

Parkland Primary School Curriculum Intent, Implementation and Impact

What do we want to achieve?

Our Mission: At Parkland Primary School we believe that every child and adult in our school community should have Limitless Learning opportunities. We believe that we all have the ability to succeed and we strive to ensure that our children can discover their full potential through accesses to an ambitious and coherently planned curriculum that leads to deep learning and an understanding of a sustainable world.

Our Values: Grow, Believe, Achieve, Succeed

What is our curriculum intent?

At Parkland Primary School we have worked together to create a shared language for learning underpinned by our whole school definition of learning:
'Learning is the process of building on and strengthening the connections in your brain.'

Curriculum Intent

The intent for our school curriculum is to create changes to long-term memory through delivery of a **knowledge-led curriculum**. The curriculum is broad, balanced and ambitious; teachers aim to design the curriculum in a way that gives learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. Subjects have clearly defined purposes and aims in line with the National Curriculum. Knowledge and skills are coherently planned and sequenced in progression documents; this ensures that the curriculum is planned towards providing cumulatively sufficient knowledge and skills for future learning and employment. Curriculum drivers are used to tailor the curriculum across the school to address the local and contextual needs of the school. Throughout our curriculum and wider school life, we aim to develop the characteristics our children will need to succeed in life and work to build a secure understanding of how to keep their minds and bodies healthy.

Aims

Our aim is for our children to become confident individuals, successful learners and responsible citizens. We tailor our curriculum using the curriculum drivers below to enable our children to meet these aims.



To be CONFIDENT LEARNERS through...

- Allowing pupils to have high aspirations and achieve their personal best
- Providing opportunities for pupils' personal development
- Developing the characteristics of confident individuals
- Providing blended learning opportunities through the use of high-quality technology to support curriculum delivery



To be SUCCESSFUL LEARNERS through...

- Culturing a lifelong love of reading
- Challenging, motivating, inspiring and leading pupils to a lifelong interest in learning
- Preparing pupils for the next stage in their education and for the world of work
- Providing the essential skills and knowledge pupils need to be successful



To be RESPONSIBLE CITIZENS through...

- Promoting local, national and global awareness through the curriculum
- Promoting British Values to ensure pupils are fully prepared for life in modern Britain
- Offering a wide range of quality extra-curricular opportunities for personal development



Route to Resilience

The school took part in the Route to Resilience Programme in 2018 and identified a set of characteristics that support our pupils' resilience. Pupils are taught how these characteristics can be developed, are encouraged to identify how they can use them to support their day-to-day learning and living.

Characteristics	Social Skills	The skills to communicate, listen, share and empathise.
	Enthusiasm	Being engaged in activities, keen to learn and try your best.
	Perseverance	Continuing to try when things get tough and not quitting. Having an understanding that you can get there in the end, although it might take a long time and there may be obstacles on the way.
	Gratitude	Being thankful for the things in your life, however small.
	Hope	Being positive, looking forward to the opportunities that change can give, rather than focusing on the negative things that change takes away.
	Self-control	Being able to control the urge to do things when it may not lead to the right choices being made and understanding when certain behaviours are ok and when they are not.
	Curiosity	It is said that the future belongs to the curious: not being afraid to try it, explore it, poke at it, question it and work it out. Using opportunities to find out facts, understand how things work and try out new ways of doing things.

What does the curriculum contain?

Domains of Learning	English Reading, writing, phonics, spelling, Latin and vocabulary	Maths	Science and Technology	Creative Curriculum (Art, Music, Design Technology)	Humanities (History and Geography)	Physical Education (including Healthy Minds and Bodies)	PSHE, British Values and Citizenship	Religious Education
	READING Fluency of basic skills Vocabulary <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> ← → </div>							
Key elements	Fluency, oracy, grammar, spelling, tier 2 vocabulary	Number sense, fluency, problem solving and reasoning	STEM, working scientifically skills	Peripatetic music lessons, core knowledge and skills	Core knowledge and vocabulary	Strategies for a healthy mind and body	Protective behaviours, RSE	Understanding of multiple faiths and beliefs

How will we implement it?

<p>The staff and leaders at Parkland Primary School recognise that, from the moment children step through the door in the morning to the moment they leave at the end of the day, every minute is an opportunity for children to learn. We provide a range of components to our curriculum to ensure that this can happen and look for both academic and social outcomes to ensure that our pupils are well rounded individuals.</p>							
Components	Ethos and values	Learning in the classroom	Routines and behaviour expectations	A high-quality environment which complements learning	Extra-curricular provision including wrap around care and clubs	Curriculum enrichment through trips and engage days	Learning outside of the classroom e.g. in the allotment
<p>How is the curriculum planned and delivered?</p> <p>Teachers work collaboratively to plan learning journeys using progression maps and knowledge mapping to ensure teaching is designed to help learners to remember, in the long-term, the content they have been taught and to integrate new knowledge into larger concepts. For the wider curriculum, we block learning for each subject and re-visit practice over time through a spaced practise approach as research suggests this will lead to better long-term retention of knowledge. Retrieval practice is a fundamental part of our curriculum as it is proven to strengthen memory and make it easier to retrieve the information later.</p>							
Approaches to Learning	Learning is relevant and interesting and motivates the children.						
	Authentic purposes create meaningful contexts for children and enable connections to be made.						
	Effective assessment for learning is used frequently to inform and adapt teaching.						
	Equity and inclusion - achievement for all.						
	Metacognition and self-regulation are embedded within the learning.						
	Responsive teaching – checking for missing knowledge and misconceptions. Using knowledge of the children to engage with their interests.						
	Research-informed approach to teaching and learning that focuses on long-term learning and awareness of cognitive sciences.						
Deep subject knowledge informs the learning journey. Knowledge mapping and organisers are used to support this.							
Achieving long-term acquisition of knowledge	Cognitive Science		Mastery of core skills and knowledge		Coherent Connections		
	Learning considers HOW children learn so that learning is frequently retrieved and retained in long-term memory.		The learning journey is considered so that small steps build progression in knowledge and skills ensuring the foundations are secure and content is mastered.		Learning is well sequenced and linked throughout subjects, year groups and across the school to ensure existing knowledge can be built upon. Teachers are aware of what comes before and what children require for the next stage.		
Life-long skills embedded into the curriculum	Communication	Resilience	Collaboration	Cross-cultural understanding	Critical Thinking	Creativity	
	Local Food banks Recycling		National Healthy Living (Mind and Body) Mental Health Awareness		Global World Pollution Global Warming		

curriculum where relevant <i>(links to responsible citizens driver)</i>	Local history + geography Community engagement (links to aspiration)	Homelessness Plastics/Sustainability	Poverty Environment
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Impact						
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Evaluating impact	Long-term learning Can pupils recall core learning from their long-term memory?	Stakeholder feedback including pupil voice, parents and governors.	Monitoring and evaluation of lessons and children's work.	Teachers content choices and sequencing evidence children are able to build schema to acquire and retain long-term knowledge.	Effective assessment is conducted, and quantitative and qualitative data used.	Holistic view and whole child's development are considered e.g. pupil wellbeing.
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Outcomes	Our children will be successful learners, confident individuals and responsible citizens.
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