PARKSIDE COMMUNITY SCHOOL
Small School • Strong Values • Great Experiences

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 2025**
Next review date:	**July 2027**

Approved by AKE on behalf of SLT on 02/10/2026
Approved by GB on 13/10/2026

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

PARKSIDE COMMUNITY SCHOOL EMBARK FEDERATION

Foreword

At Parkside Community School, we believe that the curriculum is the vehicle through which our vision, values and aspirations for every young person are realised. Our curriculum is deliberately ambitious, carefully sequenced and designed to ensure all pupils develop the knowledge, skills, understanding and personal attributes required to thrive in further education, employment and modern society. The curriculum sits at the heart of everything we do and reflects our unwavering commitment to providing every pupil with an exceptional educational experience, regardless of their starting point or background.

Our curriculum is shaped by the needs of our pupils, our community and the wider world. It is informed by evidence-based practice, national expectations and ongoing evaluation of what works best for the children we serve. Through high-quality teaching, effective assessment and meaningful learning experiences, we seek to ensure that every pupil knows more, remembers more and can do more as they progress through the school.

Curriculum development at Parkside is an ongoing process. Leaders at all levels routinely evaluate the effectiveness of curriculum design, implementation and outcomes through a range of quality assurance activities, including curriculum reviews, lesson visits, work scrutiny, assessment analysis, stakeholder feedback and professional dialogue. This ensures that curriculum development remains closely aligned to the priorities identified within the School Improvement Plan and Department Improvement Plans, creating a coherent and strategic approach to school improvement.

Our curriculum is underpinned by high expectations, inclusion and ambition for every learner. We are committed to ensuring that all pupils, including those who are disadvantaged, vulnerable or have special educational needs and disabilities, are supported to access a broad, balanced and challenging curriculum that prepares them successfully for the next stage of education, employment and life.

In line with the Education Inspection Framework, this policy is structured around three key areas:

Curriculum Intent:
What we want pupils to know, understand and be able to do as a result of their education at Parkside Community School.

Curriculum Implementation:
How curriculum leaders and teachers design, deliver and evaluate learning to ensure pupils successfully acquire and retain the intended knowledge and skills.

Curriculum Impact:
The extent to which pupils develop secure knowledge, understanding and skills, achieve highly and are fully prepared for future education, training and employment.

This policy outlines the principles that guide curriculum decision-making at Parkside Community School and the mechanisms through which we continually evaluate and improve the quality of education we provide.

Leanne Asher
Deputy Headteacher Curriculum, Teaching and Achievement



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.









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

Evidence-Informed Practice

Curriculum design, teaching and assessment are informed by educational research, professional expertise and ongoing evaluation. Subject leaders regularly review the impact of curriculum decisions and use evidence from pupil outcomes, quality assurance activities and stakeholder feedback to refine and strengthen curriculum implementation. This ensures that curriculum provision continuously evolves to meet the needs of pupils and remains aligned to whole-school improvement priorities.

Personalisation and Inclusion

Teachers adapt learning appropriately so that all pupils can access an ambitious curriculum. Reasonable adjustments are carefully considered for pupils with SEND, disadvantaged pupils, pupils with EAL and other vulnerable groups. Curriculum leaders monitor the effectiveness of these adaptations to ensure all pupils achieve success and make strong progress from their starting points.

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 narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary development
Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers develop vocabulary actively, building systematically on pupils' current knowledge. They increase pupils' store of words in general; simultaneously, make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects and are taught the meaning of instruction verbs that they may meet in examination questions. Pupils are also taught the language which defines each subject, such as accurate mathematical and scientific language.

Personal Development: Attributes
The curriculum provides opportunities for pupils to develop capabilities for living and lifelong learning. The school will work with local employers, business leaders, progression partners and organisations including the Chesterfield and Northeast Derbyshire Learning Partnership, the Derbyshire Education Business Partnership and D2N2, to enable pupils to make good decisions and take appropriate actions to achieve their full potential.

In doing so, pupils become:

Self-motivated -They invest in themselves, recognise their own strengths and values and take responsibility for developing their work readiness, skills and behaviours.

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

Aspirational - They have high aspirations for themselves.

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

Experienced - They have experiences of work that are rewarding and fulfilling.



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

Accountable - They understand that employers want people who will work hard and are accountable for their actions and that these attributes also underpin success in further study.

Resilient - They understand that the ability to learn from successes and mistakes underpins success.
They respond well to feedback, can reflect on and evaluate their own performance in order to plan improvements and are able to critically review the performance of others to support their improvement.

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 use assessment routinely and effectively to identify what pupils know, understand and can do. Information gained through formative and summative assessment informs responsive adaptations to teaching, enabling staff to address misconceptions, provide appropriate challenge and support pupils in securing curriculum knowledge.

Adaptations are designed to help pupils access the same ambitious curriculum wherever possible. Teachers carefully consider the needs of disadvantaged pupils, pupils with SEND and other vulnerable groups when planning learning experiences, while maintaining high expectations for all learners.

Conditions for Learning:

a) Learning routines

Consistent routines create calm, purposeful classrooms where learning can flourish.

b) Behaviour and relationships management

Positive relationships, clear expectations and mutual respect underpin effective learning. Further detail is provided within the school's Behaviour Policy.

Key Stage 3 Curriculum implementation

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 be able to do in order to develop secure understanding and demonstrate success within the curriculum. 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.

Towards the end of Year 9, pupils choose 4 subjects to study in depth in Year 10 and Year 11. This is a deliberate action to engage pupils and enable pupils to really enjoy the subjects they may wish to study when they leave Parkside. Our curriculum model allows pupils to choose 4 subjects in addition to the core Maths, English, Science, PE and PD lessons. For further details of our options process please see our Options Booklet located in the curriculum section of our school website.

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 Leadership and Quality Assurance

Curriculum leaders play a crucial role in ensuring that the intended curriculum is implemented consistently and effectively. Through regular monitoring, evaluation and review, leaders identify strengths, share effective practice and address areas requiring development.

Quality assurance activities include:

- Curriculum reviews and self-evaluation
- Learning visits and lesson observations
- Work scrutiny and review of pupils' outcomes
- Assessment and progress analysis
- Pupil voice activities
- Parent and stakeholder feedback
- Professional dialogue through line management and faculty review processes

Findings from these activities directly inform departmental priorities and contribute to the School Improvement Plan, ensuring a coherent approach to continuous improvement.

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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	
English inc Drama 8*60-minute periods	**English inc Drama** 8*60-minute periods	**English inc Drama** 8*60-minute periods	**English Language and Literature** 10*60-minute periods	**English Language and Literature** 9*60-minute periods
Mathematics inc Statistics 7*60-minute periods	**Mathematics inc Statistics** 7*60-minute periods	**Mathematics inc Statistics** 7*60-minute periods	**Mathematics inc Statistics** 8*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	**Science** 10*60-minute periods
History 4*60-minute periods	**History** 4*60-minute periods	**History** 4*60-minute periods	**Option 1** 6*60-minute periods	**Option 1** 5*60-minute periods
Geography 4*60-minute periods	**Geography** 4*60-minute periods	**Geography** 5*60-minute periods	**Option 2** 6*60-minute periods	**Option 2** 5*60-minute periods
Spanish 5*60-minute periods	**Spanish** 5*60-minute periods	**Spanish** 4*60-minute periods	**Option 3** 6*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	**Personal Development** **including RE and Careers** 2*60-minute periods
Physical Education 2*60-minute period per week	**Physical Education** 2*60-minute period per week	**Physical Education** 2*60-minute period per week	**Physical Education** 2*60-minute periods	**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.

Curriculum Impact

The impact of the curriculum is seen in what pupils know, remember and can do over time. Successful curriculum implementation enables pupils to develop secure and connected knowledge, apply skills effectively and progress confidently towards their next stage of education, employment and training.

The curriculum contributes directly to the realisation of the school's vision by developing academically successful, knowledgeable, resilient and well-rounded young people who are equipped to make a positive contribution to society.

This means that:

- Pupils acquire and retain the knowledge, understanding and skills identified within the planned curriculum.
- Pupils develop increasing fluency, confidence and independence within and across subjects.
- Pupils achieve highly and are well prepared for examinations, further education and employment.
- Pupils demonstrate positive attitudes towards learning and take pride in their achievements.
- Disadvantaged pupils, pupils with SEND and other vulnerable groups achieve well from their individual starting points.
- Pupils develop the personal qualities, cultural capital and experiences required to thrive in modern Britain.
- Pupils are prepared successfully for the next stage of their education, employment or training.
- All pupils develop age-appropriate reading fluency and literacy skills that support success across the curriculum.

Leaders evaluate curriculum impact through a systematic programme of monitoring, review and quality assurance activities.

These processes focus on establishing whether pupils are successfully learning the intended curriculum and whether curriculum provision remains ambitious, inclusive and effective.

Evaluation activities include:

- Analysis of assessment and examination outcomes
- Faculty and departmental reviews
- Work scrutiny and review of pupils' knowledge over time
- Learning visits and lesson observations
- Pupil voice and stakeholder engagement
- Review of provision and outcomes for disadvantaged pupils, pupils with SEND and vulnerable groups
- Curriculum leader self-evaluation
- Governor monitoring and challenge
- Destinations information and progression data

The findings from quality assurance activities are used to identify strengths, address priorities and support continuous curriculum development.



Curriculum breadth, entitlement and resource allocation will be reviewed annually by the Senior Leadership Team and Governors to ensure the curriculum remains ambitious, relevant and responsive to the needs of pupils and the community.
Subject leaders formally review curriculum intent, implementation and impact at least annually through departmental self-evaluation and faculty review processes. Findings directly inform curriculum development and departmental improvement planning.

Use of evidence to evaluate curriculum impact
Everyone involved in facilitating learning should continuously reflect on and consider the extent to which learning activities achieve their intended outcomes, and dialogue to discuss improvement should be facilitated.

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

Assessment, Intervention and Reporting

Assessment is an integral part of the curriculum and is used to support learning, identify misconceptions and inform future teaching.

Teachers use a range of formative and summative assessment strategies to establish what pupils know, understand and can do. Assessment information is used to inform adaptive teaching and to ensure pupils receive timely support and challenge.

At Key Stage 3, pupils' progress is evaluated against the planned curriculum and identified learning expectations within each subject. Progress information reflects the extent to which pupils are successfully securing and applying the knowledge and skills intended within the curriculum.

At Key Stage 4, assessment supports pupils in understanding their progress towards examination success and future aspirations. Assessment information is used to identify strengths, address gaps in learning and support pupils in achieving their potential.

Assessment strategies include:

- Retrieval practice and low-stakes quizzing
- Self, peer and teacher assessment
- Topic and end-of-unit assessments

- Internal examinations and standardised assessments
- Subject-specific assessment activities

Following assessment, targeted intervention is used to address gaps in knowledge, strengthen understanding and improve outcomes. Intervention strategies are informed by assessment evidence and reviewed regularly to ensure effectiveness.

Parents and carers receive regular reports outlining:

- Current progress within subjects
- Attitudes to learning
- Attendance and punctuality
- Strengths and areas for development

Reporting provides parents and carers with clear information regarding how well pupils are learning the curriculum and identifies how school and home can work together to support future success.

