



PARKSIDE CURRICULUM

Curriculum Policy

Intent ♦ Implementation ♦ Impact

Date of original policy:

July 2024

Member of Staff Responsible:

Leanne Asher, Deputy HT

Date policy was previously approved:

July 2024

Next review date:

July 2026

**Approved by AKE, Headteacher, on behalf of SLT on 3 September 2025
To be approved by GB on 7 October 2025 (Min No:)**

‘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



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.

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



Vocabulary development

Personal Development: Attributes

In doing so, pupils become:

Self-assured - They have the tools and skills required to present themselves to a future employer or admissions tutor.

Informed - They understand the opportunities available to them locally and beyond and make realistic choices.

High achieving - They achieve qualifications valued by employers and suitable for progression in education.

Resilient - They understand that the ability to learn from successes and mistakes is underpins success.

Entrepreneurial - They work creatively to achieve their potential and that of the organisation.

Co-operative - Have effective communication and co-working skills and are able to learn about, from, and with others.



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.

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, 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 curriculums that promote 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

Adaptive 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



Positive, professional relationships characterised by high expectations for conduct and learning, genuine interest and mutual respect underpin all that we do as a school. The school's behaviour policy provides detailed information on our approach to ensuring high standards of behaviour and relationships for learning.

At Key Stage 3 the curriculum is designed around 'Big Ideas'. This encourages pupils to focus on deeper learning to ensure real understanding of key concepts. Each big idea topic has a planned learning journey with clear statements setting out what pupils need to know, understand and do to reach their aspirational target grade. The national curriculum content is carefully tracked to ensure that pupils have covered all areas of non-statutory KS4 subjects by the end of Year 9.

Year 10 and Year 11 Curriculum Implementation

Our Options Process is structured in such a way to allow pupils a free choice. This ensures equity of delivery, with all pupils having equal access to subjects. The Year 10 and Year 11 Curriculum is designed to stretch and challenge pupils and to meet the demands of the local labour market. Pupils are offered a mixture of practical and academic subjects from all areas of the curriculum. Within the option subjects, we offer a range of different accreditation routes including academic and vocational options. This gives every pupil a broad and balanced curriculum, but still offers a flexibility to maximise the outcomes achieved by each individual. This model also maintains the widest possible choice for progression routes Post 16 as every pupil will have a greater range of subjects on which to choose future opportunities for education and training.



Curriculum Implementation Overview

Our curriculum is implemented through a 2-week timetable. The table below demonstrates the contact time for each subject over the 2-week cycle.

Year 7	Year 8	Year 9	Year 10 & Year 11
English 7*60-minute periods	English 7*60-minute periods	English 7*60-minute periods	English Language and Literature 9*60-minute periods
Mathematics 6*60-minute periods	Mathematics 6*60-minute periods	Mathematics 6*60-minute periods	Mathematics 7*60-minute periods
Science 6*60-minute periods	Science 6*60-minute periods	Science 6*60-minute periods	Science 10*60-minute periods
History 5*60-minute periods	History 5*60-minute periods	History 5*60-minute periods	Option 1 5*60-minute periods
Geography 5*60-minute periods	Geography 5*60-minute periods	Geography 5*60-minute periods	Option 2 5*60-minute periods
Spanish 5*60-minute periods	Spanish 5*60-minute periods	Spanish 5*60-minute periods	Option 3 5*60-minute periods
PRS 2*60-minute periods	PRS 2*60-minute periods	PRS 2*60-minute periods	Option 4 5*60-minute periods
Creative subjects Design and Technology Computing Art and Photography Music 2* 60-minute periods	Creative subjects Design and Technology Computing Art and Photography Music 2* 60-minute periods	Creative subjects Design and Technology Computing Art and Photography Music 2* 60-minute periods	
Personal Development including RE and Careers 2*60-minute periods	Personal Development including RE and Careers 2*60-minute periods	Personal Development including RE and Careers 2*60-minute periods	Personal Development including RE and Careers 2*60-minute periods
Physical Education 2*50-minute period per week	Physical Education 2*55-minute period per week	Physical Education 2*55-minute period per week	Physical Education 2*60-minute periods

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.

11. The following table shows the number of people who attended the 2008 Summer Olympics in Beijing, China. The data is presented in a table with 2 rows and 12 columns. The first row lists the countries, and the second row lists the number of people who attended. The data is as follows:

Country	Number of people who attended
United States	10,000
China	15,000
France	12,000
Germany	11,000
Italy	10,000
Spain	9,000
United Kingdom	8,000
Canada	7,000
South Korea	6,000
Japan	5,000
Australia	4,000
Other countries	3,000

91 11 7

10. *Journal of the American Medical Association*, 2000; 283: 2689-2694.



The following sources will be used to support evaluation of the impact of the curriculum:

- Outcomes of public examinations and other externally assessed units/qualifications
- Nationally generated performance information about pupils' progress and attainment
- Professional reflections and subject reviews, which inform planned professional development and individual and collaborative improvement planning
- Discussions with curriculum leaders and teachers about their views on the planned curriculum, including how pupils' learning is progressing
- What pupils know, remember, and are able to do, as demonstrated through:
 - Application within internal assessment
 - Observations of, and interviews with, pupils or classes, including scrutiny of pupils' work and discussions with pupils at different stages of preparation for, and after, internal and public examinations
- Destinations data, including the extent to which pupils achieved and sustained aspirational planned target destinations
- Stakeholder surveys, including interviews with parents, employers and progression partners, to establish the extent to which pupils have retained and can demonstrate the intended values, competencies, knowledge and skills

Use of Assessments, Intervention and Reporting to parents and carers

At KS3, pupils will be given core concepts to master and learn in each subject area. These concepts are differentiated depending upon the students starting point, which is initially set based upon the pupil's achievement at KS2 SATs. Movement between bands is fluid, in order to allow students to master different core knowledge in different subject areas and to recognise excellence in their learning.

At KS4, targets are set based upon starting point upon entry to our school and progress made at KS3. Target grades are used to inspire and motivate, and help students to evaluate their performance and think about strategies to continue for success or where modifications can be made to improve.

The types of assessment we use include:

- Regular, low stakes, testing ensure that pupils embed knowledge into their long-term memory.
- A combination of peer, self and teacher assessments. Summative assessment will take place at least once per topic.

Following each assessment, incisive intervention to fill gaps in knowledge means that pupils make rapid progress. These discussions take place through scheduled Faculty Progress Discussions.

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.

