

- Displays are changed regularly to ensure that the classroom reflects the topics studied by the children.
- Maths and English working walls are used to structure and encourage child / class interaction and to provide modelled examples of the learning.
- Stimulus displays which include teaching aids and resources are used to stimulate and create pupil interest.
- Additional displays include: class rules, class charter, visual timetable, behaviour clouds/charts and golden rules.
- Resources and equipment stored in the classroom are readily available and labelled to promote independent learning.
- Pupils' work is displayed to celebrate their achievements and to show them that their work is valued which vastly enhances pupil motivation.
- Book corners which follow the guidance of the Reading Framework 2023.

Impact

At Parklands Primary all statutory aspects of the national curriculum are met. Our curriculum has an ambition for high achievement for all pupils irrespective of background or starting point. An increased percentage of our pupils are assessed at the national 'expected' level and at 'greater depth' across all areas of the curriculum. Foundation subjects are assessed with the same rigour as core subjects. Achievement and progress is evidenced by Target Tracker, a comprehensive tracking system. Staff and pupils have the opportunity to reflect on the curriculum and learning to influence changes. Pupils leave Parklands ready for the next stage in their learning at secondary school and life in modern Britain.

Inclusion and differentiation

At Parklands Primary School, we endeavour to ensure that all pupils have equality of opportunity across the curriculum and in all aspects of school life.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every national curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND Policy.

Assessment, recording, monitoring and evaluation

Further information about assessment, recording and reporting as well as marking and feedback can be found in the Marking and Feedback Policy and the Assessment Policy.

Governors monitor coverage of national curriculum subjects and compliance with other statutory requirements through:

- School visits, including learning walks
- Data reviews
- Subject Leader Reports
- Curriculum Leader Reports

Subject Leaders monitor the way that their subject is taught throughout the school by:

- Book monitoring
- Learning walks
- Pupil interviews
- Lesson observations
- Planning reviews
- Data analysis

Subject Leaders also hold responsibility for monitoring the way in which resources are stored and managed.

Roles and responsibilities

The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Sufficient teaching time is provided for pupils to cover the national curriculum and other statutory requirements.
- Appropriate provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements.
- The school participates actively in decision-making about the breadth and balance of the curriculum.
- The school fulfils its role in processes to disapply pupils from all or part of the national curriculum, where appropriate, and in any subsequent appeals.

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the national curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Appropriate provision is in place for pupils with different abilities and needs, including children with SEN.

Subject Leaders

Subject Leaders follow the guidance provided in the Subject Leader Handbook. They are responsible for the strategic direction of their subject area. This includes:

- Develop and implement policies for their subject area
- Promote the subject, its importance, and the value that it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the subject
- Promote pupils' SMSC development alongside British values in the teaching of the subject
- Consult pupils, parents and staff about the subject
- Work with the SENDCO to ensure the curriculum matches the needs of disadvantaged pupils and those with special educational needs and/or disabilities
- Work with the EYFS leader and KS1 and KS2 Phase Leaders to understand how the subject is developed
- Liaise with the local authority within subject groups on subject-related events, projects and activities.

Subject Leaders are responsible for leading their curriculum area. This includes:

- Develop and review regularly the intent, implementation and impact for their subject area
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the subject area.

Subject Leaders hold staff meetings on their subject to keep staff informed of any developments or changes. They provide support to staff regarding teaching and learning, resources, and planning in the subject area. Teaching and learning is monitored by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school. Subject Leaders will also support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises.

Class Teachers

Class teachers ensure that the school curriculum is implemented in accordance with this policy.

Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment Policy
- Marking and Feedback Policy
- SEND Policy
- Equal Opportunities Policy
- RSE Policy
- Staff Capability Policy

Legislation and Guidance

This policy reflects the requirements of the national curriculum programmes of study, which all maintained schools in England must teach.

It reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice (2014) and the Equality Act (2010). It refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Reviewing the policy

This policy will be reviewed annually by the headteacher and more frequently if there is a change to the school's curriculum, its organisation or its implementation. At every review, the policy will be shared with the full governing board.