



## **Curriculum Policy**

Our intent is to provide a deep, rich and relevant curriculum that enables pupils to excel academically, whilst developing pupils' character so they become socially and emotionally aware, confident young people.

### **Our Curriculum Priorities are to develop the following:**

**Attitudes and Values:** To demonstrate acceptance and tolerance, respect, excellence and high aspirations.

**Skills:** To be resilient, independent, creative and reflective learners.

**Knowledge:** To equip pupils with essential knowledge to be educated citizens, by understanding key concepts, connecting and retrieving new and existing knowledge, and applying it fluently.

At Parkside, our School Curriculum promotes a positive attitude towards learning, so that children enjoy coming to school in an exciting and stimulating environment. We have designed and implemented our curriculum to offer a range of experiences that challenge and inspire learning; which teach the necessary skills, knowledge and cultural capital to be successful in the modern world and workplace; and which contribute to every young person achieving their full potential. At the core of our curriculum is the pupils' spiritual, moral, social and cultural development. We actively promote engagement with British Values and this is woven into the ethos of our school.

We place high priority on ensuring that pupils' physical and mental wellbeing are met through our Thrive approach. We understand that our young people will not be successful learners unless they are emotionally secure; therefore, we carefully design our curriculum and adopt a flexible approach. Our pupils' physical and mental wellbeing are as valued and important as academic development.

Standards of excellence and high aspirations are embedded into the culture of our school. The curriculum design meets statutory requirements, and its delivery facilitates pupils to not merely cover content but achieve a depth to their learning; this enables them to use their skills and understanding in all areas of the curriculum to achieve academically. Reading is prioritised to enable pupils to access a full curriculum. The school implements a broad and balanced education that caters for the needs of individual children, of both sexes, from all ethnic and social groups - for all abilities and learning styles.

Our curriculum is tailored to capitalise on the experiences and needs of our young people, as well as providing them with relevant new opportunities through a broad range of inspiration days, residential trips, educational visits, visitors to the school, business links and extra-curricular clubs. We place particular emphasis on our STEM provision, with in-school competitions, links to businesses and guest speakers playing a key role in broadening our pupils' aspirations. Throughout our enrichment activities and subject teaching, pupils are encouraged to consider real-life contexts of their work; pupils are engaged in learning about how their studies can link to potential careers and their adult life. Home-learning is used to further enhance pupils' independence, deepen and give breadth to their understanding and consolidate their knowledge and skills. There is high academic, vocational and technical ambition for our pupils.

We ensure that each child's education has continuity and progression through close liaison with feeder First and High Schools. The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and ensures that they are ready for the next stage in their education. We recognise the crucial role which parents play in their child's education and encourage parental involvement in the educational process.

## **Key Stage 2**

Maths, English, Science, PE, Computing, French, RE and PSHE, are taught as separate subjects. With the exception of Literacy and Numeracy, lessons are taught in mixed ability class groups. Settings and groupings for Literacy and Numeracy are determined by the needs of each cohort. The reading curriculum promotes fluency, confidence and enjoyment supported by the use of Accelerated Reader, an online reading programme: gaps are addressed quickly and effectively through interventions such as phonics and Lexia. The application of Maths in a real life context is strengthened through additional Real-Life Maths lessons. History, Geography, Citizenship, Art, Design and Technology and Music are taught as cross-curricular Learning Journeys.

## **Key Stage 3**

All subjects are taught discretely, although cross-curricular links are made wherever possible. To enable pupils to receive high-quality secondary education, we pride ourselves on having subject specialist teachers in Key Stage Three. To enable this, pupils are taught in a carousel for Arts and Computing, and Humanities: pupils have a ten-week cycle of three lessons a week, in which they will be fully immersed in one of the Arts and Computing subjects (Art, Music, Computing, Design and Technology) and Humanities (History, Geography, RE and Citizenship). This allows pupils to fully engage and build a secure rapport with their subject teachers, whilst being encouraged to integrate new knowledge into larger ideas. With the exception of English and Mathematics, lessons are taught in mixed ability class groups. Settings and groupings for English and Mathematics are determined by the needs of each cohort. The rigorous and sequential approach to the reading curriculum enables pupils to read widely and often, with fluency and comprehension appropriate to their age. The use of Accelerated Reader continues to motivate and enthuse. The application of Maths in a real life context is strengthened through additional Practical Maths projects.

## **Thrive**

The school adopts the 'Thrive' approach to teaching and supporting pupils' personal development. This programme is embedded into the culture of the school and is planned and implemented through careful analysis of class and individual needs. All pupils receive a class-based lesson of Thrive each week.