

## Intent Of Geography curriculum

Parkside produces high quality Geography education that will help pupil's gain a coherent knowledge and understanding of the wider world. We inspire pupil's curiosity and fascination about the world and develop a wide range of transferable skills. The children are encouraged to ask perceptive questions and think critically about the world around them whilst challenging stereotypes. We ask deep level questions and use these as a basis for an enquiry and practical based curriculum. The 2014 National Curriculum highlighted the importance of skills alongside knowledge. Due to this, skills and knowledge are being taught within every lesson. Each curriculum area focuses on an important range of skills, and these are developed and built upon throughout the unit of work. As mapped out by the National Curriculum 2014, these skills are planned for to enable progression to occur throughout each key and across the school.

Through high quality teaching, we aim to encourage and promote a passion and enthusiasm for Geography in our children. Children will be engrossed in the subject and inquisitive about real world matters, as well as asking questions that show they have a sense of who they are and the wider world around them. All children will make progress in Geography through varied opportunities both in and outside of the classroom.

As a school, it is our aim to instil a love and passion for Geography learning in all our children. We teach a full, exciting and varied curriculum that allows children to investigate a range of places, developing their knowledge and understanding of the Earth's physical and human processes. Staff provide children with opportunities to investigate and enquire in order to develop a real sense of their heritage and who they are and where they come from. We meet the needs of all learners by adapting so everyone can succeed and we construct an ambitious curriculum that inspires and motivates all learners. We have developed a skill and enquiry-based curriculum looking at future outcomes for our children, providing them with equal opportunities and we maintain high standards and promote ambition for all through the teaching of extensive vocabulary, fieldwork and high-quality characteristics of geographers.

## Implementation of Geography Curriculum

We ensure coverage of all National Curriculum skills from Geography and provide a differentiated and challenging curriculum based on the children's areas of interest and need. Parkside School values a growth mindset and we support the development of investigation in Geography. Children may engage within workshops that directly support their topic and learning will be developed through different areas of our curriculum when appropriate. Through our Geography curriculum we increase children's knowledge of other cultures and in doing so; teach respect and understanding of what it means to be a positive citizen in a multicultural country and world. We continuously check learners' understanding, identify misconceptions accurately and provide verbal feedback at the time of learning; enabling progress. We work to create an environment that reflects our ambitious intentions for our curriculum, including exposure to 'reactive geography' that informs children of current worldwide events in the news. Immersive hooks and memorable learning opportunities are used to provide children with wider experiences to support an increase in cultural capital. Tier 2/3 vocabulary is explicitly taught and applied for each subject, this will be accessible in all teaching and the classroom environment and is being constantly developed and modelled. Opportunities for fieldwork (both day trips and residential trips) are provided so that children can apply their geographical skills to real-life contexts when possible.

## Impact of Geography curriculum

The impact of our curriculum will mean that children will achieve age related expectation or above by using a skills-based curriculum for more purposeful teaching and learning and children will have a fuller understanding of transferring their skills to others areas of learning. Children will be able to make connections to real life contexts based on their geographical knowledge, including links to their local area and how it has been shaped as well as know more about current issues and current world-wide developments. Through teaching, children will become reflective geographers, understanding their impact as a citizen on the wider world and act positively within their local community. Children will have a deeper level of understanding through our deep question approach and retain more learning. A wider range of vocabulary is developed, embedded and understood by our children through high quality teaching allowing them to use their voices to explain, justify, reason and discuss with confidence, knowledge and passion.

At Parkside, we are geographers.

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## Intent of Art curriculum

Parkside has an Art curriculum that is ambitious and is designed to give all learners, including the underserved pupils, pupils with English as an additional language (EAL) and those with special educational needs/and or disabilities (SEND) or high needs, the knowledge and cultural capital they need to be successful. We are passionate in providing children with the knowledge, tools and skills they need to create high quality and creative artwork. Art is highly celebrated and enjoyed at Parkside.

The Parkside curriculum is coherently planned and sequenced to develop and enhance the knowledge and skills for future learning and employment. Our curriculum is progressive and builds on previous learning with opportunities for children to practise and develop skills and knowledge throughout their time at Parkside School.

## Implementation of Art curriculum

At Parkside, we implement a creative and engaging Art Curriculum. Our children thrive with the opportunities to develop and celebrate skills and knowledge and are able to apply this through many learning opportunities across subjects. At Parkside, we have developed a scheme of work that exceeds the expectations of the National curriculum and develops children's Art skills showing clear progression through each Year group. We provide engaging content and enthusiasm to nurture a love of art and creativity. We have a variety of resources at Parkside which support children to create high quality art work. At Parkside teachers have a good knowledge of the subjects they teach and leaders provide effective support for those teaching outside their main areas of expertise through high quality CPD and development opportunities catering to the needs of the team.

Leaders carry out learning walks and take time to research and identify new initiatives, changes and development opportunities to support increased teacher knowledge and expertise. We continuously develop and improve all staff knowledge on vocabulary, techniques, art skills, artists and crafts people to ensure that teaching

and learning is current, diverse, relevant to the needs of our pupils and are high in expectation.

### Impact of Art curriculum

Learners develop detailed knowledge and skills across the curriculum and, as a result achieve well. They also develop a passion for Art through an engaging and immersive curriculum that provides life long and lasting skills that can be used across the curriculum and in their further careers and life. We begin the skills through EY's, where children achieve high levels of progress and GLD is at good levels of development.

Through the CPD, development of a strong and diverse curriculum and the passion of the Senior Leadership Team (SLT) and key staff members in art monitoring, art has a higher profile in the school. Art is showcased consistently around the school environment and is of high quality. There is consistency in teaching and learning and the school continues to monitor and evaluate to inform next steps.

At Parkside, we are artists.

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### Intent of History curriculum

Parkside produce a high-quality history education that will help pupil's gain a coherent knowledge and understanding of the wider world. We inspire pupil's curiosity and fascination about the world in the past, present and future and develop transferable skills. The children are encouraged to ask perceptive questions and think critically about significant people, events and time periods. We ask deep level questions and use these as a basis for an engaging and enquiry-based curriculum using secondary sources to deduce and learn.

The 2014 National Curriculum highlighted the importance of skills alongside knowledge. Due to this, Parkside follows a skills-based curriculum. Within history, we cover a range of local and world history and events. As mapped out by the National Curriculum 2014, these skills are progressed throughout the School. As a school, we instil a love of History in all our children. We work hard to construct an interesting and ambitious curriculum that inspires and motivates our children while meeting the needs of all backgrounds, cultures and abilities. We develop a skill and enquiry-based curriculum looking at future outcomes for our children. From EYFS up to the end of KS2, the children will be taught about various British and worldwide historical events and famous historical figures, many of which have shaped the world today. We will create every opportunity to link History to other subjects and ensure that our teaching of history is not episodic but that our children understand the time in the context of a timeline of events. Staff will follow their curriculum maps to ensure progression happens across each key stage as well as throughout the school.

### Implementation of History curriculum

As a staff, we follow National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups and are pitched with high expectations. We aim to reflect our diverse community (holding a mirror) and show our children the wider world (open the window). All staff will use a range of assessment to check learners' understanding, identify misconceptions accurately

and provide verbal feedback at the time of learning. Through the use of historical artefacts, immersive environments and visits, we hook, excite and intrigue our children to find out more about events and people from the past. We develop deep subject knowledge and key skills as well as providing a differentiated and challenging curriculum based on the children's areas of interest. We use a range of adaptive teaching strategies to support a range of needs and abilities reflected across our cohorts. We use a progression of skills curriculum to ensure that our children have opportunities to build on previous skills acquired through the teaching and learning of history. Tier 2/3 vocabulary is explicitly taught and applied for each subject and this is modelled and used effectively.

### Impact of History curriculum

Children enjoy History lessons and look forward to finding out more. Children benefit from using a skills-based curriculum for more purposeful and independent learning so that a deeper understanding can be embedded and transferred to other areas of learning. Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well in progress and attainment. Children have a deeper level of understanding through our deep question approach and are able to explain their understanding and respond with critical thinking supported by facts. A wider range of vocabulary will be used and understood by our children giving them a voice to explain, clarify, reason and question. The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject. Evidence of work will show a range of topics covered, cross curriculum links and differentiated work. Standards in History will be high with most pupils achieving age-related expectations or greater-depth in their learning. Children will retain knowledge and learning and make links to previous and future learning.

At Parkside, we are Historians.

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### Intent of Phonic Curriculum

At Parkside we produce a high-quality phonics education that will help pupils to read and spell. At Parkside phonics teaching is systematic, discrete, interactive and multi-sensory and also practical and engaging. We enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One. We ensure that the children apply phonic knowledge as their first approach to reading and spelling. We ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible and we have fidelity to our Monster Phonic scheme that ensures that all children have access to fully decodable books at their point of learning. We encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building the confidence and strategies to attempt the unfamiliar. At Parkside we help the children to apply the skill of segmenting and blending phonemes in order to read words. We also help the children to segment words into their constituent phonemes in order to spell. Children learn that blending and segmenting words are reversible processes and that phonemes should be blended from left to right through the

complete word, in order for it to be read. Within the teaching of phonics, we ensure that children are also taught an increasing amount of 'Tricky Words' which need to be learned by sight.

### Implementation of Phonic curriculum

At Parkside, we use the multi-sensory approach scheme Monster Phonics. Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across Nursery, Reception and Key Stage 1. Phonics is also continued into Key Stage 2, where necessary to support those children who do not yet have the phonic knowledge and skills they need. Staff follow daily plans for phonics which ensure progression and effective, high quality teaching. Discrete phonics lessons take place daily across Reception and Key Stage 1. They follow the structure of 'Review, Teach, Practise, Apply' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context to both their reading and writing. These lessons proceed at pace and incorporate a wide range of practical and interactive activities to engage the children. These activities ensure that children develop their skills in aural discrimination and phonemic awareness, blending and segmenting as well as grapheme phoneme correspondence. Children are taught in class. They are taught the phase required for their year group however this work is underpinned with review and revisit of the previous phases and are regularly assessed and reviewed by the class teacher. As children progress at different rates, we use interventions to support children who have larger gaps or misconceptions as an additional session. Through this scheme children will access their learning through a colour coded system that assigns each phoneme to a monster. Each lesson begins with a song, video or power point with the monsters and colour coding to support a range of different learning needs. In addition to this all staff have a range of resources to use which are appropriate for the level at which the children are working. They include practical resources and games sorted into phonic phases. These resources can be added to so that children are continually engaged with their learning and we encourage the use of games and hooks to engage the children in their learning. In each classroom in both Reception and Key Stage 1 the monsters are displayed as a working visual reminder of the graphemes. This display is used by the children to support the application of phonics in Reading and Writing in all aspects of the curriculum.

### Impact of Phonic Curriculum

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class. Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed. Training and further CPD opportunities are planned for staff and development of subject knowledge has been good. Staff are more enthusiastic about

the scheme and parental feedback has been very positive. Children are making good progress and the assessments are showing that with time, the embedding of Monster Phonics is having a very positive impact. Children are more engaged and excited in lessons and the application of phonics in reading and spelling is improving the children's confidence and retention. Parents are accessing fully decodable books and have a greater understanding of how phonics is being taught and applied. Staff are committed and enthusiastic about the use of Monster Phonics.

At Parkside, we are readers and spellers.

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### Intent of Computing curriculum

At Parkside, we believe that skills across Computing are fundamental to children's learning and should be integrated and embedded into all areas of the curriculum wherever possible. We have a responsibility to encourage digital literacy in all pupils in preparation for their future and enable children to interact fully with computers, laptops, tablets and a growing number of other devices, programs and software in order to fully support their learning in a number of contexts. It is recognised that the level of expectation on children's capabilities for using new technologies is rising particularly within the new National Curriculum for Computing with its strong emphasis on computer science and computer programming skills that prepare children for future careers.

Our Curriculum provides an extended knowledge of using computers effectively and safely. As we know the importance of computing to society, it is of extreme importance that we provide the pupils in our school the very best curriculum to help them succeed.

Parkside equip the children with an understanding of the knowledge, skills and safety aspects of computers and technology. We also understand with the more technological approach to society, children of a younger age are having access to mobile phones and the internet. Therefore, we understand and need to provide a solid and robust teaching about e-safety to the children.

### Implementation of computing curriculum

At Parkside, we use the Purple Mash scheme of work. The scheme is split into two parts: Digital Literacy and Computer Science. Each year group completes units which progressively get more challenging. This scheme has and will provide children with challenging learning opportunities as well as giving these children a quality computing curriculum.

From the Early Years Foundation stage children are taught computing through a range of different approaches. The teachers teach using software and the use of the interactive whiteboard which the children help to navigate and control. The children also are exposed to mechanical toys and understanding how to programme them and use them. Children have access to iPads and are encouraged to use eBooks to support home learning.

In KS1 and KS2 Children continue to access a range of technologies and software. We have iPads, Chrome books and laptops for classes to access. Children are encouraged to use online platforms such as purple mash, TT Rockstars and google classroom.

As a school, we have continued to focus on e-safety as a statutory and vital component of safeguarding for children. Keeping children safe is at the forefront of everything we do, therefore implementing e-safety guidelines and knowledge to the children is crucial to keeping them safe while online. Pupils develop their understanding of e-safety and what they should do if they feel or encounter harmful, negative or explicit materials that are inappropriate or make them feel scared, worried or unsafe. They are also taught about the role that they themselves play in accessing, posting and responding to content and the digital footprint that they leave behind. This really helps children think twice about what they post on the internet and why.

Parents are updated with information and are given access to appropriate platforms that the children are encouraged to access. They are also supported to access home learning and are updated with advice and warnings that are relevant to current issues.

#### Impact of computing curriculum

The children at Parkside have been engaged and immersed in their Computing lessons. The impact of the scheme leads to more pupils exceeding and achieving age-related expectations.

Staff are supported through CPD to improve their subject knowledge and sharing of good practise, helpful teaching platforms and websites supports all staff to access high quality and appropriate content. The use of Purple Mash ensures that all staff can teach at a high standard ensuring coverage, knowledge and skills are built upon and retrieved throughout the curriculum.

Our pupils are accessing and using technology safely and appropriately, becoming skilled and knowledgeable in the positives and negatives regarding technological advancements.

At Parkside, we are Computer scientists.

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#### Intent of DT curriculum

At Parkside we intend that children should be taught Design and Technology in a way that ensures progression of skills, and follows a sequence to build on previous learning. Children will understand and be equipped to aim for careers within Design and Technology and make use of design and technology effectively in their everyday lives.

Practical experience and a range of skills are planned for across the curriculum. These include a wide range of formal elements of design and concepts of technology that will be used and developed in a safe way to enhance and embed their learning

opportunities. We enable children to use design and technology across a range of subjects and contexts to be creative and solve real and relevant problems, considering their own and other's needs, wants and values, ensuring they make progress and aim for excellence.

In the Early Years, DT begins with child initiated exploration of technological toys, different materials, tools and techniques to construct with purpose in mind. Children start to design through drawing, construct and trouble shoot how things are built or work. During Key Stage 1 children begin to design, make and evaluate purposeful, functional and appealing products for themselves. They select and use a range of tools and materials to perform practical tasks according to specific characteristics. Children will create, explore and use a range of construction materials as well as prepare healthy and varied dishes with an understanding of where food comes from. Once in Key Stage 2 children begin to use research and use a wider range of tools and materials.

### Implementation of DT Curriculum

DT is delivered as part of an immersive curriculum with links often made to other subjects however, DT is taught as a discrete lesson with a focus on knowledge and skills that are built upon in our DT curriculum.

We follow the national curriculum for Design and Technology curriculum and ensure that opportunities for children to secure, build upon and revisit knowledge and skills are planned for. Adaptive teaching provides support and challenge for learners. Class teachers are free to teach DT lessons may be taught weekly or as a block of lessons.

### Impact of DT curriculum

At Parkside, children appreciate the value of Design and Technology in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities. They are engaged and creative in DT and this is evident through not only the outcomes produced but by the process.

Progress in Design and Technology is demonstrated through Looking at pupils' work over time as they gain skills and knowledge but more crucially by observing how they perform in lessons and talking to them about what they know.

The Design and Technology curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. The curriculum enables children to show their diversity and individuality by designing and creating through DT projects that are meaningful and exciting.

At Parkside, we are designers and creators.

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## Intent of Music curriculum

At Parkside, we encourage children to develop a love of music. At Parkside we make music an inspiring and enjoyable learning experience which develops the children's musical skills and talents and provides them with opportunities to develop their skills in playing, listening and performing. This also develops children's confidence, learning behaviours of listening and taking turns and also communication.

Teaching across the school focuses on developing the children's ability to understand rhythm and follow a beat using a range of musical instruments. By singing and performing songs, children learn about the structure and organisation of music. We teach children to listen and appreciate different forms of music across different time periods, cultures and traditions. We understand and use the cultural diversity of our school and beyond as a mirror and a window to our children. This supports children to develop knowledge about a breadth of musical genres in the world from the past as well as today. The children learn to appreciate how music supports other areas of the curriculum such as dance, drama and can enhance and broaden their topic knowledge when learning about different countries and cultures and traditions in their Geography topics. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms. As pupils progress, they develop a critical engagement with music, allowing them to compose and to listen with confidence

## Implementation

A specialist music teacher is used at Parkside to ensure high quality teaching and learning across the school. We ensure that planning encompasses a wide exposure to different genres of music, use of instruments and lots of practical opportunities to explore and develop as singers. Music is developed through building upon previous knowledge and skills whilst giving children opportunities to practise, apply and develop throughout the curriculum.

As well as weekly music lessons and weekly singing assemblies we offer alternative opportunities for children to further develop their interest in Music. These include opportunities to perform in class or celebration assemblies, specialist music lessons with iRock and community events such as singing at the residential home.

## Impact

At Parkside we have a consistent approach to the teaching of music across the school. Opportunities for musical enrichment is provided and children are exposed to a balanced and well-rounded music curriculum that engages and develops knowledge and skills.

Music lessons are taught by a specialist, ensuring that subject knowledge and high-quality lessons are delivered and Staff are exposed to the subject knowledge and depth of teaching to enhance their own understanding, knowledge and delivery of the subject.

Children's progress, attainment and engagement in music is very positive.

At Parkside, we are musicians.

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## Intent of PE Curriculum

Through active lifestyles, Parkside enriches and supports the active health and wellbeing of the children through a broad and enriched curriculum that provides many opportunities for developing knowledge and skill in sporting activities but knowledge and skill surrounding health and fitness. We encourage the children to access as many sporting opportunities in school as possible. In addition, the children are encouraged to access their chosen passion through attending and participating in local clubs, sporting events and festivals which the school actively promotes.

Lessons are taught by a Sports coach and each lesson in a unit aims to progress the children quickly through a range of stimulating activities. Lessons offer differentiated activities and adaptations to allow for different abilities or needs within the class to help all children to succeed. Pupils are taught about the importance of warming up and cooling down and how to do this.

Parkside has an extensive record of sporting events and various sports clubs for children across the school, such as Football, Basketball, Hockey, Netball, Multi-Sports, Athletics and Tennis. These are run and organised by the sports coaches either during or after school.

## Implementation of PE curriculum

All sports and topics have been carefully devised to allow children to access a range of skills and knowledge. The transferable skills are developed to use in other similar games.

Children who enjoy and choose to attend extended opportunities through clubs or show an interest in particular sports may often compete in competitions, workshops and sporting events throughout the year.

PE is taught weekly in every class and further enrichment and enhancements are provided during playtimes and lunchtimes to support the development of sports such as football and basketball, gross motor skills with small equipment such as bats, balls, hula hoops and stilts and playground games supported by staff and older peers.

## Impact of PE Curriculum

Summative and formative assessments indicate areas of strength and need for children and these areas are used to provide next steps and targeted intervention by the sports coaches and teachers.

The children are encouraged to pursue their passion for PE and sport by being signposted to relevant sports clubs in and out of school. The school also celebrate and acknowledge all achievements made in and outside of school through our social media platforms, school website and in school assemblies.

The quality and range of sporting events and opportunities remains high and engagement is very strong. Our sports coaches provide excellent subject knowledge and support the development of a physical education whilst providing expertise to staff when required.

At Parkside, we are fit.

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### Intent of PSHE curriculum

Our PSHE curriculum has been built with the aim to support the development of the 'whole child', by helping them to understand how they are developing personally and socially as well as promoting their social, mental, and physical development. PSHE is embedded in all that we do to enable our children to become independent, responsible, healthy, and confident members of society. At Parkside, the intent of our PSHE curriculum is to deliver a curriculum which is accessible to all, and that will maximise the outcomes for every child, so that they know more, remember more, and understand more. Children will be able to develop the ability to regulate their own emotions and trouble shoot through the moral, social, and cultural issues that they encounter. Through our discreet lessons as well as wider cross curricular approach to teaching PSHE, children are taught how to keep themselves safe, physically, and emotionally resulting in the acquisition of knowledge and skills, which enable children to access the wider curriculum. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society whilst understanding the role that they play in challenging prejudice, racism and bullying. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### Implementation of PSHE Curriculum

We teach the National Curriculum, supported by a clear skill and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children

PSHE is taught across the school on a weekly basis The scheme of work for every year group covers:

- **Being me in my world:** including self-identity, feelings, rights and responsibilities.
- **Celebrating differences:** including identifying talents, families, making friends
- **Dreams and Goals:** including challenges, goal setting, overcoming obstacles
- **Healthy Me:** including exercise, healthy food, safety
- **Relationships:** including family life, falling out, dealing with bullying
- **Changing me (SRE):** including bodies, growth, and change, respecting my body.

Our values at Parkside ensure that we nurture and inspire pupils to succeed and have a bright future.

The whole school participates in a number of enhanced opportunities such as Anti-bullying week, World Mental Health Day, Remembrance Day, D-Day, Children in Need and Internet Safety Week.

From September 2020 the Department for Education has made Relationships and Health Education compulsory in all primary schools.

Parents' rights to withdraw a child from SRE Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human

growth and reproduction that are essential elements of National Curriculum Science).

At Parkside we teach Relationships, Sex and Health Education through our Jigsaw scheme of work, fulfilling DfE statutory requirements and invite parents to review content prior to teaching should they want to do so.

### Impact

Monitoring and assessment supports the planning, delivery, adaptation and next steps in the subject.

The impact of our lessons is evident with the behaviours across the school that are very good. Children are taught about belonging and safety and as a result feel safe at school. Children are able to talk about their safe spaces, adults and procedures in place that keep them safe.

At Parkside we offer children the option to be a school councillor and each year a pupil from each class will represent the cohort at the council meetings and use their voice to support and make positive changes in school. The PSHE lead supports the learning of democracy through these meetings.

Wellbeing surveys are also collated regularly for staff, pupils and parent voice is used to support any initiatives or recommendations that can enhance the school's development of personal, social and emotional growth.

The use of the School's attendance officer and Parental engagement officer also has a positive impact in building relationships and supporting our families with attendance, mental health and any pastoral issues that require attention. We offer many extended services, outreach and workshop opportunities throughout the year.

The school is also a Thrive school and we use our expert to support children with developing positive mental health and protective behaviours.

At Parkside, we are happy, safe and kind.

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### Intent of Religious Education curriculum

At Parkside the RE Curriculum allows children to discover and gain an insight into religions, cultures, beliefs and diversity within our school and also the world that we live. We encourage deep thinking and an enquiry based curriculum by asking questions about the world around them and exposing children to quality experiences and learning to both hold a mirror but open a window to differences and similarities throughout a multitude of beliefs, religions and cultures.

### Implementation of Religious Education Curriculum

At Parkside a rich, broad and balanced curriculum ensures that Religious education is embedded through the development of knowledge and skills over time. This is implemented by establishing the pupil's existing religious knowledge and understanding and building with further knowledge and understanding about the world. Learners consistently build on their prior knowledge and skills and at Parkside

we enhance our curriculum by enjoying and learning about cultural celebrations and events outside of the RE lesson. We encourage and celebrate cultural diversity and recognised religious events and milestones throughout the school year.

This celebration is achieved through:

- Comparing similarities and differences between celebrations
- Discussion about why and how we celebrate

#### Impact of Religious Education curriculum

At Parkside, children being positive members of our school community and show a deep empathy for others. Children feel that they belong and are valued and nurtured as individuals and are respected with their beliefs being understood and celebrated.

At Parkside, we have an accepting, inclusive and safe environment and work hard to reflect our pupils, their families and the community in which they live in our curriculum. In lessons, children demonstrate a deep cultural understanding through their discussions and relationships with others. We are a diverse school and use the expertise and knowledge from staff and community members to enhance our curriculum. The curriculum is designed to ensure that pupils learn more, know more and can talk more. We give pupils a voice to discuss, challenge, ask questions and explain.

At Parkside we are diverse and proud.

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#### Intent of Science curriculum

Science at Parkside is practical, engaging and inspiring. We teach a high-quality curriculum that gives opportunities for all learners to succeed and excel in science. We do this through the national curriculum aims but also through encouraging curiosity and interest in the sciences.

We create a curriculum built upon the fundamental Scientific knowledge, skills and concepts that are developed throughout the curriculum.

We teach and expose children to key scientific vocabulary and ensure that children are able to explain and discuss science using this.

Throughout the programmes of study, the children will acquire and develop knowledge that has been identified within each unit as well as the application of skills. We ensure that the Working Scientifically skills are developed throughout so that they can apply their knowledge of science when using equipment, conducting experiments and investigation, building arguments and explaining concepts confidently, being familiar with scientific terminology and, most importantly, to continue to ask questions and be curious about their surroundings.

#### Implementation of Science Curriculum

We implement a curriculum that has high expectations and is progressive across each year group.

Science in the Early Years is introduced indirectly through activities that encourage the children to pose and answer questions through exploring, identifying, categorising, problem solving, observing, testing and predicting.

At Parkside we adapt, differentiate and extend the learning opportunities to match all pupils' needs. Lessons are enquiry based and practical. Although staff are provided with a scheme of work (Snap Science) and the teaching sequence to follow, teachers plan to also include their children's interests, current events, their own teaching style, the use of any support staff and the resources available. Our teaching sequence has been developed in conjunction with Snap Science to enable a continuous approach throughout and to enable students to develop a deep scientific understanding.

The use of Knowledge Organisers support memory and retrieval and help to reduce cognitive load.

### Impact of Science curriculum

Our children enjoy Science and practical learning. They have good subject knowledge and understanding and can apply scientific enquiry skills to investigate, test and answer questions.

We ensure students not only acquire the appropriate age-related knowledge linked to the science curriculum, but also skills which equip them for their future careers. We build the skills needed to navigate an ever-changing world of science and technology by immersing our students with scientific enquiry skills, key scientific knowledge and investigative skills. We aim to create a culture of high scientific aspirations, which will allow our students a platform to develop their scientific learning and careers, and to articulate their understanding of key scientific concepts. The impact of themed days and trips have continued to prove of utmost importance to enrich and promote science across the school and enhance cultural capital of the subject.

Teachers access progress in a number of ways in Science. These include summative and formative assessment opportunities, reviewing children's work and developing links across subjects to enhance and recall skills and knowledge.

At Parkside, we are scientists.

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### Intent of Literacy Curriculum

At Parkside we ensure that every child becomes a writer, a reader and a confident speaker. We promote and instil enjoyment for reading and create confident and fluent readers. We ensure that children develop the components of writing (handwriting, spelling, construction) so they become equipped to write for different purposes and for different genres.

### Implementation of Literacy Curriculum

Children access fully decodable books, library books and high-quality texts to develop a passion for reading. We use Monster phonics to develop our decoding skills and

move quickly towards fluent and comprehensive reading. Whole school reading events promote an exciting reading culture with the school community and enhance our parental engagement. A programme of CPD has supported staff with fluency and the teaching and learning of monster phonics, monster spelling and interventions to support children. A programme of CPD for parents has included workshops, events and videos to support in reading and writing. Each class has a class book corner that is well-stocked and organised with a range of fiction, non-fiction and poetry available and these are changed to reflect the pupils needs, interests, diversity and topical subjects.

At Parkside we encourage Immersive themed days/weeks (e.g. World Book Day) and are encouraged to complete the library summer reading challenge.

### Impact of Literacy Curriculum

Recent external validation illustrated consistency across the school with the building and development of the Monster Phonics scheme. Classroom environments are becoming more 'language rich' and book corners are inviting and cosy. Positive responses from teachers regarding staff CPD and from well attended events by parents.

A positive love for reading embedded throughout the school with a wide range of quality texts in classes and in our very inviting and well-resourced library.

In the EYFS, children share books with adults, listening to and perform nursery rhymes, songs and stories and access phonics from phase 1. At Parkside, we develop listening and attention, understanding and speaking and identify children who have delayed language skills early and additional support is put in place to support. The EYFS environment offers a literacy rich environment promoting engagement with reading and writing across the curriculum both inside and outside.

Gross and fine motor skills in preparation for writing are planned for from Nursery upwards. Activities and resources promote mark making moving towards letter formation when the children are ready. Children are able to write for a variety of purposes throughout the environment.

Handwriting is taught across the school following the Letter Join scheme of work.

Equality, diversity and inclusion is at the forefront of our Literacy provision and we access, teach and enjoy a range of texts that represent our community and that teach us about the wider world.

As part of our reading curriculum, we have a strong focus on reading fluency and staff have been provided with training to support the use of strategies such as: Echo reading, Paired reading, Text marking, Performance reading, Choral reading, Repeated reading and Pre-reading.

Children in EYFS and KS1 have access to Monster Phonic levelled books. These books are decodable for the children. KS2 children will bring home a self-selected book from their class reading library which is matched to their reading ability. All children will have chance to attend the Main School Library where they will choose a book for their pleasure.

Children are encouraged to read daily at home as part of our homework policy.

At Parkside, we are enthusiastic readers and writers.

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## Intent of maths curriculum

At Parkside, we are committed to fostering a deep and lasting understanding of mathematics among all pupils. Our intent is to ensure that every child develops not only computational skills but also the ability to reason, solve problems, and make connections across different areas of mathematics.

We strive to create an engaging and stimulating environment where children enjoy learning maths as a creative and fascinating subject. Our curriculum is designed to promote a thorough understanding of mathematical concepts rather than rote memorisation. We aim for pupils to grasp the 'why' behind mathematical processes. We encourage every child to approach mathematical problems with curiosity and resilience, equipping them with strategies to tackle challenges both in and outside the classroom. We place significant emphasis on the use of precise mathematical language, enabling pupils to articulate their thinking clearly and effectively. Our intent includes rigorous identification of individual learning needs, ensuring every pupil, regardless of their starting point, is supported to achieve their potential in mathematics.

## Implementation of maths curriculum

To realise our intent, we implement a carefully structured and coherent mathematics curriculum that is aligned with the National Curriculum, ensuring both breadth and depth of knowledge. Key aspects of our implementation include:

CPA Approach: We adopt the Concrete-Pictorial-Abstract (CPA) approach throughout our teaching. This involves providing pupils with hands-on experiences using concrete objects, followed by pictorial representations, and finally leading them towards abstract reasoning. This approach helps learners build a solid foundation of understanding.

Sequenced Curriculum: The mathematics curriculum is meticulously planned, with a coherent progression of skills and knowledge across year groups. Each topic builds upon prior learning and prepares pupils for future challenges.

Varied Teaching Methods: We employ a range of pedagogical approaches, including direct instruction, collaborative problem-solving, and hands-on activities. Teachers use visual aids, manipulatives, and technology to enhance understanding and engagement.

Regular formative assessments are embedded within our teaching practices to monitor pupils' understanding and to inform future planning. Feedback is timely, specific, and designed to empower pupils to improve their work. We provide targeted interventions and personalised support plans for those who require additional assistance, ensuring that all pupils are included and have access to challenging mathematical experiences.

Continuous professional development for staff is prioritised, enabling educators to stay current with best practices in mathematics teaching and to share strategies that enhance pupil learning.



## Impact of maths curriculum

The effectiveness of our maths programme is evident through a range of measures demonstrating sustained and substantial progress for pupils:

Pupil Achievement: Across the school, the majority of pupils exceed age-related expectations, with an increasing number achieving greater depth in their understanding. We perform robust data analysis to monitor performance and identify trends.

Pupil Engagement: Observations and pupil interviews reveal high levels of engagement and enthusiasm for mathematics. Children actively participate in lessons, showing confidence to tackle challenging problems and engage in discussions about their learning.

Parental Involvement: We encourage parental engagement through workshops and resources that equip families to support their children's mathematical learning at home. Feedback shows that parents value the school's approach, contributing to a positive learning environment.

Strong Foundation for Future Learning: Our pupils demonstrate a solid foundation in mathematical skills that prepares them well for secondary education. Transition data indicates that our former pupils excel in mathematics, highlighting the effectiveness of our primary education.

Positive School Culture: The overall school culture around mathematics is one of curiosity and resilience. Pupils share a common language of mathematics, fostering collaboration and improvement through peer learning opportunities.

By maintaining a relentless focus on our intent, implementing evidence-based practices, and evaluating our impact rigorously, we continue to strive for excellence in the teaching and learning of mathematics at our primary school. This commitment ensures that our pupils not only achieve academic success but develop the essential life skills of critical thinking and problem-solving.

At Parkside we are mathematicians!

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## Intent of French curriculum

At Parkside, the intent of our French curriculum is to foster a deep-rooted appreciation and understanding of the French language and culture amongst our pupils. We aim to provide students with the ability to communicate effectively in French through speaking, listening, reading, and writing. We emphasise practical vocabulary and phrases that can be used in everyday situations. Encourage curiosity and an appreciation of French-speaking cultures, enhancing global awareness and empathy. Students will explore traditions, cuisine, literature, and history, which enrich their understanding of diversity. Instil a passion for language learning, encouraging students to recognise the benefits of multilingualism in our increasingly interconnected world. We aim to build foundational skills that will support future language acquisition.

## Implementation of French curriculum

Our French curriculum is implemented through a coherent and progressive framework that adheres to the National Curriculum, allowing for a structured yet flexible approach to language learning. We employ a variety of teaching methods, including storytelling, games, songs, and interactive resources, to create an

engaging learning environment. This caters to different learning styles and keeps pupils motivated. The curriculum is designed to spiral, revisiting and expanding upon vocabulary and grammar as students' progress. This ensures mastery of concepts and the reinforcement of learning through cumulative experiences. French is integrated into other subjects, such as art, history, and geography, to provide a holistic learning experience. For instance, students may study French artists or historical events in conjunction with their language lessons. We create real-life contexts for using French through exchange days, pen-pal programmes, and cultural events, enabling pupils to practise language skills and foster a genuine interest in the language. Regular training for teachers ensures they remain passionate and knowledgeable, using best practices in language instruction. Collaboration with native speakers or language specialists enhances the authenticity and richness of the curriculum.

### Impact of French curriculum

The impact of our French curriculum is evident in the progress and outcomes of our pupils, alongside their personal development. Indicators of success include:

Language Proficiency: By the end of Year 6, pupils demonstrate a strong foundation in French vocabulary, grammar, and pronunciation. Many can engage in simple conversations, enhance their reading skills, and write basic sentences, showcasing their confidence in using the language.

Cultural Understanding: Students display an increasing awareness of and respect for French culture, evidenced through their creative projects, presentations, and participation in cultural events. They prepare traditional French meals and celebrate French festivals, deepening their cultural connection.

Positive Attitudes to Language Learning: Pupil feedback indicates a strong enjoyment of learning French, with many expressing enthusiasm for continued language studies in secondary school. There is a sense of pride in their achievements and a willingness to engage in further language exploration.

Broader Educational Outcomes: The skills developed through learning French—such as critical thinking, communication, and social awareness—contribute to pupils' overall academic achievement and personal growth, preparing them well for future challenges.