



# PARKSIDE CURRICULUM

## Curriculum Policy

Intent ♦ Implementation ♦ Impact

**Date of original policy:**

**June 2024**

**Member of Staff Responsible:**

**Leanne Asher, Deputy HT**

**Date policy was previously approved:**

**New Policy**

**Next review date:**

**July 2025**

**Approved by SLT on 13 June 2024**

**Approved by GB on 02/07/2024 (Min No: 54/2023/24.11)**

**‘This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.’**

## **Foreword**

The Parkside Curriculum Information Report provides an overview of Parkside Community School Curriculum. It is the product of consultation with pupils, parents, governors, local employers and destinations partners. Our curriculum is dynamic. It must be responsive to the changing needs of our pupils and changing conditions within and beyond individual classrooms and, indeed, the school. Alongside our approach to relationships, our codes of conduct and our values and ethos, the curriculum is the vehicle through which the vision of the school is achieved.

In 2019 the Education Inspection Framework came into effect and it helpfully referred to three components of the work of schools concerning the curriculum. Together these comprise the quality of education provided by the school:

### **Curriculum Intent**

What we intend for pupils to learn or develop as a result of teaching/experiences, including the breadth and level of ambition of the curriculum for all pupils.

### **Curriculum Implementation**

How we ensure that the design and teaching of the curriculum, and our use of assessment, enable pupils to learn that which was intended.

### **Curriculum Impact**

The extent to which pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well and are ready for the next stage of education, employment or training.

This report lays out a number of key principles that underpin our approach to curriculum design and implementation. It also outlines some of the activities that we will undertake to ensure that the intended curriculum is learnt by pupils effectively and some of the means by which we will continuously review the appropriateness of our curriculum for our pupils and our community.

Leanne Asher  
Deputy Headteacher  
Quality of Education



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# Curriculum Intent

What we intend for pupils to learn or develop as a result of teaching/experiences, including the breadth and level of ambition of the curriculum for all pupils.

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## **Our Mission - Our everyday focus**

- We are here to serve our children and their families – this is our community
- We are unwavering in our pursuit of every child achieving their full potential; this is our common purpose as this is their one chance at their education
- We embrace the opportunities and challenges of educating young people and celebrate success
- We are relentless in our drive to ensure that no child's educational success is limited by their socio-economic background; **we are all here to break this link**

## **The Vision - Where we are going**

Parkside is a safe, successful and happy school where going the extra mile is the norm. Through strong and positive relationships, Parkside:

- Is at the heart of our community; we are proud to serve our young people and their families
- Delivers excellence in learning and supports all our young people to make exceptional progress academically regardless of the challenges they may face
- Provides unrivalled levels of care to develop our young people's social, emotional and physical wellbeing
- Offers unique opportunities to develop individual character and increase cultural capital so our young people are able to make a positive contribution to society
- Harnesses the potential of all our young people and staff so they can collaborate, compete and thrive locally, nationally and globally
- Is relentless in its desire to improve further; only the best is good enough for our young people, their families and our staff

## **Our Ethos – The spirit and culture of our school**

- Our school ethos centres around pupils and their families **Caring about the Choices that Impact their Futures**
- Our ethos is at the very centre of our school culture

## **School and Trust Values – Who we are**

- Our values underpin everything we do and every decision we make. They are the Parkside Way. Both our values and the values of our trust, the Embark Federation are consistently promoted through our curriculum.



# PARKSIDE VALUES

## WHO WE ARE



### RESILIENCE

The ability to recover quickly from difficult conditions and succeed.



### RESPECT

Showing consideration and positive regard for others.



### RESPONSIBILITY

The act of being accountable for actions and being in charge of learning.



### COMMUNITY

Working together for great educational experiences.

# EMBARK VALUES

## WHO WE ARE



### FAMILY

We are part of our own school family but also a wider federation family. Everyone is important and we work together to achieve the very best for our children.



### INTEGRITY

'Doing the right thing when nobody is watching.'  
To have integrity you have to be committed, courageous, honest, disciplined and resilient.



### TEAMWORK

We are proud of each other and our achievements. We rely on one another and understand that everyone has a part to play in our success.



### SUCCESS

Success to us means every child and member of staff fulfilling their potential. We strive for everyone in our federation to 'be the best they can be.'

## Curriculum principles

### Ambition

Education changes lives. Our curriculum is deliberately ambitious for our pupils and our community. It is designed to give all pupils, particularly the most disadvantaged, the knowledge, skills, attributes, values and cultural capital they need to succeed in life.

### Great experiences

We believe that the secondary experience should motivate and inspire pupils to be the best they can, and to work towards aspirational academic and vocational destinations. Our planned curriculum aims to embed great experiences across all learning areas that reflect this belief, including trips/visits and specialist activities provided by external experts in school.

### Progression

The Parkside Community School curriculum plans for progression in all learning areas. This is achieved through:



- effective sequencing in learning, so that new learning connects to existing knowledge and skills
- providing academic and vocational pathways between Key Stage 3 and Key Stage 4 curriculum areas
- programmes of study that effectively prepare pupils for aspirational Post-16 destinations

### **Personalisation and Inclusion**

Teachers have high expectations for every pupil. As such, planned learning is sequenced according to the needs, starting points and aspirations of individual pupils and groups of pupils. Teachers use assessment to set targets which reflect those expectations. Our assessment, recording and reporting policy sets out our approach in detail.

Lessons are planned to meet the needs of pupils with special educational needs and pupils for whom English is an additional language. Our SEND policy provides detail on our approach to assessment of and provision for pupils' additional learning needs.

### **Community**

Connecting the curriculum, learning activities and the community provides powerful opportunities for enhancing the meaningfulness and impact of pupils' learning and its application. It also develops connectedness, contributes to wellbeing, and is a powerful vehicle for celebrating pupils' achievements and enabling them to see their impact potential.

As a school that aims to be at the heart of improvements across the community, such work is valued because of its transformative potential and capacity to engage otherwise hard-to-reach members and sections of our community.

### **Numeracy and Mathematics, Language and Literacy**

Confidence in numeracy and mathematics and fluency in the English language provide access to and underpin success across the entire curriculum.

#### **Numeracy and Mathematics**

Teachers develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils are taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work.

Pupils apply their geometric and algebraic understanding and relate their understanding of probability to the notions of risk and uncertainty. They also develop understanding of the cycle of collecting, presenting and analysing data. They are taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

#### **Language and literacy**

Teachers should develop pupils' spoken language (oracy), reading, writing and vocabulary as integral aspects of the teaching of every subject.

#### **Oracy**

Pupils are taught to speak clearly and convey ideas confidently using Standard English. They learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This enables pupils to clarify their thinking as well as organise their ideas for writing.

#### **Reading and Writing**

Teachers develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils are taught to read fluently and understand extended prose (both fiction and non-fiction). The school's reading for pleasure programme aims to promote wider reading and instil a love of reading in pupils. The benefits of reading for pleasure extend beyond academic attainment and result in increased empathy, improved relationships, mental health and personal wellbeing.

Pupils develop the stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar. They build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do includes







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# Curriculum Implementation

How we ensure that the design and teaching of the curriculum, and our use of assessment, enable pupils to learn that which was intended.

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Parkside Community School believes that a carefully planned and structured curriculum is the foundation upon which excellent learning and development is built. Our curriculum, that follows the national curriculum in English, is designed and implemented in such a way that it builds on prior knowledge and prepares pupils for the next stage in their education. This ensures that lessons are engaging and suitably differentiated so that pupils spend the large majority of time in lesson working independently at their level of ability.

## Implementation Principles

Development of language and building knowledge are integral to curriculum planning. Subject Leaders, who are experts in their subjects, carefully construct a curriculum that promotes a deep understanding of a wide range of topics. Teachers plan learning that allows pupils to embed and recall knowledge through techniques such as interleaving of topics and spaced practice. This builds firm foundations for progression to the next level and exam success.

The following principles underpin the implementation of the school curriculum, that is how teachers and deliver plan learning sequences over time, including the use of assessment and learning activities outside lessons. These principles are aligned to the aims of the curriculum and should be read alongside the school's policies for teaching and learning and behaviour management.

## Sequencing

Planned learning is sequenced so that:

- From their starting points, all pupils are appropriately challenged and supported to achieve their potential
- New knowledge, skills and techniques build on what has been learned before
- Knowledge, skills and techniques are revisited over time to increase depth, fluency, storage and retrieval strength. Starters, plenaries and homework play a vital role in this spaced practice.
- After initial learning, subsequent learning of topics is interleaved to maximise the impact of that learning

## Responsive teaching

Teachers' assessment of what has been learned dynamically informs adaptations to the planned teaching, both within and across sequences of lessons. Techniques for assessment include a range of formative (e.g. questioning) and summative (e.g. exams) approaches to establish the impact of teaching on pupils' knowledge, skills and techniques.

## Conditions for Learning:

### a) Learning routines

Routines for learning ensure predictable, positive and purposeful transitions between and within learning activities. The routine for the start of lessons, for example, is that pupils:

- Enter classrooms immediately, rather than lining up in corridors
- Either stand behind their chairs in silence to await instruction, or undertake a 'Memory Platform' activity

### b) Behaviour and relationships management







# Curriculum Implementation Overview

Year 7	Year 8	Year 9	Year 10 & Year 11
<b>English</b> 4*50-minute periods per week	<b>English</b> 4*50-minute periods per week	<b>English</b> 4*50-minute periods per week	<b>English Language and Literature</b> 6*50-minute periods per week
<b>Mathematics</b> 4*50-minute periods per week	<b>Mathematics</b> 4*50-minute periods per week	<b>Mathematics</b> 4*50-minute periods per week	<b>Mathematics</b> 4*50-minute periods per week
<b>Science</b> 4*50-minute periods per week	<b>Science</b> 4*50-minute periods per week	<b>Science</b> 4*50-minute periods per week	<b>Science</b> 6*50-minute periods per week
<b>History</b> 3*50-minute periods per week	<b>History</b> 3*50-minute periods per week	<b>History</b> 3*50-minute periods per week	<b>Option 1</b> 3*50-minute periods per week
<b>Geography</b> 3*50-minute periods per week	<b>Geography</b> 3*50-minute periods per week	<b>Geography</b> 3*50-minute periods per week	<b>Option 2</b> 3*50-minute periods per week
<b>Spanish</b> 3*50-minute periods per week	<b>Spanish</b> 3*50-minute periods per week	<b>Spanish</b> 3*50-minute periods per week	<b>Option 3</b> 3*50-minute periods per week
<b>Creative subjects</b> Design and Technology Catering Performing Arts Computing Art and Photography Music 1* 50-minute period per subject per week	<b>Creative subjects</b> Design and Technology Catering Performing Arts Computing Art and Photography Music 1* 50-minute period per subject per week	<b>Creative subjects</b> Design and Technology Catering Performing Arts Computing Art and Photography Music 1* 50-minute period per subject per week	<b>Option 4</b> 3*50-minute periods per week
<b>Personal Development</b> including RE and Careers 1*50-minute period per week	<b>Personal Development</b> including RE and Careers 1*55-minute period per week	<b>Personal Development</b> including RE and Careers 1*55-minute period per week	<b>Personal Development</b> including RE and Careers 1*50-minute period per week
<b>Physical Education</b> 2*50-minute period per week	<b>Physical Education</b> 2*55-minute period per week	<b>Physical Education</b> 2*55-minute period per week	<b>Physical Education</b> 2*50-minute period per week





Parents and carers receive reports 2 times per year. The reports will indicate the progress that pupils have made towards their target grade/or mastering of key concepts and an indication of their behaviour , attendance and punctuality.

