

# Parkdale Curriculum Statement of Intent

The curriculum at Parkdale School has been designed in collaboration with children, staff, parents, Governors and the wider school community so that it truly reflects the diverse nature of our community. It carefully outlines the knowledge, skills and dispositions that the children need in order to engage with the wider world. It is values based, with each topic culminating in a purposeful and Authentic Action. We are all very excited by the curriculum that we deliver- children especially.

The curriculum builds upon The Transform Trust's core values and our Teaching and Learning Values, providing opportunities and situations for children to practise and develop these skills and attributes throughout their time at school. Encompassing this- and the British Values- alongside this **knowledge rich, concept driven, blended curriculum**, we endeavour to create **successful global citizens** ready for the challenges that lay ahead in our ever changing world.

A **variety of experiences and opportunities** are provided for all children to **enrich** the curriculum, **broaden** their horizons, promote **digital connectedness** and **raise aspirations**. We believe that everyone is a leader- adults and children. We promote this in our children from an early age; we want them to see themselves in the curriculum and have a strong vision for their own future. We pride ourselves in changing this curriculum to reflect the current world we live in.

**Creativity, collaboration, communication and critical thinking** are some of the key features of our curriculum that build upon the characteristics of effective teaching and learning, initially nurtured and embedded in the Early Years. **RESILIENCE in this demanding world is seen as paramount**. Direct instruction is balanced with opportunities for the children to work independently, developing this resilience and overcome challenges.

At Parkdale, we know that **Reading** is the gateway to the curriculum; it underpins all learning and is a strong feature across all subjects. The desire to encourage **a love of reading** is vital to our curriculum. The children are well read around their curriculum, ultimately aiding them in producing authentic compositions. Children enjoy reading a range of diverse texts to support background knowledge and enhance their feeling of Cultural capital. We now recognise that Oracy, though still in its infancy here, also underpins much of our curriculum, playing a vital role in the delivery of all subjects.

# Curriculum Statement

## Implementation learning to love...



We know that effective curriculum implementation relies on effective delivery and we focus our professional development on ensuring that all teachers are highly skilled in making the correct decisions around teaching and learning. All teachers are trusted leaders and all play a part in subject reviews and curriculum development.

Our aims:

- To deliver a knowledge-rich curriculum which children can **articulate**; demonstrating that they are **knowing more, remembering more and able to apply more**
- To apply the **principles of effective teaching and learning** (effective modelling, scaffolds, questioning, review etc) and our assess-teach-assess structure to ensure the retention of this knowledge
- To create an **Enabling Environment** that supports curriculum accessibility and an **Evolving Environment** that supports retrieval and pupil voice
- To ensure that **all children** can access the curriculum, including children with SEND, through the skilful use of **digital technologies** and **purposeful adaptations**
- To engage parents and other **stakeholders** in curriculum implementation so that learning becomes a holistic process
- To be willing to change planning to respond to current news/ the world at any given time.

We believe that the following points are instrumental in the delivery of our curriculum:

- Core knowledge and skills in **Reading, Writing and Maths** are embedded across the curriculum
  - Developing **Digital Expertise** so that the curriculum is accessible to all learners and decisions around **Blended Learning** are made to enhance the curriculum experience for all
  - Ensuring that **Diversity and Representation** are embedded within our curriculum and that staff have the confidence and knowledge needed to teach and address challenging concepts
  - Teaching staff are **specialists** in teaching their age group and range of subjects, with support from highly effective subject leaders
  - Learning is fun/ school is fun. It's a place where children feel safe and want to be.
  - Aspirations are high. Children are guided carefully towards their next steps but feel relieved that we all know **that its ok to get things wrong**. Only by getting things wrong will we ultimately be able to improve.
  - Ongoing and precise **assessment** is seen as an integral part of the learning process
  - **Feedback** is instant and effective and....
  - **WELLBEING** is the cog that holds all this together.
- 
- Ultimately, children leave here with fond memories. They leave as polite, well-rounded individuals who are a credit to the school, their families and themselves.

# Curriculum Statement

## Impact

### Rationale:

Evaluating understanding in all subjects is a crucial element in our approach to Teaching and Learning. We believe that children learn best and make the most progress when there is clarity of curriculum intent and when teaching staff use responsive teaching practices to identify what children know, remember and can do.



### We assess so that:

- Teaching staff can accurately plan and deliver **sequences of learning** that build on **prior knowledge**, address misconceptions or gaps in understanding and develop children's schema
- **Feedback** to children is purposeful, clear and helps them achieve their next steps in learning
- Teaching staff have a strong understanding of the strengths and areas for development for each child and can pass on meaningful information for their **next stage of education**
- Leaders have a strong understanding of classes and subjects and the **impact of the curriculum** across school, identifying areas of need and therefore planning clear targets and professional development opportunities
- Leaders can continue to review and develop a curriculum that evolves to **meet the needs** of the children it's intended for...and to respond to our ever changing world.
- Leaders can analyse the effectiveness of the curriculum as a whole, and how it has achieved the school's **vision** for its children and community

Overviews of subjects and reviews are housed in each classroom and are accessible for all. The same is true for subjects on a page- written in a way that is clear and concise. We evaluate our curriculum using the approaches below:

### Approach:



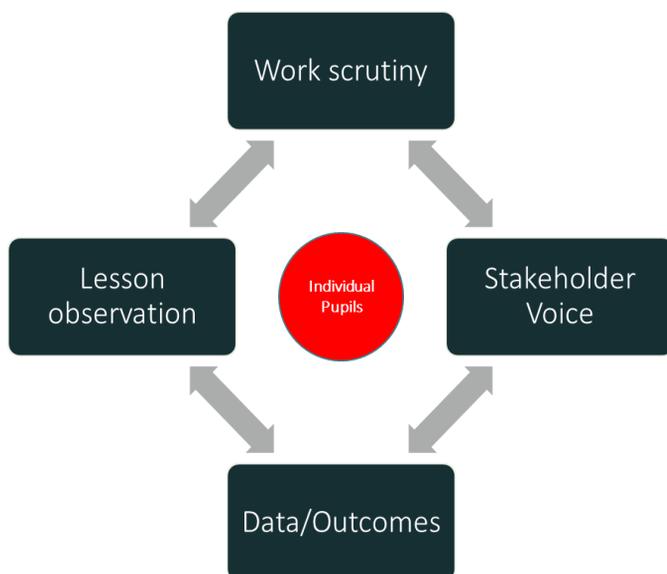
We believe that the best way to gather knowledge of a child's understanding in a subject, is to embed assessment as part of a responsive teaching approach.



When we talk about 'evidence,' we include all the ways in which we **study** the child's knowledge.



It is important that any outcomes we plan for are **authentic and purposeful**; giving meaning to learning helps the children to build and develop their schema.



# Curriculum Statement

## Impact

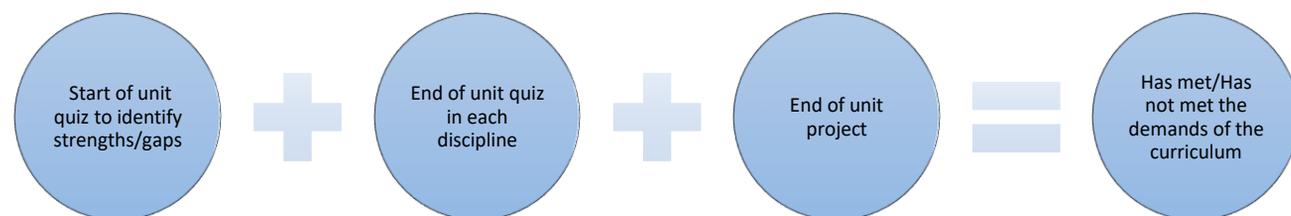
### Evaluating the Impact of Teaching and Learning in Foundation Subjects

We want our children to make progress both **within** a subject discipline and **across** subjects, thereby developing a wider schema, upon which they can draw at a later date. This also ensures that learning is embedded.

We set a **clear intent** for each subject and evaluate learning against this using different approaches according to different subject disciplines. Although we work in a cross-curricular way, only **meaningful links** are made where appropriate between subject disciplines, so as to achieve depth of understanding. *For example, when learning about Natural Disasters, there are clear links to be made between Science, Humanities and PSHE. An Art link here, may not add depth to the children's understanding of 'being an Artist,' or in answer to the Big Question for that unit, so Art would be taught as a stand-alone subject.*

*Our **Beginning and End of Unit Quizzes (Difficulty Model)** are **subject specific** and designed to assess the children's understanding, with a focus on the declarative knowledge, within a particular unit of work. They will be a sequence of questions which get **progressively more difficult**, mostly aimed at the most recent learning but with some from previous units. The quiz should last no longer than 20 minutes and is best delivered via Socrative so that analysis can be immediate and reduces teacher workload. One should be carried out at the start of the unit to give a baseline and repeated at the end to show progress.*

*Our **End of Unit Project (Quality Model)** is designed to identify each child's **schema development** and where possible, their **procedural knowledge** e.g. source analysis in History, by encouraging them to use their knowledge to answer the **enquiry question** for that unit. It should also show how they are making links between prior knowledge and new, and across subject disciplines. In KS1, the project outcome may be the same for all children e.g. an E-Book or Oracy presentation. At KS2 the project can be more open-ended and allow the children to choose the best way to share their learning. Some children may need support in deciding on the best way to identify the impact of the curriculum that term e.g. an Oracy tour guide of Ancient Egypt using green screen may demonstrate a greater understanding in Geography, History and Computing than a written report.*

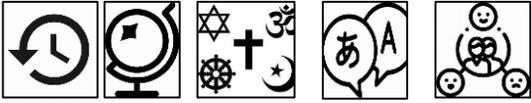
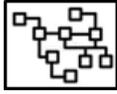


#### After each unit:

- Teachers identify children that have not met the demands of the curriculum and record (see the table on the following page,) outlining further steps or considerations they may take e.g. *developing subject knowledge for History through Reading, fine motor skill intervention to support with playing a musical instrument etc.* **These will then be discussed at Pupil Progress Meetings**

# Curriculum Statement

## Impact

Subject Discipline	Responsive Teaching <i>(used to assess both declarative and procedural knowledge throughout a sequence of learning)</i>	Summative/End of Unit (per subject discipline)
	<ul style="list-style-type: none"> <li>Initial assessment- mind map</li> <li>Mini quizzes</li> <li>Elaboration tasks</li> <li>Working scientifically experiments</li> <li>Work examples</li> <li>Retrieval practice tasks</li> </ul>	<b>Final concept map/graphic organiser to show understanding</b> <b>End of Unit Quiz (Difficulty Model)</b>
	<ul style="list-style-type: none"> <li>Mini quizzes</li> <li>Elaboration tasks</li> <li>Work examples</li> <li>Retrieval practice</li> <li>Questioning</li> </ul>	<b>End of Unit Quiz (no longer than 20 minutes)-assessing declarative knowledge (Difficulty Model)</b>
	<ul style="list-style-type: none"> <li>Observations</li> <li>Questioning</li> <li>Mini quizzes</li> <li>Work examples</li> <li>Retrieval practice</li> </ul>	<b>Relevant appropriate outcome linked to discipline e.g. composition in music, performance in PE</b>
 <b>End of Unit outcome- Schema Development Assessment</b>	This outcome will allow children the opportunity to demonstrate their understanding of how knowledge is linked	<b>Task linked to Enquiry Question (Quality Model)</b>

### Children not achieving the demands of the curriculum

Children not achieving the demands of the curriculum		
Class:		Number of children:
<b>History</b>	<b>Geography</b>	<b>RE</b>
Next steps/considerations:	Next steps/considerations:	Next steps/considerations:
<b>PE</b>	<b>PSHE</b>	<b>Foreign Languages</b>
Next steps/considerations:	Next steps/considerations:	Next steps/considerations:
<b>Art</b>	<b>DT</b>	<b>Science</b>
Next steps/considerations:	Next steps/considerations:	Next steps/considerations:
<b>Computing</b>	<b>Music</b>	
Next steps/considerations:		