



**INTENT**

**VISION**

<b>Successful learners</b> <i>who enjoy learning, make good progress and achieve.</i>	<b>Confident individuals</b> <i>who are able to live safe, healthy and fulfilling lives.</i>	<b>Responsible citizens</b> <i>who make a positive contribution to society.</i>
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**VALUES**

<b>RESILIENCE</b>	<b>FRIENDSHIP</b>	<b>RESPECT</b>	<b>FORGIVENESS</b>	<b>HONESTY</b>	<b>COURAGE</b>
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The foundation of our curriculum is based on the EYFS Framework and the Key Stage 1 and 2 National Curriculum. We have planned a purposeful curriculum, where we aim to promote enquiry and creativity through a thematic approach, without losing the integrity of each stand-alone subject. Subject leaders map the curriculum coherently across the Early Years Foundation Stage and thorough to the end of Year 6; ensuring that all children are exposed to an ambitious, language rich curriculum that is designed to give all children, particularly the most disadvantaged the knowledge they need to be **successful learners**. As a Rights Respecting School Gold award holder, we place great emphasis on Equality and Equity and promoting children’s rights. We are passionate about providing cultural capital through addressing needs on entry to school, organising experiences and providing children with opportunity; we believe this is essential in order to be **confident individuals**. We are passionate about community and global citizenship, where we endeavour to help children understand the world around them and to develop skills and knowledge needed to function in society and be **responsible citizens**. We are an inclusive school and aim to meet the needs of every child. With our Nest provision and Inclusion Team, we aim to support their ambitions regardless of any barrier to their learning.

Whole School	Teachers	Children
<ul style="list-style-type: none"> <li>✓ The school leadership team are committed to driving the intent for Parkfield Curriculum.</li> <li>✓ Professional development opportunities are available to all subject leaders</li> <li>✓ Subject leaders are knowledgeable and lead the development, coherence and planning of their subjects.</li> <li>✓ Clear monitoring and review processes are established to ensure that the Parkfield curriculum intent is embedded in whole school practice.</li> <li>✓ Robust inclusive practices allow early identification of any barriers to learning.</li> <li>✓ Cultural capital experiences identified as a part of subject implementation and centred on our community ensuring there is equity and equality.</li> <li>✓ Instil our school values and British Values and celebrate diversity.</li> <li>✓ Well resourced curriculum and outdoor learning opportunities.</li> <li>✓ Instil a sense of responsibility through our Rights Respecting School and Eco School initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know the intent for lessons</li> <li>✓ Know the substantive knowledge that children need to learn and when they will learn it.</li> <li>✓ Take responsibility for ensuring that lessons are adapted to ensure inclusivity for all learners.</li> <li>✓ Know who subject lead teachers are if they need support in the delivery of curriculum intent.</li> <li>✓ Attend pupil progress meetings to ensure that the most disadvantaged children can fully access the curriculum.</li> <li>✓ Know the curriculum and build on prior knowledge.</li> <li>✓ Model our school values and British values.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Are curious, creative, successful, confident, empathetic and enthusiastic.</li> <li>✓ Know more, remember more and do more.</li> <li>✓ Are able to talk about their learning and are proud of their learning outcomes.</li> <li>✓ Understand why they are learning something and where it fits with the knowledge they already have- linking to the ‘big ideas’.</li> <li>✓ Have access to outdoor spaces.</li> <li>✓ Learn and use specific terminology.</li> <li>✓ Meet their full potential.</li> <li>✓ Are compassionate and responsible members of the local and global community.</li> <li>✓ Respect and celebrate diversity within our school and global community.</li> </ul>

Governors & Visitors	Parents & Carers
<ul style="list-style-type: none"> <li>✓ Governors understand the whole school intent and the intent of individual subject/s they are linked to</li> <li>✓ Learning and curriculum intent is visible to visitors to school</li> <li>✓ Curriculum intent information is available to view on the school website for any stakeholders or visitors</li> </ul>	<ul style="list-style-type: none"> <li>✓ Are informed about curriculum intent through the school website and through curriculum newsletters.</li> <li>✓ Are invited into school to share children’s learning outcomes.</li> <li>✓ Work in partnership with school to overcome barriers to learning for children.</li> </ul>

**AIMS**

Raising aspirations	Personal Development	Behaviour and Attitudes
<ul style="list-style-type: none"> <li>-Provide a secure, stimulating and industrious environment which fosters the development of all learners.</li> <li>-All learners are appropriately challenged, make good or better progress and achieve their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>-Providing children with cultural capital, regardless of their starting points.</li> <li>-To ensure equality of opportunity for all within an inclusive environment.</li> <li>-Provides for learners’ broader development, enabling them to develop and discover their interests and talents.</li> <li>-Prepare learners for life in modern Britain by:                             <ul style="list-style-type: none"> <li>– equipping them to be responsible, respectful, active citizens who contribute positively to society</li> <li>– developing their understanding and appreciation of diversity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-To promote positive attitudes in our school community with an emphasis on our values.</li> <li>-Instilling the fundamental British Values: democracy, individual liberty, the rule of law and mutual respect and tolerance</li> </ul>



**IMPLEMENTATION**

**DRIVERS**

<b>Enquirers</b>	<b>Creators</b>	<b>Community &amp; Global Citizens</b>
<b>Whole School</b>	<b>Teachers</b>	<b>Children</b>
<ul style="list-style-type: none"> <li>✓ The school leadership team are committed to driving the implementation of Parkfield's curriculum.</li> <li>✓ Clear professional development opportunities are available to subject leaders.</li> <li>✓ Implementation is based on research.</li> <li>✓ Whole school training with a focus on pedagogy and strategy are led by SLT.</li> <li>✓ Middle leaders are experts in their subjects and drive the use of the most effective pedagogical implementation strategies for their area of learning.</li> <li>✓ A whole school commitment to chosen implementation strategies.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have access to the training and information they need to use the best</li> <li>✓ implementation strategies</li> <li>✓ Are supported by the SLT.</li> <li>✓ Work collaboratively</li> <li>✓ Encourage and model oracy sentence stems and 'talking like a .....</li> <li>✓ Are responsible for adapting implementation techniques to support individual learners.</li> <li>✓ Focus on learning rather than task completion</li> <li>✓ Know and use correct terminology and promote language development.</li> <li>✓ Use high quality texts and resources.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Are curious, creative, successful, confident, empathetic and enthusiastic.</li> <li>✓ Know more, remember more and do more.</li> <li>✓ Enjoy a wide range of high-quality texts.</li> <li>✓ Have access to high quality resources.</li> <li>✓ Build cultural capital</li> <li>✓ Use high quality talk to discuss learning and knowledge through use of oracy sentence stems and new vocabulary.</li> <li>✓ Produce work</li> <li>✓ Learn through collaboration</li> <li>✓ Understand the curriculum they are learning and talk about 'the big ideas'.</li> <li>✓ Are compassionate and responsible members of the local and global community.</li> <li>✓ Respect and celebrate diversity within our school and global community.</li> <li>✓ Enjoy learning</li> </ul>

**Governors & Visitors**

<ul style="list-style-type: none"> <li>✓ Governors understand the whole school implementation strategies and the implementation of individual subject/s they are linked to.</li> <li>✓ Curriculum implementation information is available to view on the school website for any stakeholders or visitors.</li> </ul>
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**Parents & Carers**

<ul style="list-style-type: none"> <li>✓ See the impact of curriculum implementation strategies in the progress of their children and the work they are invited in to see.</li> </ul>
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**APPROACHES TO LEARNING**

Promote intellectual curiosity, ignite imagination and spark creativity so that children ultimately apply their knowledge and skills across the curriculum.	Formative and summative assessment which is appropriate for the subject and doesn't create unnecessary workloads.	Promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.	A curriculum that is personalised, relevant, purposeful and ambitious: matched to children's needs.	Provide an engaging and balanced curriculum, which brings a sense of enjoyment and fascination.	Develop responsible, respectful and active citizens who enjoy learning and who are on an equal footing.
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**A SEAMLESS ALL-THROUGH CURRICULUM**

The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.	Clear systems to track and monitor progress from EYFS-Y6.	Strong focus on personal development EYFS-Y6 - PSHE programme of study and enrichment opportunities.	Inclusive curriculum, where there is high levels of challenge for all pupils.	Whole school and year group curriculum enrichment opportunities from EYFS-Y6.	Strong focus on vocabulary and reading development from EYFS-Y6
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**IMPACT**

**VISION**

**Successful learners**

*who enjoy learning, make good progress and achieve.*

**Confident individuals**

*who are able to live safe, healthy and fulfilling lives.*

**Responsible citizens**

*who make a positive contribution to society.*

**FULFILING OUR AIMS**

High academic standards for all, across the curriculum- strong progress and attainment.	Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.	Learners are ready for the next stage of education. They read widely and often, with fluency and comprehension.	Embedding healthy life styles and well-being across the school and in the wider community.	Participation in enrichment activities both in school and out of school to discover their interests and talents beyond the academic.	Relationships among learners and staff reflect a positive and respectful culture. Safe, calm, orderly and positive learning environment	High attendance rates and low exclusion rates.
<b>Whole School</b>		<b>Children</b>		<b>Children's work</b>		
<ul style="list-style-type: none"> <li>✓ Become more knowledgeable and empathetic.</li> <li>✓ Have higher levels of confidence in delivering all areas of the curriculum with coherence and integrity.</li> <li>✓ Can give senior leaders, Governors and subject leads feedback about what is working well and what might need adapting.</li> <li>✓ Monitor how well children are learning the taught content</li> <li>✓ Make links across subjects to enhance learning potential and to place learning in context.</li> <li>✓ Teach consistently well, applying sound pedagogical practices in all lessons and for all children.</li> <li>✓ Plan coherent learning journeys based on key substantive knowledge and skills progression documents and using high quality planning produced by teachers with support from subject lead teachers and SLT.</li> <li>✓ Seek support from subject leads when they are less confident and take responsibility for CPD opportunities in these areas.</li> <li>✓ Self Evaluation audits in their subject responsibility area/s.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Can talk with confidence about what they are learning or have learnt using correct terminology.</li> <li>✓ Are enthused and interested in a wide range of curriculum areas.</li> <li>✓ Can refer to working walls, floor books and evidence of learning to aid their talk about learning.</li> <li>✓ Demonstrate good learning behaviour by demonstrating our school and British values.</li> <li>✓ Can confidently seek help in a supportive classroom environment.</li> <li>✓ Can take responsibility for demonstrating learning through producing great outcomes and metacognitive processes.</li> <li>✓ Can all access the curriculum, regardless of starting points.</li> <li>✓ Can work collaboratively, using oracy sentence stems to support discussion.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Captures their increasing understanding of key concepts and knowledge and skills within each subject.</li> <li>✓ Shows coherent teaching sequences have taken place within each unit of work for all learners.</li> <li>✓ Demonstrates our curriculum's emphasis on language, collaboration, oracy and experiences.</li> <li>✓ Is shared with parents</li> <li>✓ Is monitored through learning walks conducted by senior and middle leaders.</li> <li>✓ Is moderated during staff meetings.</li> </ul>		
<b>Governors &amp; Visitors</b>				<b>Parents &amp; Carers</b>		
<ul style="list-style-type: none"> <li>✓ Give positive feedback about pupil engagement and learning behaviour in lessons.</li> <li>✓ Comment on the high-quality work that they see.</li> <li>✓ Report that leaders are clear about strengths and areas for development and have clear plans in place to improve.</li> </ul>				<ul style="list-style-type: none"> <li>✓ Give positive feedback about their children's attitudes towards school.</li> <li>✓ Share examples of when children have been enthused by the curriculum e.g children talking about learning at home or choosing to continue learning about a particular theme.</li> </ul>		