



# PARKSIDE COMMUNITY PRIMARY SCHOOL

## Parkside Community Primary School – Curriculum Policy 2019 / 2020

### INTENT

The curriculum at Parkside Community Primary School follows the national curriculum (2014) and has been designed to be aspirational, create equality of opportunity based on imparting essential knowledge and the ability to apply skills learned. The focus is on key information that pupils need to understand in order to make progress. Our curriculum is underpinned by our three core values: Respect Belong Achieve. The breadth of our curriculum is designed to provide a coherent, structured academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those whose skill sets are secure.

We recognise reading as a vital skill that will support pupil's learning across the whole curriculum. As a school, we ensure that our pupils are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want pupils in our school to become enthusiastic, independent and reflective readers. We want them to enjoy reading. In order for our children to fulfil their potential in reading we need as much parental / carer support as possible. Our aim is to find ways to engage with our parents through reading volunteers, workshops, weekly reading with their children in class and termly focussed activities; photographs of children (and staff) reading in imaginative places, poetry and reading competitions and other opportunities to promote the importance of reading.

The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

The curriculum content has been carefully chosen and is organised to ensure pupils can build on their knowledge year on year. Therefore, because the knowledge in the curriculum is cumulative, firm foundations are laid from which children can progress and develop deeper conceptual understanding and subject-specific skills over time. *We do not merely want to cover Ancient Egypt; we want pupils to know and retain specified knowledge as well as having a broad overview of the cultural importance and relevance of this influential society.* The aim of the curriculum is to enhance the experiences that pupils at Parkside may have and give them an equality of education that they deserve.

Even though all subjects are taught explicitly, we make meaningful connections across subjects. Units of work are supported by knowledge organisers that detail what is to be learned. We value parental / carer support and involvement in their children's learning and a copy of the knowledge organisers are sent home at the beginning of each unit.

## **Curriculum Drivers:**

We have developed a series of core drivers that shape our curriculum and respond to the particular needs of the whole school community and its stake holders.

### ***Enquiry Resilience Independence Collaboration Challenge Diversity***

In pursuit of these aims we will endeavor to:

- Develop the all-round potential of pupils through the vehicle of a rich, broad, balanced and differentiated curriculum.
- Equip the pupils for a changing society and to enable them to adapt and thus develop qualities of self-reliance and self-discipline.
- Fulfil all the requirements of the National Curriculum.
- Enable pupils to become confident, resourceful and independent learners.
- Support pupils to develop their skills and abilities and reach their potential.
- Foster pupils' self-esteem and help them to build positive relationships with other people.
- Develop pupils' self-respect and encourage them to understand and respect the values of others.
- Show respect for a diverse range of cultures and, in so doing, promote positive attitudes towards other people.
- Enable pupils to understand their community and feel valued as part of it.
- Help pupils grow into reliable, independent and positive citizens.
- Promote curiosity, wonder and a lifelong love of learning.

## **Pupils' Wellbeing**

In recognising the development of the whole child, the pastoral support given to children so they can access the curriculum is strong. The school employs a Pastoral Care coordinator who advises and assists as appropriate, allowing vulnerable pupils to access their learning and curriculum entitlement. The school has various systems which support the emotional and mental well-being of all pupils and provides signposting to their parents.

## **Curriculum Enrichment**

At Parkside we believe very strongly that educational visits enhance interest, enthusiasm and achievement for all. We endeavour to ensure that all pupils from Nursery age up to Year 6 have the opportunity to make termly visits to the surrounding community and beyond. We take advantage of our location and transport links to access London museums, galleries and exhibitions. All visits link closely to a subject being studied. For example pupils have visited the British Museum as a part of the history focus on the Greeks or Egyptians. Pupils studying Roald Dahl visited the museum to enrich their understanding of the author. Parkside choir have also attended local recitals at St Albans Abbey/Cathedral to develop and enhance their appreciation of music and choral recitation.

From September 2019 as a school we will implement Curriculum Enrichment Days, to be held termly which cover a wide variety of subjects. Pupils will experience further opportunities to learn beyond the classroom to develop and acquire new found skills. The whole school moves away from the standard timetable and the learning is focused around a given theme or subject for that day. The day may involve workshops, opportunities for pupils to work with parents / carers and other visitors, pupils working alongside older or younger pupils and can involve the local community.

In Year 6 pupils have the opportunity to go on a residential trip. This always proves a highlight of their school careers. It is a chance for them to work on their teamwork skills outside of the classroom

surrounded by fresh air and fields. The children get to develop their independence and prepare themselves even more for secondary school life.

### **Parental Involvement**

We value strong partnerships with parents and carers. There are many opportunities for families to learn about school life and learning throughout the year. We hold curriculum workshops where families learn about how their children are taught, take part in learning and visit classrooms to see lessons being taught. Other activities include Phonics Workshops in Foundation Stage and KS1???

## **IMPLEMENTATION**

### **Curriculum Organisation:**

#### **(Attach Curriculum Map)**

Although subjects are taught in discreet units, cross curricular links are made where appropriate and are designed to teach the knowledge and skills that lead to strong conceptual understanding.

#### **Maths**

Maths is taught using the concrete-pictorial-abstract (CPA) approach through the Herts Essentials Scheme. Pupils are introduced to mathematical concepts through the use of manipulatives, which lead to structured visual diagrams and eventually to generalised mathematical principles in the abstract phase. At each stage pupils are expected to reason about patterns and regularities they find through their learning. The mastery approach incorporates all of these to help pupils explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding. Together, these elements help cement knowledge so pupils truly understand what they've learnt.

All pupils, when introduced to a key new concept, have the opportunity to build competency in this topic by taking this approach. Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

**Concrete** – pupils have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

**Pictorial** – pupils then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.

**Abstract** – With the foundations firmly laid, pupils can move to an abstract approach using numbers and key concepts with confidence.

#### **English**

English is taught using a mixture of approaches in the EYFS and KS1. RWI is the agreed Phonics in EYFS and Year 1. It starts with pupils accessing and moving on to reading high quality texts, analyzing vocabulary and understanding and learning the features of explicit texts. They then develop their own writing by using and adopting features and grammatical structures they have learned from a range of texts. This leads to children writing well-structured and exciting literature for a purpose independently.

Writing is an essential part of our curriculum offer and very important at Parkside. We have many wonderful and creative opportunities which inspire pupils to enjoy writing. Excellent teaching and support ensure children make excellent progress; projects such as 'Words in the Woods' – a writing project with local schools is one of the different ways we promote a love of writing across the school. EYFS pupils learn how to hold a pencil properly and begin to form letters, words and sentences. We link our writing context to our curriculum topics, finding real life reasons for children's writing to enthuse them with purpose; recent examples include reports for our newsletter and performance poetry and speeches. (from September 19)

Reading is a key tool for life. Our curriculum provides many opportunities for reading exciting books and materials. We use an incentive scheme which promotes and tracks progress and practice at home. Each week, parents and volunteers listen to children read in school and we ensure reading books are carefully matched to ability. We use RWI phonics daily across EYFS and KS1 and all pupils will normally have an hour and a half of English lessons in the morning. This is a mixture of learning about reading, writing and speaking and listening, which includes a variety of text types and genres. Guided Reading is taught daily with the emphasis on the acquisition and understanding of new vocabulary.

## **Science**

Pupils are equipped with the scientific skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this. Through our planning, we involve problem solving opportunities that allow children to find out for themselves. Pupils are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. Planning involves teachers creating engaging lessons, involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess pupils regularly to identify those with gaps in learning. We build upon the learning and skill development of the previous years. As the pupils' knowledge and understanding increases and they become more proficient in selecting and using scientific equipment, collating and interpreting results, our intention is for them to become increasingly confident in their growing ability to come to conclusions based on real evidence. Teachers demonstrate how to use scientific equipment, and the various skills in order to embed scientific understanding. Teachers find opportunities to develop pupils understanding of their surroundings by accessing outdoor learning and workshops with experts.

## **Geography**

We aim for a high quality geography curriculum which inspires a curiosity and fascination about the world and its people. In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography at Parkside focuses on knowledge and skills stated in the National Curriculum. We ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2. Every class is well resourced with high quality globes and atlases and other resources which builds on and sustains knowledge.

## **History**

We develop pupils with the essential characteristics and tools to help them become historians: an excellent knowledge and understanding of people, events and contexts from a range of historical periods which includes significant events in Britain's past. The pupils have knowledge organisers which outline the knowledge (including vocabulary) they must master. Teachers plan a cycle of lessons for each subject, which carefully plans for progression and depth. They have a low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory. Challenge questions are in place for pupils to apply their learning in a philosophical/open manner and they all have the opportunity for trips and visiting experts who will enhance the learning experience.

## **Early Years**

The curriculum that we teach in the Nursery and Reception classes meets the requirements set out in the revised National Curriculum at Early Years Foundation Stage. Our curriculum planning focuses on developing pupil's skills and experiences, as set out in the EYFS document.

Our school fully supports the principle that young children learn through play and by engaging in well-planned learning activities. Learning in the Nursery and Reception class builds on the experiences of the children in their previous environments.

During the pupils first term in the Nursery and Reception class, teachers carry out a baseline assessment to record the skills of each pupil on entry to the school. This assessment forms an important part of the future curriculum planning for each pupil.

See our *EYFS policy for information on how our Early Year's curriculum is delivered.*

### **Extra-Curricular Activities**

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities including: football, multi-sports, table tennis, art, film club and choir.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons which are inclusive for all pupils and meet the expectations of all National Curriculum subjects, which ensure that there are no barriers to every pupil achieving their full potential.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEN policy

### **Monitoring and review**

The Governing Body is responsible for monitoring the way the school curriculum is implemented. We have named governors for each subject (2019/2020) who liaise with subject leaders, and monitor teaching and learning strategies and attainment at the end of each key stage through structured meetings.

The headteacher is responsible for the day to day organisation of the curriculum. The deputy headteacher, phase leaders and subject leaders monitor planning, ensuring that lessons are challenging, with appropriate learning objectives, and make use of a variety of learning styles which promote progression.

### **Assessment (Refer to Assessment Policy and Cycle)**

#### **Short Term Assessments**

Assessment is an integral part of teaching and learning and is a continuous process. Teachers make assessments of children daily through;

- AfL / high quality questioning
- Regular marking of work.
- Analysing errors and picking up on misconceptions.
- Asking questions and listening to answers.
- Facilitating and listening to discussions.
- Making observations in EYFS.

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

**Medium Term Assessments**

Termly and half termly assessments are carried out across the school for a number of core and foundation subjects using assessment materials for each year group. Half termly moderations and Pupil Progress meetings with SLT, ensure assessment outcomes are accurate and teachers target identified groups of learners following the completion of a cycle.

**Long term Assessment**

Year 1 take part in Phonics Screening check. Year 2 use the National Curriculum TAF statements as guides to support their assessments and their planning. Y2 and Y6 complete the national tests (SATs) in May. Yrs 1, 3, 4 and 5 have access to summative assessments.  
(Refer to Assessment Policy and Cycle)

## **IMPACT**

The impact of our curriculum is that by the end of each unit the vast majority of pupils have sustained mastery of the content, they remember and recall the key facts and are confident to talk about what they have learnt. Some pupils will have greater depth of understanding.

Pupils' attainment in core and foundation subjects is in line with or exceeding their potential despite their varying start points. We measure this carefully using a range of materials, but always pay careful consideration to Age Related Expectations. Pupils at Parkside Community Primary School will be academically and physically prepared to take their place in secondary school, Modern Britain and the 21<sup>st</sup> century.

Our pupils will become fully rounded characters with a clear understanding of complex values of equality, friendship, trust and loyalty. Only by really learning what these mean day to day, will they be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our pupils produce, but in the behaviours we see each and every day on the playground, in corridors, and in the many roles we give to them.

### **Measuring Impact**

- Progress from a pupil's starting point or from the last point of statutory assessment
- Attainment at each point of statutory assessment
- The learning behaviour displayed by pupils in the classroom and in the wider school environment
- The care pupils demonstrate in their learning through the presentation of their work
- The completion and return of homework
- Throughout school, positive attitudes prevail towards all pupils and staff, with very few incidents of disrespectful behaviour
- Pupils are ambassadors whenever they learn outside of the school environment and maintain high standards
- Pupils very rarely become involved in problems outside of the school day
- Pupils stand up for what is right and positively speak out against inequalities such as racism and sexism

This policy links to the following policies and procedures:

- Subject policies
- EYFS policy
- SEN policy
- Teaching & Learning policy
- Assessment policy
- Assessment Cycle

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