

CURRICULUM POLICY



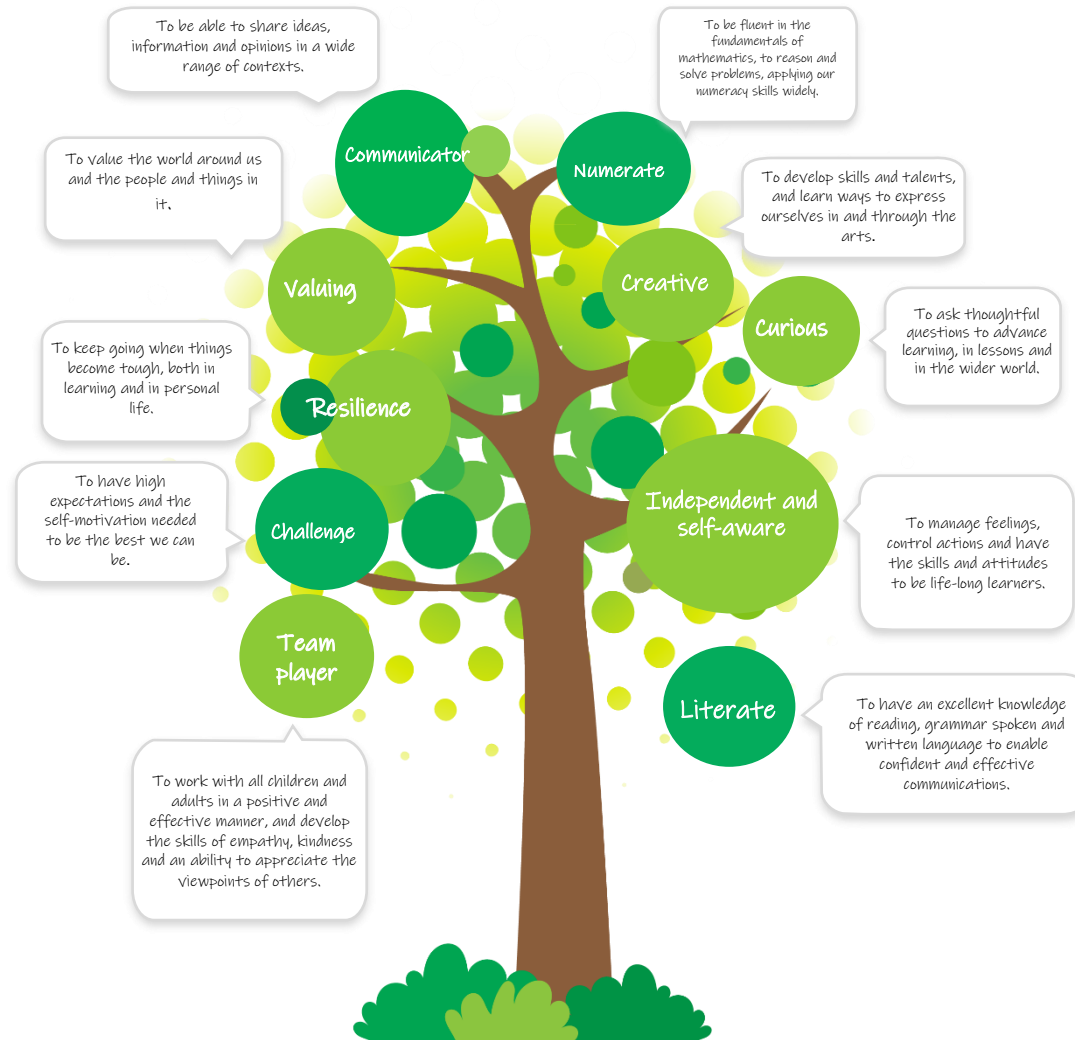
Prepared for:

Parkview Primary School

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OUR CURRICULUM PRINCIPLES



Parkview School helps us all to be happy, learn well and behave brilliantly.

INTENT

Why have we chosen these ten key principles to underpin our curriculum at Parkview?

Primary School opened in Sept 1999 in a favourable residential area. We are a one form entry school with a 52 place nursery. Compared to other schools nationally, we have below average numbers of FSM & few pupils receive Pupil Premium funding (7.6%). There are a small proportion of pupils from minority ethnic or cultural backgrounds, and few pupils identify as EAL. We have a small number of looked-After and Post-Looked-After pupils. A lower than average number of children are on the SEND register (4.6% with SEN support and there are 3 children with an EHCP); however, parents of children with very high levels of need have chosen to send their children to Parkview, giving 'high quality care' as their reason and because of positive recommendations from other parents.

Working in collaboration with all stakeholders to evaluate the needs of OUR children, we have developed the above skills and attributes which we want all Parkview pupils to have achieved by the time their primary school journey ends. This is to ensure that all children can confidently access the wide range of opportunities that are on offer in their future and go on to lead a happy and fulfilled life. We also want to make sure that our pupils know how to make a positive contribution to society and their community.

We ensure the fundamental British values permeate the ethos and life of the school in order to prepare children for life in Modern Britain. We recognise that the personal development of the children – spiritually, morally, socially and culturally – plays a significant role in their ability to learn, and to grow into well-rounded members of society. We are proud to be an emotionally healthy school and recognise the importance of mental health as well as physical health. We place a high emphasis on developing cultural capital.

We are extremely proud of our Arts provision at Parkview and this filters into all aspects of school life at Parkview. We want to provide pupils with a rich learning experience using visits, residential, extra-curricular activities, and enrichment activities and by drawing on the expertise and links in our community. Alongside the development of skills and knowledge in our curriculum, we place high emphasis on children's well-being and mental health.

All of the above work in unison to achieve our mission of ensuring Parkview School in helping us all to be happy, learn well and behave brilliantly.

Below you will find how these skills underpin our pupil's learning in each curriculum area and how we ensure a rich learning experience.

ENGLISH



English is taught throughout the school following guidance from the National Curriculum and Early Years Foundation Stage guidance. Children in years 1 to 6 have a daily English lesson lasting around an hour. Foundation 1 (Nursery) and Foundation 2 (Reception) children are introduced to English skills through a range of carefully planned integrated activities enhanced by writing and reading opportunities within their outdoors area. These include activities being planned around a weekly key text and nursery rhyme and use of Launchpad for Literacy. In all classes across the school, children are given opportunities to develop their skills of reading, writing, speaking and listening. Key quality texts, including poetry are chosen to demonstrate a progression in language features, structure and complexity to enhance the enjoyment of the text stimulate the English curriculum.

Examples of different texts genres are available to bring home at a variety of developmental stages across all year groups in the school and include picture, phonics, fiction, non-fiction and poetry texts via schemes and a range of authors. Home school liaison regarding reading is crucial and we have home/school reading logs and reward systems to encourage this partnership between families and school as well as parents acting as mystery readers, bedtime poetry packs and open events for parents to work with their child in class. Our PFA also support the importance of English by providing reading for pleasure books, selected by the pupils, for our classroom shelves and present our reception children with their first dictionaries as they 'graduate' from Foundation Stage.

Creative

Phonic skills are introduced from Foundation 1 (Nursery) and developed throughout the school. Spelling strategies and handwriting skills are taught discreetly on a daily basis throughout the week. The children are given many opportunities to write for a range of purposes and in a variety of ways, e.g. letters, stories, poems, lists, reports etc. Extended, independent writing opportunities are carefully planned for so that the children have the skills of writing for sustained periods and for different purposes across the curriculum.

Communicator

Other literacy opportunities include visits to meet authors with the Derby Book Festival, Book Weeks, daily reading sessions, class stories and participation in national days such as Roald Dahl Day, National Poetry Day and National Book Day. All children take part in drama productions, performing to parents at set times throughout the year and we have our very own Musical Theatre Club who perform annually at venues within Derby City!

Parkview places a strong emphasis on vocabulary development and this is carefully planned for and taught not only in English lessons but throughout the curriculum. All subject leaders have planned a progression of subject specific vocabulary throughout the school in order to broaden the children's vocabulary across a breadth of subjects.

Staff are clear on progression throughout the school and carefully planned assessment grids for both reading and writing are used to assess progress and identify next steps for all. These are shared with our wider community via our website. In order to maintain a confident and rigorous planning, delivery and assessment cycle, staff moderate their judgements with colleagues from within school and across the federation.

MATHEMATICS

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics

Numerate

- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At Parkview Primary School, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically.

Resilience

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.

To ensure whole consistency and progression, the school (Reception to Year 6) uses the White Rose Maths Education. This structure plans for a sequence of quality lessons in each unit, whilst also using the Flashback 4 on a daily basis to revisit skills and prior learning.

Challenge

Children across the school are actively encouraged to use concrete manipulatives along with pictorial and abstract resources to support. Teachers use careful questions to draw out children's discussions and their reasoning. Independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. Each lesson phase provides the means to achieve greater depth, with more-able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate. The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards, with achievement at the end of KS2 above the national average and a high proportion of children demonstrating greater depth, at the end of each phase. In Foundation 1 (Nursery), maths is planned into the week's activities and is linked to the key text for the week.

Active Maths is also a strategy used to support the teaching of Maths as we know the effects of physical movement on engagement levels and use this knowledge to plan active sessions. My Maths supports our home learning, remote provision.

SCIENCE

Independent and self-aware

Science is taught from Years 1 to 6 following the guidance from the National Curriculum. Children in Foundation 1 (Nursery) and Foundation 2 (Reception) are mainly taught through Knowledge and Understanding of the World following the Early Years Foundation Stage Guidance.

In Years 1 to 6, the year group covers five topics during each year which are carefully planned for. Some of the topics are stand alone, whilst most of them are planned to show progression and challenge. These quality plans show a sequence of lessons, which are built on over the half term. At the beginning of each topic, teachers will see the links and connections there are to previous topics taught in earlier year groups – this allows for skills and knowledge to be revisited and built on to enable the children to become life-long learners where they are given ample opportunities to embed their skills and knowledge.

Curious

Children in Years 1 to 6 have a weekly lesson lasting around an hour and a half. They work scientifically starting with enquiry questions and allowing the children to take a lead with their own investigations and experiments. Children take part in many practical activities throughout the year. They have opportunities to

Challenge

write up investigations and experiments. Children from Years 1 to 6 also research one famous scientist each year to show real life links and relevance. There are also opportunities with regards to assessment to address any gaps in knowledge and skills taught. Maths and English skills are embedded in the delivery of this subject.

At Parkview, we celebrate 'Science Week' every year. This involves looking at careers including female role models and jobs and providing opportunities for children to think about what careers they would like to go in to. We also have visitors from Rolls Royce in to the school providing cultural capital experiences for the children.

COMPUTING

Curious

Through a broad and exciting curriculum, we aim to enable learners to become safe, confident and effective users of different technologies. This is to prepare them for an ever-changing technological world and is in line with the new National Curriculum requirements. We strive to achieve this by giving children opportunities to experience a wide range of age appropriate hardware including iPads, computers and programmable toys. Children also use a wide range of software to use green screen technology, animation, programming and publishing. This is through both computing lessons and across the wider curriculum.

Independent and self-aware

Using the Kapow scheme of work, the three stands of Computing ('Computer Science', 'Information Technology' and 'Digital Literacy') are taught through five thematic units across the year. The scheme is sequenced to enable children to build their skills as well as revisit previously taught skills. In addition, there is a discrete unit on Online Safety. In addition to this discrete unit, Online Safety is underpinning all learning throughout the year using the 'UKCCIS – Education For A Connected World' linked in with 'Project Evolve'. This is to ensure that internet safety is embedded throughout our curriculum and will enable the children to be safe users of the internet at Parkview and beyond. New technologies are included to ensure that the curriculum is in line with new technologies and current trends. Online safety is taught discreetly to all pupils according to their age, needs and current issues that are arising at the time. Each term has discrete Online Safety lesson. As well as this, Safer Internet Day is celebrated for a whole week where each class explores a range of key aspects of Online Safety through a high quality text.

Resilience

RE

At Parkview Primary School we believe that RE has an important part to play in helping our pupils into global citizens. Through our RE curriculum, we intend to promote the spiritual, moral, social, cultural and intellectual development of our pupils. We also hope to encourage our pupils down a path of understanding, respecting and celebrating the diversity in their school, local and world-wide communities. RE at Parkview helps them to gain a greater understanding of themselves and embeds a more awareness of others, now and for later life. This is particularly important for our children as they live in a city comprised of many cultures and creeds. At Parkview Primary School we do not have a particular religious affiliation. We teach RE to raise our pupils' awareness and understanding of the different religious and non-religious views of the world and enable them to develop their own opinions and responses connected to their learning. Assemblies provide another forum to present and investigate religious beliefs. We have strong links with the Church on Oakwood, whose members provide assemblies every other week depicting biblical stories and the meanings behind them. Other faiths are also explored in our assemblies and we raise awareness of Holy Days around the world with themed learning when appropriate, such as Ramadan, Diwali and Hanukkah. We do this to expand our pupils' horizons so that they can better understand the world around them.

Team player

Curious

Our curriculum is derived from the Derbyshire and Derby City Agreed Syllabus 2020-2025. This ensures that our children are being taught in a way that parallels their peers across the city. All our staff use RE Today planning and assessment method based on the same scheme, although foundation stage also use the relevant areas of the EYFS Profile (DfE 2013). We have chosen this scheme because it provides a clear trajectory of sequenced learning and progression, with ample opportunity for consolidation and/or expansion of knowledge from EYFS up to Year 6. In KS1 the curriculum consists of learning about Christian beliefs and one other religion: Jewish beliefs in Year 1 and Muslim beliefs in Year 2. In Lower KS2 the curriculum builds on pupils' prior learning of Christian, Muslim and Jewish beliefs whilst also beginning to explore Hindu beliefs (Year 4). In upper KS2 pupils continue to learn about Christian, Muslim, Hindu and Jewish beliefs whilst also considering non-religious views and contrasting them to their previous learning. We have chosen to organise the curriculum in this way for a number of reasons. Firstly, the research conducted by those on the Derby and Derbyshire Syllabus board, upon which we base our curriculum, have found these religious views to reflect the make-up of Derby and its surrounding areas. Secondly, given our connections to the Church on Oakwood, it is important that our pupils have the opportunity to explore and understand the Christian beliefs of this local community. Thirdly, we want to continue our learning about, and celebration of, the different faiths represented in our school community. Finally, learning about different faiths will nurture pupils to better understand the need for respect for others and develop widened cultural awareness beyond their sphere of influence. This is vital to being part of a global community.

Valuing

ART

Independent and self-aware

Art is taught following the National Curriculum and the Early Years Foundation Stage Framework (Exploring and using Media and Materials) guided by the Kapow scheme. It is embedded through a sequence of quality teaching and learning activities. Children in Years 1 to 6 have a weekly art lesson which cover three topics during each year in alternate half terms. In key stage 2 children record all of their art work in sketch books. 'Arts Week' is celebrated annually where there is a different theme each year and children work across the school in mixed age groups. Children also have access to several art competitions throughout the year which involve both children and their families.

Resilience

Art is an integral and vital part of education where artistic knowledge and skills are embedded so children can experiment, invent and create their own art, craft and design work. This is sometimes completed independently or through group work. Art lessons inspire children to be curious, think innovatively and develop a creative understanding, which encourages lifelong learning. Children have the opportunity to develop skills using a range of media and materials. They learn and revisit the skills of drawing, painting, printing, collage, sculpting and textiles and are given the opportunity to explore and evaluate different artistic ideas.

Creative

Children are introduced to a range of artwork and develop knowledge of the different styles and vocabulary used by famous artists so they can value all types of art. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. As children progress, they are challenged to take risks through experimentation of different techniques and materials and then reflect on why some ideas and techniques were successful or unsuccessful. Additionally children are encouraged to use art in other subjects such as history (artefacts), geography (locations), PSHE (emotions) and maths (shapes and patterns). Children also reflect how art has shaped history, and contributed to the culture, creativity and wealth of our nation.

SMSC

Independent and self-aware

At Parkview SMSC underpins much of what we do. We recognise that the personal development of the children – spiritually, morally, socially and culturally – plays a significant role in their ability to learn, and to grow into well rounded members of society.

Curious

SMSC at Parkview is considered to be a 'whole school issue'. It is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values. It is crucial for individual pupils and for society as a whole. It is the heart of what education is all about, helping pupils grow and develop as people. Spiritual, Moral, Social and Cultural Development is cross

Valuing

curricular and promotes the aims and principles of the policies for PSHEE, RE, Drug Education, Safeguarding, Sex and Relationships Education and Equal Opportunities. These policies all underpin the curriculum, putting the child at the centre of all we do. Staff in all subjects, make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time, collective worship, R-time etc. The importance of all relationships between all pupils, school staff, parents, and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all.

DT

Communicator

Design and Technology (DT) is taught following the National Curriculum and the Early Years Foundation Stage Framework (Expressive Arts and Design) following the Kapow scheme. It is embedded through a sequence of quality teaching and learning activities. Children in Years 1 to 6 have a weekly DT lesson and cover three topics during each year in alternate half terms. Throughout school, children will have the opportunity to work with external providers who arrange links with local companies such as Rolls Royce. Additionally children have access to extra-curricular clubs, which include Design and Technology skills. Using creativity, children design, make and evaluate products that solve real life, authentic and relevant problems. These are within a variety of contexts, considering and questioning their own and others' needs. Learning activities are completed independently or with a group promoting teamwork. In all areas of Design and

Creative

Technology children are encouraged to consider the effectiveness of their designs and requirements of the product by writing product reviews. The skills required to make these products and the design process are frequently revisited throughout the year both within different year groups and key stages to embed knowledge. As children progress through school these areas are developed promoting greater independence and resilience. All children are challenged to take risks through experimentation of different materials and tools and then reflect on why some ideas and techniques were successful or unsuccessful. Children will draw on a variety of skills learnt in other subject areas such as Mathematics (measurement, decimals and shape), Science (materials), Computing (research and flowcharts) and Art (drawing designs). During Design and Technology lessons, children are taught to select and use appropriate tools safely and effectively to make a product. As part of the work on cooking and nutrition children will be taught how to cook using the principles of nutrition and healthy eating. This will instil a love of cooking which will promote children's creativity and vital lifelong skills of cooking and nutrition. Areas of cooking and nutrition link to knowledge in Science and PSHE.

Resilience

MUSIC

Creative

At Parkview, our Music curriculum ensures that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide range of historical periods, styles, traditions and musical genres. Music is taught through the EYFS Framework in Foundation 1 and 2 under the Expressive Arts and Design targets. Music is primarily taught across KS1 and KS2 using the Charanga online scheme, which is closely linked to the National Curriculum objectives. Children regularly use a range of instruments to take part practically in classroom music lessons with all children learning the recorder and hand bells within their time at school. In order to value all children as performers, they take part in a whole school singing assembly once a week where they learn songs related to the season, keeping healthy or important festivals. At Christmas, the school takes part in a carol service at the local church, performing to parents and the local community. All year groups have the opportunity to take part in a production to perform to an audience on a yearly basis to

Valuing

ensure a real purpose is given to the skills developed within classrooms. Parkview has strong links with peripatetic teachers and offer opportunities to learn a range of instruments including piano, flute, clarinet, saxophone, guitar, ukulele violin and drums. Performances by children having instrumental lessons occur throughout the year. Our extra-curricular musical club is something we are incredibly proud of. Standards are high and children commit to give many hours of their own time over the course of the year. We perform shows such as Disney’s Mulan Jr, Aladdin Jr and The Lion King Jr in venues across Derby including The Guildhall Theatre and The Robert Ludlum Theatre at St Benedict’s School. We also take the group to the West End to see the shows live – a truly unforgettable experience.

Communicator

GEOGRAPHY

At Parkview, we believe that Geography helps to foster curiosity and provide answers about the natural and human aspects of the world around us. Children are encouraged through quality teaching to develop a greater understanding and knowledge of the world, as well as their place in it. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes. In KS2 Geography is taught in sequenced blocks throughout the year, so that children can achieve depth in their learning and revisit skills from previous years. The sequenced blocks are designed to ensure there is progression and challenge across the school. In KS1 Geography follows the same scheme with a more integrated approach to the termly topics making sure that the national curriculum is fully covered and at the same time ensuring continuity within the subject. At the beginning of each topic, children are given the opportunity to convey what they already know and what previous skills /learning might help them within this topic. Geography is very diverse and rich in opportunities to develop children’s cultural capital and highlight opportunities for awareness of sustainability and conservation. We want our children to become valuable citizens of the worlds, with the skills and understanding to make a positive contribution to their communities. As a subject, Geography gives the whole school opportunity to work with the same aspect but with varying knowledge and skills applied. We seek to inspire in our children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, ensuring they become life-long learners. We use the Kapow scheme of work.

Challenge

Curious

Valuing

PE

Our PE curriculum promotes all children to develop their fundamental skills and competence to excel in a wide range of physical activities. This is achieved by providing a broad & balanced curriculum (using the high quality Derby SSP PE Schemes). The scheme is sequenced to ensure that children have the opportunity to revisit previously taught skills as well as develop new skills. Each PE lesson allows all children to gain a sense of achievement and develop positive attitudes towards themselves and others, with focus on three main areas: the children’s thought processes during the lesson (head); their sportsmanship (heart); and their skills level ability (hand). We allow children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect.

Challenge

This all contributes to the development of a range of important cognitive skills such as decision making, analysis, and social skills such as teamwork and communication.

| Head | Heart | Hands |
|----------------------|-------------|---------------------|
| Thinking | Social | Physical |
| Creativity | Emotional | Competent |
| Understanding | Health | Development |
| Analysing | Values | Active |
| Confidence | Attitude | Growth |
| Decision making | Involvement | Competitive |
| Independent thinking | Engagement | Physically literate |

| | | |
|--|------------------|--|
| | Active lifestyle | |
|--|------------------|--|

Team player

We understand the importance of physical literacy and its impact on the wider learning picture. The PE curriculum is complemented by a good range of sporting activities before, during and after school. Children in KS1 and KS2 are given the opportunity to apply their learning and skills in sporting festivals, competitions and activities: such as the Festival of Dance and the SSP events. As well as this, children who have been identified as not having an active lifestyle outside of school are given the opportunity to build their love for sports and exercise in extra sessions at school. This is to help them make healthier choices throughout their life. The school football team allows the children to play in a competitive sport and develop their ability in all 3 strands of Hand, Heart and Head. A love of the outdoors is embedded at Parkview both on and off site. We participate in many events throughout the year such as Stand Up Derbyshire, National Fitness Day and The Big Pedal. Residential trips to PGL offer opportunities that encourage children to take risks, develop social and teamwork skills and have a jolly good time!

Resilience

PSHE & CITIZENSHIP

Team player

Personal, Social, and Health Education (PSHE) is central to giving our pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens.

Our PSHE curriculum enables our children to understand and respect our community: its diversity and its differences so that they can go on to form, the effective, fulfilling relationships that are an essential part of life and learning. Our PSHE embeds the lessons taught and children can explore these in groups or independently building on becoming lifelong learners. Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision-making and how to keep themselves safe.

At Parkview, our PSHE curriculum is taught progressively from Early Years through to Year 6 and covers the following topics.

EYFS

- Self- Confidence & Self- Awareness
- Managing Feelings and Behaviour
- Making Relationships

KS1 & 2

- Being Healthy
- Relationships

- Exploring Emotions
- Difference and Diversity
- Being Responsible
- Bullying Matters



Parkview staff have undertaken training in the effective delivery of PSHE Matters scheme of work. In addition, we are an R-Time accredited school which is a program used throughout the school to develop and maintain relationships. Being an accredited school means that we deliver model sessions for other local teaching staff. Children are encouraged to walk safely to school and to enjoy daily physical exercise. They are supported in developing a good self-image through personal safety, hygiene and diet. This is delivered through a sequence of lessons with quality teaching, the children revisit skills that they were previously taught as well as having a challenge to develop their understanding further. Relationships and Sex education is part of a wider developmental curriculum for Personal, Social, and Health Education. Pupils are given responsible and relevant Relationship and Sex Education, appropriate to their age. Parent/Cares have the right to withdraw children from areas of the Relationships and Sex Education programme. This programme is aimed at supporting the home. Parents will be informed of timing and content, and are welcome to see the Head if there are any concerns. Within our school we have a designated trained Mental Health Leader, who oversees the provision for mental health strategies throughout the school. We deliver daily mindfulness within our curriculum to encourage positive mental well-being.



External professionals from the Health and Emergency services are also involved in the planning and delivery of responsible and relevant education, appropriate to the children's age. PSHE helps pupils to learn to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their own experience and understand how they are developing and socially tackling many of the spiritual, moral and cultural issues that are part of growing up. PSHE doesn't just exist within our curriculum. We offer a wide range of activities and experiences beyond the curriculum, which contributes to their school life, community, and our whole school ethos.

HISTORY



Our history curriculum aims to inspire our pupils' curiosity to know more about the past. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. Within the Foundation Stage and Key Stage 1, history is taught through a topic-based approach. Within Key Stage 2, the children are taught stand-alone units, which some have some extra lessons to include diversity and deepening the understanding for the area. The lessons are sequenced and they built on from previous weeks and the children are able to revisit past learning. Some staff also plan cross curriculum links to embed learning and this gives pupils a chance to explore a wide range of sources from which the past may come alive.



Our history curriculum equips the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment which all help to encourage the children to become life-long learners. History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage cultural capital through first hand experiences, handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.



LANGUAGES

One of our principal aims for the children of Parkview is to prepare them to become global citizens. One of the ways in which we do this is by providing the opportunity to learn French during the pupil's time here at Parkview. The national curriculum for languages aims to ensure that all pupils:

Communicator

1. understand and respond to spoken and written language from a variety of authentic sources
2. speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
3. can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. discover and develop an appreciation of a range of writing in the language studied.

Resilience

At Parkview, we deliver the curriculum through the Kapow of work. We believe the advantage of using this medium is a clear progression between each year group. Another way in which we ensure accelerated progression is by using a specialised member of staff to deliver these lessons. Moreover having one key member of staff allows us to identify and address any gaps in learning. In addition, the Rising Stars scheme of work ensures that a wide range of units can be taught. Within the 24 differing units children are taught useful vocabulary with real life meaning. KS2 children have a weekly lesson of French. Within these lessons children use a range of skills to deepen their understanding of the French vocabulary from spoken word, listening, writing and song. The songs gives them a chance to explore their creativity. In each lesson, there is an opportunity for paired or group talking which ensures the children are team players as they listen and respond to their peers. As they

Valuing

progress through the scheme, the children develop their communication skills. Whilst languages are taught primarily in KS2, a range of foreign vocabulary is introduced in our EYFS and KS1 classrooms. In opposition to the stand alone KS2 lessons, further down the school a variety of languages are woven in through cross-curricular learning. For example, Year 1 children are taught Spanish within their Geography lessons. In addition to this, languages are intertwined throughout the school day at given opportunities, for example using a different language to answer the register or dinner choice. We hope that as the children move on from Parkview they are excited to further their languages learning journey in their further education and that they have a curiosity to explore a range of languages and cultures.

SEND

Parkview Primary School provides support for children whatever their need and/or ability. We aim to identify, assess and meet the needs of children with Special Educational Needs and/or Disability on an individual basis through child, parent/carers, school and the Local Authority working together.

The school has a Special Educational Needs and/or Disability policy and a SEND information report (both available on the school website) which provides further information.

ABLE, GIFTED & TALENTED

Parkview provides support for all children including those with who are more able, and/or have specific gifts and talents. These children are identified swiftly and all stakeholders are encouraged to do this. Provision for these children is strong in order to nurture a child's gift and/or talent and their progress is regularly assessed to monitor the quality of the provision in this area. We are currently awaiting Challenge Award Reaccreditation.

EYFS

The Early Years Foundation Stage is crucial in securing the solid foundations that our children continue to build upon during their time at Parkview. It is our intent that children who journey through our EYFS develop physically, verbally, cognitively, socially and emotionally. We view the EYFS as the beginning of the educational journey and the place to ignite a curiosity for learning.

We begin each year in EYFS looking at the individual needs of our children by taking into account their different starting points. We then carefully develop our provision to ensure it is suitable for their unique needs and stages of development.

We are guided by the Early Years Foundation Stage Principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates.

The EYFS statutory framework covers the education of all children including those with SEND.

Children follow the EYFS guidance which has seven main areas of learning:

The Prime Areas: Physical, Social and Emotional Development

 Communication and Language

 Physical Development

The Specific Areas: Literacy

 Mathematics

 Understanding the World

 Expressive Arts

The teaching of these areas is practical, playful and inclusive with support from adults in class sessions, small groups and 1:1 sessions. There is a combination of adult led and teacher taught sessions as well as a wealth of stimulating continuous provision opportunities when adults scaffold learning through skilful interactions and questioning. Throughout all of these areas and at the heart of our learning at Parkview are the Characteristics of Effective Learning. We strive to develop these areas of playing and learning, active learning and thinking critically. All of the crucial skills we aim to develop are presented in a range of topics which are designed with the children's interests in mind and support their development across a range of themes. Focus children observations ensure that child's individual interests are developed. Our learning environment

is adapted and updated regularly to ensure the developing needs in our care are met. We aim to make sure these areas are stimulating and exciting but most importantly challenge the children. The environment promotes independence. Within our EYFS, the children are continually assessed through accurate and thorough observations. These provide us with the specific information for immediate and future planning, not only for individuals but for whole classes and groups too. Baseline assessments occur on entry and provide useful information for our EYFS practitioners. Observations enable us to ensure learning is embedded and consistent and ensure all children make good or better progress. Tapestry is used to build online journals of evidence to demonstrate the children's learning and progress over time. Leaders will monitor the quality and impact of the EYFS curriculum through regular pupil voice and assess the extent to which pupils know more and remember more as they progress through the phase. Launchpad for Literacy is used as both a diagnostic and interventional support in EYFS. Within the Early Years Foundations Stage, it is our intent to ensure that all children have the best opportunities in life. This includes developing and supporting children's language and communication including speech and language skills across all age groups. We use a range of support available including support, training and resources available through Talk Derby, and also by using 'The Balanced System' framework. At Parkview Primary School, we have also considered the environment in which the children learn. We have had whole school training on communication Friendly Spaces; looking at the school from a child's point of view and how the environment can impact and support their learning. By the end of the EYFS the majority of children will have made good or better progress. Each child will have aimed for and met GLD. They will have achieved at least the expected level in the ELGs across the prime areas of Communication and Language, Physical Development, Personal, Social and Emotional Development and in all the specific areas of Literacy and Maths. All children will have made significant personal progress across all areas of learning. Our ambition is that all children access the full EYFS curriculum.

IMPLEMENTATION

Subject leaders have a clear overview of what is taught in each year group throughout school, which they share with stakeholders. They ensure that pupils coherently build on the knowledge and skills taught in previous years through planned opportunities recognising the importance of repetition and revision. The use of Flashback 4s is apparent in every lesson as a tool to do this. Our curriculum is designed to help learners store the content they have been taught in their long-term memory and to ensure new learning is integrated into larger concepts. Our curriculum allows children to build on schema through regular repetition and revision allowing children to recall their learning confidently and apply learning in different contexts e.g. writing and maths opportunities are woven into each unit. We used evidence based research to enhance knowledge retention and thus improve outcomes for all pupils. Curriculum leaders work in teams to act as critical friends when evaluating and developing their subject area. The ten key skills are built into each unit of learning to ensure we are not just focussed on a knowledge based curriculum.

Teachers produce half-termly newsletters to inform parents and carers about what is happening in their child's class so that they can support their learning at home. Dojo is used as a communication method between parents and carers. We are keen to share with parents our learning approaches and so we offer Maths, Reading, SPAG and Writing mornings where parents are invited into classrooms to see how we teach these subjects. We also have an annual calculations evening as we recognise that strategies have evolved since many parents went to school. An annual phonics, and KS1 and KS2 SATS meeting ensures that stakeholders are clear in the expectations of what children should achieve in these key year groups. At Parkview, we recognise that effective transition between year groups is of high value during the learning process. Effective communication between teachers and other staff ensures impact to the learning curve is a minimum. This communication takes place in various modes, including face to face meetings and the continuity of children's books. This has also driven our work on 'dovetailing' the EYFS and Year 1 curriculum to ensure no learning time is lost. Although we have a limited budget, we place value on quality CPD. Leaders are encouraged to attend network meetings and disseminate the information to staff. We use evidence based research frequently in staff training to guide our curriculum development.

The curriculum at Parkview is carefully mapped out to ensure pupils acquire the age appropriate knowledge in a well thought out and progressive manner in every curriculum area ensuring sufficient coverage over time. New learning is most often based upon what has been taught before and prepares pupils for what they will learn next. We place

a high emphasis on repetition and revision recognising the huge impact this has on retention. Leaders scrutinise planning half termly to ensure the best learning opportunities are planned for. Teachers have access to high quality planning examples, most recently through the use of the Kapow scheme. At Parkview, we recognise that research on vocabulary's impact on academic achievement has been proven time and again and so, when planning our curriculum coverage, leaders have assigned certain vocabulary which must be taught and covered in each topic/theme/unit area. This of course is a minimum.

The curriculum is verbalised and embedded in various aspects of school life. Whole school assembly on Monday covers one of the key skills. The key skills are prominently on display in the entrance hall, main hall and each classroom has the ten key skills displayed. The key skill(s) which is/are being used is highlighted in each lesson. These too, interweave through curriculum plans.

IMPACT

We take a multifaceted approach to measuring the impact of our curriculum. This is consistent and thorough and involves a variety of stakeholders including pupils, parents and staff.

In the 1st half term of Foundation Stage 1 an initial assessment will be completed to highlight strengths and areas for development, in order to get a broad picture of each child's stage of development (from September 2021, a formal baseline assessment has been delivered). In subsequent terms, assessment is ongoing. This is mainly informed by observations, practitioner's notebooks and monitoring sheets. These are passed on to the receiving school or Parkview's Foundation Stage 2 year together with end of phase report. In Foundation Stage 2 in accordance with QCA guidelines practitioners will complete the Foundation Stage profile during each term. (See Foundation Stage document) The information from this profile will form the basis for the end of year report to parents.

For each child in KS1 and 2, there must be on-going assessments of Maths, English & Science. These were developed in line with the national curriculum and are found in the Teacher's assessment files for reading and science and children's books for writing and maths. Teacher Assessment Frameworks are used to assess in Reading, Writing, Maths & Science on an on-going basis.

Reading is assessed on an ongoing basis (but mainly during the daily reading session) using the criterion found in guided reading books in each class. Guided reading, individual reading and phonic sessions feed into this assessment judgement. In Year 2 and Key Stage 2, vocabulary and comprehension tasks are used to support this assessment. We have an expectation on what each child should know at the end of each half term in phonics and set groupings are based on this assessment. Staff listen to individual children read at every opportunity. Spelling is assessed after every rule/group of rules, and tracked by the class teacher who amends plans in relation to these findings. Writing will be assessed at least every three weeks in Publishing Books and again a judgment made on whether each child is developing towards, secure in, or exceeding, age related expectations. Teachers will also use cross curricular writing as evidence towards meeting age related expectations.

Maths is assessed on an ongoing basis using the assessment grids found in the front of books. Cross-curricular maths opportunities also form part of this assessment.

All of the above are used in a formative manner to highlight the important next steps in a children's learning. We have expectations of what children will achieve by the end of each unit and year group. We use this to assess the impact of what we are teaching.

An overall judgment on whether each child is developing towards, secure in, or having mastered, age related expectations is made termly. This is collated on our school tracking system. Specific groups are tracked using this programme, which identify training needs and interventional support/challenge. These reports support our pupil progress meetings.

PIRA, PUMA, GAPS and NTS tests are administered and marked in order to support teacher judgements from Year 1.

Marking is minimal but teacher assessment in each lesson is used as a valuable tool in providing children with the next steps in learning. Particularly in KS2, reflective time where learners can respond to teacher comments, ensure pupils can reflect on their learning.

In the foundation subjects, Teachers track pupils at the end of each unit and highlight whether they are not meeting expectations, meeting expectations or exceeding. Subject leaders monitor this and adjust teacher practice in relation to this as well as developing quality first teaching in their area if needed.

Half-termly parent forums and bi-annual parental questionnaires are a vital means of gauging parent and carer views on our curriculum.

The views of the School Council are regularly sought and termly pupil questionnaires and interviews allow us to measure the impact of our curriculum from the child’s point of view.

The SLT play an extremely important role in measuring the impact of our curriculum at Parkview. Our rigorous monitoring schedule ensures that the learners have the acquired, age appropriate skills and knowledge to ensure that ultimately, they are prepared for life in Modern Britain when they leave us. It also makes sure our learners are happy and confident.

Subject leaders collect evidence of impact in their online leader files and/or floor book evidence.

Senior Leadership Team’s responsibilities

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| Planning | Monitoring of long and medium term planning as well as weekly planning. |
| ‘Focus’ Observations | Observations in every class with agreed focus |
| Learning Walks | Monitoring various aspects of the SIP |
| Performance Management Observation and Review Meetings | Observation, review and objective setting |
| Curriculum leader meetings | Discussion with subject leaders about progress of subject in lessons |
| Work scrutiny discussions | Team and individual feedback |
| Data analysis | Collection of assessment information and analysis for target setting |
| Evaluations | Annual evaluations from staff, action planning, parents, children and staff |

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| Pupil Interviews | Discussions with children around various aspects of school improvement |
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Subject leaders' responsibilities

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| Subject leaders observations and learning walks | According to School Improvement Plans |
| Assessment shared | Assessments shown on pupil on a page document |
| Evaluation of plans | Half-termly. Reflected and acted on |
| Work and feedback scrutiny and moderation | In preparation for curriculum leader meetings. |
| Core subject analysis of SATs | Annual analysis of SATs, Teacher Assessment and Profile results. Question level analysis conducted annually |
| Planning scrutiny | Core subjects and School priority subjects |
| Pupil Voice activities | Based on School and subject priorities |

Please see monitoring and observation policy for more details.