

# Parkview Academy

Curriculum Framework

# To continually be an ambitious school

Overall ambition is to ensure that through all aspects of the curriculum our students are fully prepared to take their place as well informed, critically thinking and responsible citizens in society.

With this overall ambition in mind, our high adult/student ratio allows and ensures the curriculum is designed and adapted for individual needs, so that;

- a) recognised qualifications are achievable
- b) students can extend their learning by going 'beyond' the scheme as their confidence and engagement increases

The curriculum is further enhanced by exposing the students to the best there is in each subject to highlight the possibilities of human achievement eg – *visits to theatres; cinemas; museums; cultural places of interest; art galleries; science events.*

# Curriculum Drivers

At Parkview Academy, we use our curriculum as a vehicle to ensure our students develop the knowledge, skills, and have the experiences they need to be successful. Our curriculum is designed around 6 'Drivers'

## Key Skills

Cross curricular Reading  
Cross curricular Writing  
Cross curricular Numeracy  
Encouraging positive behaviours  
Changing attitudes towards learning  
Learning to have a growth mindset  
ICT Competence and application  
Confident sitting an examination

## Language and Communication

Discussion, debate, audience  
Language enriched environment  
Expand vocabulary  
Reasoning  
Presenting to an audience  
Understanding the difference between formal and informal communication

## Broad Experiences

Fun, memorable, purposeful  
Connective/ practical learning (linked to the real world)  
Active PSHE  
Cultural opportunities - new people places, experiences  
Local environment  
Outdoor learning  
Incorporating SMSC into enrichment activities

# Curriculum Drivers continued...

## **Challenges**

Challenging texts  
Challenging thinking  
Higher order questioning  
Developing challenging strategies  
Challenge for ALL  
Extension tasks - differentiated.

## **Happiness and Well-Being**

Celebrate achievement and diversity  
Life-Skills  
Physical development  
Lego therapy, Homunculi Approach,  
Animal Assisted Activities, SALT  
Positive reinforcement in lessons  
Celebrating milestones  
Displaying work/achievements in classes

## **Working With Others**

Student Ambassador Award (leadership and volunteer opportunities)  
Parent Engagement  
Sharing best practice  
School Partnerships  
Whole-school approach - training and courses

# Preparation for Life in Modern Britain

At Parkview Academy we prepare students for life in modern Britain by upholding and teaching pupils about 'British Values', which are defined by the government as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), Spiritual, Moral, Social & Cultural Education (SMSC) and Religious Education (RE). We also teach British Values within our broad and balanced curriculum, ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

The school takes opportunities to actively promote British Values through our whole school systems and structures and through our daily assemblies/acts of collective worship.

Actively promoting British Values also means challenging pupils, staff or parents/carers expressing opinions contrary to fundamental British Values, including 'extremist' views

# English

**Qualifications:** Entry Level 1 - Level 2 Functional Skills and iGCSE English.

**Intent:** We believe that a high-quality English curriculum should foster and develop our students love of reading, writing, discussion and debate. Reading is a key focus across the school, with our library nurturing and stimulating students creativity to explore a range of texts; from articles, novels, blogs and both fiction and non-fiction texts. Across our curriculum we encourage writing through engaging topics, current trends and interest-led activities adopted by our pupils. We recognise the importance of nurturing a culture, where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We acknowledge that our young people come with a range of experiences in English as a subject and so recognise the importance of building confidence through speaking and listening, giving pupils the opportunity to voice their ideas and opinions before committing these to the page. Communication is central to the overall aim of the school and English is one of many opportunities in which pupils are given the chance to be heard.

# English continued.

**Implementation:** The intentions outlined above are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion. Teachers ensure that cross curricular links with concurrent topic work are woven into the programme of study and learners are provided with the opportunity to explore a range of concepts relating to real life, philosophical, cultural and social situations. This is done through exposure to diverse texts, media coverage and past exam papers which provide the opportunity for our learners to show they have understood a range of views and theories.

We identify children who need support and provide interventions in the most effective and efficient way that we can. We run intervention reading groups to assist learners with plugging gaps in their knowledge and becoming confident readers, with the ability to read, assimilate and make inferences from a diverse range of texts.

Marking is rigorous in English and across the curriculum, with regular feedback and spelling corrections to help learners correct and consolidate their work. Regular English book scrutinies are carried out to check all teachers are following our SoW and marking policy rigorously.

# English continued.

Reading is celebrated in classrooms and throughout the school at Parkview Academy, where our colourful, engaging displays celebrate students writing. Our newly refurbished library is stocked with our students choices of books to create a peaceful and stimulating environment for our learners to enjoy. In addition, throughout the school year, our literacy curriculum is enhanced through World Book Day, poetry competitions, 1:1 reading, drama workshops and a range of trips and visits which enrich and complement children's learning and provides the opportunity to stretch and challenge our learners - by providing inspiration for writing opportunities, consolidate learning and making learning more visual and sensory.

Similar topics are carried across all levels, with differentiated outcomes based on the ability of our learners. There is a strong cross curricular presence in many lessons so learners can see how interrelated and relevant different subjects are. Learners are assessed termly, usually in the form of a sample paper or, if students are ready, the formal qualification paper.

# English continued.

**Impact:** The impact our curriculum has on our learners is clear: progress, sustained learning and transferable skills. By the time their learning journey ends at Parkview Academy, learners will have read a range of texts, and will be fluent, confident writers, able to clearly express their opinion on a range of topics.

Termly assessments show that most students at Parkview Academy are making good or outstanding progress. We envisage our continuous commitment in improving the English curriculum will help boost our students learning and their overall progress.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in English lessons are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific punctuation and grammar objectives.

iGCSE learners, in particular, will become critical thinkers who are able to analyse language and the structure of writing in detail. Functional Skills learners will know how to determine the difference between formal and informal writing and will know when to use language appropriately to suit different audiences and situations.

Ultimately, the impact of our English curriculum will see our learners leave to go onto college, apprenticeships or to enter the world of work with the necessary communication and literacy skills to survive and thrive in an increasingly competitive world.

# Maths

Qualifications: Functional skills (NCFE; EL1-L2), iGCSE

Intent: The intent of our Functional skills Maths curriculum is to prepare our students for the next stage of their education (e.g. college), work and their life as adults. Our students are developing their Mathematical knowledge and skills in order to be able to apply those in real life situations and their workplace to solve problems. Due to the disrupted educational experiences of our students alongside their special educational needs, we firmly believe that they need to be explicitly shown the importance of numeracy skills in independent living skills (shopping, cooking etc) and in a broad range careers (construction, engineering, science, arts etc).

The intent of our GCSE curriculum is to raise aspirations of the students who are able to follow a more formal academic curriculum. Students are still taught how Maths are linked to life skills but through the GCSE curriculum they also develop further their competence and fluency and form a strong basis for more advanced studies

# Maths Implementation

Functionals skills & iGCSE curriculum: Students complete baseline assessments and diagnostic assessments. Based on those and teacher's professional assessments (for triangulation of evidence) students are placed at the appropriate level (EL1-L2). Students who achieve a Level 2 in Functionals skills are given the opportunity to work towards iGCSE Maths.

The curriculum is sequenced to ensure that students have strong foundation knowledge and are able to develop their fluency, mastery and reasoning skills (for example, starting from counting and place value and moving to the 4 operations and problem solving).

Weekly and daily planning ensures that students are given the opportunity to apply their knowledge, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity.

# Maths Implementation

Word problems are planned to introduce students with new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life (e.g. Loft conversion project, calculating take-home salary from payslip etc). This enables learners to understand the importance of Maths in the world of work and in life.

High quality resources are used, incorporating a wide range of tasks to engage the students (presentations, videos, practical tasks, word problems, projects e.t.c.)

Teachers work together and design cross-curriculum activities to promote numeracy skills. For example, Maths problem solving in P.E. and Science. High levels of literacy and SMSC are promoted through the use of rich tasks (e.g., see Apollo Missions project).

# Maths Impact

Over the years, it is clear that our curriculum has a positive impact on our learners. Data (diagnostic assessments) and outcomes (qualifications achieved) show that the majority of students are making expected or above progress and achieve qualifications (both Functional skills and iGCSEs).

Destination data also indicate that students are well prepared for the next stage of their education (college, apprenticeships or employment).

Finally, we acknowledge Mathematics makes **our life orderly and prevents chaos**. As such, it's important students have the opportunity to develop certain qualities that are nurtured by mathematics (power of reasoning, creativity, abstract or spatial thinking, critical thinking, problem-solving ability and even effective communication skills). This provides them with the foundation to utilise these skills in Modern Britain and helps them prepare for adulthood

# ICT

**Qualifications:** Entry Level 1 - Entry Level 3 Functional Skills & TLM Level 1 - 2

**Intent:** A rigorous and dynamic ICT curriculum is essential in this modern day, as technology is at the forefront of many sectors and a key component and skill required in many jobs. At Parkview Academy we aim to prepare our pupils for a rapidly changing world through the use of technology. Our high-quality computing curriculum is designed to enable pupils to use computational thinking and creativity to further understand our world. We follow the Functional Skills curriculum for our entry level learners and move onto the TLM online portfolio for our Level 1 and 2 learners. We have ensured our curriculum has deep links with Mathematics, Science, and English. We aim to ensure that pupils become digitally literate - able to use, and express themselves and develop their ideas through information and communication technology, at a level suitable for future workplaces and as active participants in a digital world. We will continue to value and embrace our role within the local community and our partnership with the National Online Safety hub. In September 2020, Parkview Academy achieved this reputable award and continues to uphold online safety standards within our ICT curriculum

# ICT continued

**Implementation:** We implement our ICT intentions through ensuring students are placed at the correct level. This is done by way of an initial assessment. Teachers focus on plugging gaps in learning and extending prior knowledge by following an effective and creative SoW, with lessons focusing on real life scenarios where students can utilise these transferable skills across the curriculum and the workplace. As part of the TLM programme, students are given the opportunity to apply their ICT skills in a practical way ensuring they are developing wider skills in spreadsheets, documents, emails and presentation formatting. Both are functional and purposeful throughout the school - providing practical examples, STEM and encouraging problem solving skills by developing their creativity through ICT and enabling our learners to be critical thinkers and digitally literate.

**Impact:** Our ICT curriculum has encouraged our learners to be computer literate and develop their existing ICT skills as well as learning new transferable computing skills. This is demonstrated by the majority of entry level learners passing exams on their first attempt. The TLM curriculum has also had a positive impact on our learners with all students making excellent progress and creating effective portfolios on a range of ICT skills - demonstrating both their learning on the subject and the ability to apply their skill practically. TLM gives learners the opportunity to continue developing skills after Level 2, which will enable us to ensure that high-level thinking is encouraged and becomes best practice at Parkview Academy.

# Science

**Qualifications:** National Curriculum, IGCSE

**Intent:**

Science is often defined as the study or knowledge of the physical and natural world, based on observation and experiment. Our intent at Parkview Academy is for student scientists:

To learn how the nature of scientific enquiry enables them to ask questions, and find answers to understand the science-driven world of the 21st Century.

To build a knowledge and understanding of Science through studying the three main disciplines of Biology, Chemistry and Physics.

To acquire the science-based skills needed to comprehend the wider application of science and the way in which it shapes our everyday lives, whether on a personal or professional basis if considering a science or science-related career beyond school.

# Science

**Qualifications:** National Curriculum, IGCSE

**Implementation:**

The primary object of Science is to explain how the natural world works. With this in mind, students are actively encouraged to think for themselves about scientific concepts, their significance and their understanding of them.

Although Biology, Chemistry and Physics are taught as three aspects each making up part of a Science whole, students are invited to consider how:

The three main disciplines do not exist separately in themselves, but have significant areas of overlap, such as how all living things are made of elements, molecules and compounds linking Chemistry and Biology, or how Chemistry can tell us what something does, but Physics explains why it does it.

Practical work is closely linked to theoretical Science, playing as it does a key part in linking the natural world to scientific ideas, enabling students to develop systematic and analytical skills to reach their own informed, evidence based conclusions.

# Science

Qualifications: National Curriculum, IGCSE

Impact:

The essential aim of our Science Curriculum is to encourage students to think for themselves, to question, to test, to experiment, to reason and to investigate, reaching conclusions independently resulting from what they may not know initially, as much as what they already do.

Science invites an approach to challenge apparent or assumed truths by the fact that its ideas and concepts can be tested in almost limitless ways. We encourage all science students to apply enquiring minds to reach their own conclusions and look for ways to adopt the same approach to other aspects of learning where practicable.

This helps to equip students with a wide range of transferable skills, to use in further education and training, volunteer work, hobbies and leisure interests, sports and social life and many other areas that call for similar, though not identical skill sets that will always enhance their experience both at school and beyond.

# PSHE / SRE

**Qualification/Courses:** National Curriculum, NCFE EL3 & L1 'Award in Personal Social Development, and Well Being'

**Intent:** To build and deliver a PSHE & SRE curriculum which develops learning and leads to the acquisition of knowledge and skills, to prepare children to be a citizen in society now, and in the future. By ensuring we offer a broad and balanced PSHE / SRE curriculum with varied assessment methods, students will know more, remember more and understand more. This curriculum promotes the SMSC development of children, helping to equip children for experiences, opportunities and responsibilities they may face later in life. We aim to implement an SRE programme of study within the PSHE curriculum which enables pupils to explore the complexity of the relationships they will have both now, and throughout their lives.

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# PSHE / SRE continued...

**Implementation:** PSHE curriculum has 2 strands “Personal, Social Development” & “Well-being”. It includes our SRE policy, and SOW’s make links to SMSC, British Values, and Core Skills.

- The teaching and learning of PSHE and SRE is planned explicitly for each year group, ensuring they know more, remember more, and understand more.
- Wider Curriculum: All subjects make a link to PSHE, British Values, SMSC and the language is used consistently by all staff.
- Displays Across the School: PSHE, British Values and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.
- Well-being: All students who follow our formal curriculum, will complete a ‘Well-Being Measure’. This will assess their current level of well-being across numerous indicators, and will generate targets which will be reviewed termly
- Assemblies - Whole school, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC
- Parent Consultation - Parents are informed of the content of the SRE programme of work during the class transition meetings, planned information sessions and further support / clarification will be given if required.

# PSHE / SRE continued...

## **Impact:**

Students will be able to recognise and apply some, most, or all of the, British Values. Attendance will be inline with national standards for SEN. Students will feel part of the school community and therefore have the ability to regulate their behaviours and emotions. This will allow students to develop positive relationships with peers, showing respect for themselves and others.

With regards to SRE, students will understand the physical aspects of SRE in relation to their age and/or understanding.

Finally, students will portray themselves in a positive light, and feel comfortable about their appearance, body image, and lifestyle choices/

# History

Qualifications: National Curriculum, IGCSE:

Intent: To develop reasoning skills in forming an argument and using the facts to contribute to create a balanced debate. Students will be able to use these skills to navigate through life by being able to ask questions about everyday content.

Being able to understand and write about historical events allows for the development of empathy towards the subjects being discussed, and to write about relevant information accordingly.

To be able to understand both sides of the History that is being investigated allows the students to make an informed conclusion on the events that took place, and the consequences actions can have, both positive and negative.

# History

Qualifications: National Curriculum, IGCSE:

Implementation: The aim of History is to create and nourish independent thinkers. The History lessons in our curriculum give students the opportunity to discuss their views and opinions, and are encouraged to make parallels that happen in recent History.

The course that is studied enables students to interact and understand the value of primary and secondary sources, with the opportunity of deciphering diverse literary texts and images.

Marking allows for students to receive guidance on the proper format that is expected from their exams, and to show the development of historical skills and concepts to be corrected and developed. This is a crucial part of the course as some concepts are vital to understand so that the full narrative of the time period can be properly investigated and explored.

# - History

Qualifications: National Curriculum, IGCSE:

Impact: By the time students have left Parkview Academy they would have interacted with multiple periods of History and have been able to explain the historical narrative that took place.

Assessment points and exam practice questions will show progress being made in the future, and further encourage the enthusiasm for the topic.

The debating and reasoning skills will be able to be transferred to other subjects, with the cross-comparison investigation skills assisting their linguistic capabilities.

The overall goal of the History Curriculum is to develop independent research, investigation and reasoning skills that students can apply to all aspects of their life.

# Religious Education

**Qualifications / Courses (National Curriculum / iGCSEs)**

## **Intent:**

Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, students will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that students understand the relevance of RE in today's modern world and how it affects our lives.

# Religious Education

## **Implementation:**

In KS2, children begin to look at other religions, focusing on celebrations and rituals. In KS3, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings. Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the students. End of unit assessments are used to support teachers in making sure children have reached the intended outcomes.

At KS4, students study the Cambridge iGCSE curriculum. Their lessons promote an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world; introduce the students to the challenging and varied nature of religion, and to the ways in which this is reflected in experience, belief and practice; students are encouraged to identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions; students reflect on moral issues and are enabled to recognise and appreciate the contribution of religion in the formation of patterns of belief and behaviour.

# Religious Education continued...

## Impact

Students have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All students will be more informed about their position in the world, and the decisions they can make impacting their future. All students in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Our suggested lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future

# Religious Education cont.

## Impact

Throughout KS3 into KS4 our Students will begin investigating religions and worldviews through varied experiences, approaches and disciplines; by reflecting on and expressing their own ideas and the ideas of others with increasing creativity and clarity; and becoming increasingly able to respond to religions and worldviews in an informed, rational and insightful way.

KS4 students will be able to use different disciplines and methods by which religions and worldviews are studied to analyse their influence on individuals and societies; account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value.

Students will be able to argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others; enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy.

# Careers

Qualifications / Courses NCFE / National Curriculum

Intent:

To work towards independent living and working, choice, hope, optimism, adaptability and resilience, access to and engagement in meaningful and equitable work in all forms both voluntary and unpaid, opportunities to learn and make progress, and the pursuit of well being and happiness. Our aim is to identify how our learners can access these intentions, what they need in order to access these intentions and what their priorities within these intentions need to be.

Implementation:

Our learners individually receive a high standard of continuous, supportive and locally relevant careers information and guidance that runs through each subject of our curriculum. This momentum is maintained by running dedicated sessions once a term based around careers and career pathways. We have developed a strategic work experience program that provides our learners with multiple opportunities for good quality, meaningful encounters to help prepare them for a future within the world of work.

We model our careers programme around current best-practice for careers guidance and have recently implemented the Gatsby Benchmarks, which were developed by the Gatsby Foundation.

The benchmarks have become an integral part of our careers programme and our objective is to encourage students to see career development as a lifelong process which starts with learning and education.

## **Programme Overview**

Careers education lessons

Careers guidance (individual planning and interviews, information and research activities) action planning and recording achievements

Mock interviews

Raising aspirations activities

Vocational taster sessions

College visits

Extended work placements and volunteering

Visits from and to Post 19 providers

# Careers

## Impact

Our bespoke Careers programmes aims to ensure students are equipped with transferable skills they can use once their School journey finishes.

Measuring the impact of our Careers Programme supports us to develop it on a termly / annual basis and to know that we are making a positive and empowering difference. We value quantitative and qualitative feedback from all stakeholders and ensure our evaluations lead to change / amendments in our future planning. We undertake internal and external quality assurance to ensure our intent and implementation is in-line with our expectations. We measure impact in the following ways:

- Positive destinations data for all

- Tracking of Compass termly and quality assured by our Careers Coordinator

- Feedback and evaluation for all events, both quantitative and qualitative

- Reduction in behavior incidents over time

- Increase in progress / attainment over time

- Progress and achievement data over time

- Reviewing progression data over time i.e. take up of Apprenticeships, entry into FE Development of employability skills

# Interactive Media

**Qualifications / Courses : NCFE Entry Level 3 / Level 1 in Interactive media**

**Intent:** Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this. The course aims to build a interactive media based curriculum that develops pupil's learning and results in the acquisition of knowledge of the world around them that ensures all pupils can understand and apply the fundamental principles and concepts of computing while incorporating and making this more bespoke to them through interactive media. This helps to broaden skills in an increasingly digital British society where pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

## **Implementation:**

Perceptively evaluate the purpose and uses of Interactive media Understand and use a wide range of Interactive media terminology correctly Demonstrate, in depth research, analytical and evaluative skills Interpret and present information with sensitivity to needs and with a flair for effective communication.

# Interactive Media continued...

Work independently and manage time efficiently Use techniques efficiently to source, select and store appropriate assets effectively in a wide variety of contexts Create solutions which demonstrate detailed consideration of target audience and for a specific brief Confidently use and apply a wide range of techniques to create work that is fit for purpose Perceptively analyse problems encountered in Interactive media.

## **Impact:**

Students will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving. Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.

# Creative Craft

Qualifications / Courses: NCFE Level 1 Certificate in Creative crafts

## Intent

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Implementation

To be able to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

# Creative Craft continued...

## **Impact**

The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year.

# Physical Education

Qualification/Course NCFE / National Curriculum

**Intent:** The Primary Physical Education curriculum intends to teach the children how to live a healthy and active lifestyle. It aims to teach children how to be part of a team, cooperate and collaborate with others and understand fairness and equity of play to embed life-long values. The children are exposed to a variety of different spaces to complete the lessons, they use the local leisure centre for competitive sports, gymnastics and swimming. Our local area is utilised at the local park for outdoor adventurous and stimulating activities as well as the school hall and kitchen for nutrition understanding.

**Implementation:** The children at Parkview Academy have weekly Physical Education sessions with a specialist in the subject. A healthy and active lifestyle is taught through a cross-curricular approach. The children are taught about their bodies within PSHE lessons, the food we eat and how it can impact their lifestyles, during Design and Technology and physical activity through exciting and differentiated physical education lessons. The differentiated lessons allow the children to learn the key skills dependent on their abilities. For example, someone assessed at key stage one is taught to master movements and someone at key stage 2 is taught the skills of a game.

**Impact:** The children will have a fundamental understanding on how to live a healthy and active lifestyle through the use of nutrition and physical activity. They will have learnt to master basic movements, participate in team games, perform dances, use movements in isolation and combination, play competitive games, develop gymnastic and dance skills, take part in outdoor adventurous and compare and self-assess their performances.

# School Monitoring Systems

In seeking to achieve continuous improvement in educational standards, Parkview follows a range of quality processes. The key ones include:

- Development planning (Based on Schools SEF)
- The implementation of school improvement strategies (SDP highlights a 2 year strategic approach ensuring development)
- Monitoring and evaluating
- Continuing professional development of staff

## Teaching and Learning Moderation processes

Learning Walk (LW) and Lesson Observation (LO) Schedule

Inspectorial Book Moderations are completed during the last week of every term.

Developmental Book Moderations completed during staff CPD, arising themes evidenced from LW & LO

Baseline, formative, summative assessments completed through Teacher Assessments, BKSB platform, B-Squared, CAT4, NGRT.