

Headteacher: **Georgina Graham**

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Co-op Academy
Parkland

Curriculum Policy Key Stages 1 & 2

Mission Statement:

“At Parkland Primary School, children learn in an atmosphere of courtesy, kindness and respect.

By providing a stimulating, caring and enjoyable environment, we ensure that each individual is able to fulfil their potential.”

The curriculum

At Parkland we define the curriculum as being all the planned activities organised to promote learning, personal growth and development. It includes all lessons and extra-curricular activities organised to enrich the experiences of our children.

The curriculum at Parkland fulfils the statutory requirements relevant to each Key Stage and the content promotes the development of the key skills as outlined in the National Curriculum. We respond to government recommendations, adopting statutory changes and considering other guidance where it supports the direction and ethos of the school.

We strive to provide a creative curriculum using a cross curricular approach and a wide range of resources, including the use of ICT where appropriate.

Subject time allocations

There are no statutory time allocations for national curriculum subjects, however, there is set content which must be taught in certain key stages. At Parkland, we try to give enough time to the core subjects, while at the same time ensuring that children study a broad and balanced curriculum, in sufficient depth to the expected standard and to allow them to widen their experiences and knowledge of the world.

Subject aims

Through our curriculum we aim to provide the children at Parkland with:

- the skills of observation and recording, discussing and planning, predicting and imagining, exploring and problem solving (Art and Design)
- the skills of designing and making and a growing knowledge and understanding in order to design and make products of increasing quality, which they can test through use (Design and Technology)

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- the full range of communication skills: reading, writing, speaking and listening (English)
- the skills, knowledge and understanding that will allow them to appreciate their own environment and that of the wider world in all its diversity (Geography)
- the skills of enquiry, interpretation and problem solving leading to an appreciation of their heritage and an understanding of how events from the past affect the wider world of today (History)
- the skills and experiences necessary to be able to make informed judgements about how, when and where to use ICT to best effect (ICT)
- the skills and understanding to function in the numerate world, to enhance experience and solve problems (Maths)
- opportunities to create, play, perform and enjoy music; the skills to appreciate a wide variety of musical forms and to make judgements about the quality of music (Music)
- a range of activities that encourage enjoyment, participation and co-operation and the means to develop their physical agility and well-being (Physical Education)
- an awareness and understanding of the richness of our community and the range of beliefs held within it (Religious Education)
- a basic understanding of life processes, materials and physical laws; the ability to ask scientific questions and apply reasoning skills to scientific investigations and an understanding of how science will affect their future on a personal, national and global level (Science)

The curriculum is planned in three phases:

- Long term plans – these identify what topics are taught each term for each class. These topics are taken from ‘Cornerstones’ and are regularly reviewed for their appropriateness.
- Medium term plans – these plans are based on the National Curriculum using Cornerstones for foundation subjects, Maths Hub for Maths, Power of Reading for English, Sports UK for P.E. and The LA syllabus for R.E.
- Short term plans – these are devised by class teachers on a weekly or daily basis. They identify learning outcomes, activities, differentiation, assessment opportunities and resources for each lesson

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Learning and Teaching

At Parkland we maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory, kinaesthetic); we therefore deliver teaching in different ways to address the needs of all our learners and we include planned opportunities for individual, paired and group work across the curriculum. We also take into account the different forms of intelligence (eg. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

Differentiation

Teachers strive to ensure that all tasks set are appropriate to each child's level of ability. When planning for children with special educational needs, the teacher takes into account information and targets contained in the child's EHCP or provision map for the class. Teachers use a range of strategies to support children who are learning English as an additional language, including: visual prompts, vocab cards, talk partners, drama and role play, scaffolding.

Assessment

Teachers make ongoing assessments (formative assessment) of each child's progress and use this information when planning their lessons with the prime focus of further developing each child's knowledge, skills and understanding. Formal, summative assessments are carried out termly in English and Maths.

Target setting

The school follows a precise process for target setting for English and Maths based on Fischer Family Trust data and our knowledge of the child. Aspirational targets are set for all children and these are altered if a child has already met their target. Targets in other areas of the curriculum are set where appropriate eg. as a focus for a unit of work. 'Next steps' targets are set through marking and oral discussion with individual pupils (see Feedback and Marking policy).

Homework

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At Parkland homework encompasses a variety of activities instigated by teachers to support the child's learning. These are primarily English and Maths but may also include: bringing things into school to help with a topic being studied; research into the current topic, including use of primary or secondary sources. Children can access a range of online support and homework packs.

Educational visits and activities

To enrich the curriculum for our children, we offer a range of educational visits and other activities that support their learning and make full use of our school grounds. We also have a number of visitors to school, some of whom work with small groups, others with specific classes and some with the whole school. There are precise and thorough procedures for the organisation of a visit from, or a visitor to Parkland.

Health and Safety

We try to ensure that all tasks and activities that the children perform in and out of school are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety. We inform parents and carers and obtain their permission before the visit takes place (see Educational Visits and Activities Policy).

Curriculum responsibilities

Each curriculum area has a designated subject leader who is responsible for the overview of that subject within school.

Responsibilities include:

- Providing a strategic lead and direction for the subject
- Ensuring appropriate planning and assessment procedures are in place
- Offering support and advice to colleagues
- Purchasing of appropriate resources and ensuring their efficient use and organisation
- Monitoring pupil progress through lesson observations and/or examples of work
- Keeping up to date with new developments in their subject
- Liaising with the Headteacher and the management team to influence the inclusion of the subject in the school improvement plan

The Headteacher and the management team monitor the planning of the curriculum. They also monitor the delivery of the curriculum through learning reviews.

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The governors share a monitoring and review responsibility and visit school regularly.

Reviewed: October 2017

Date to be reviewed: October 2019