

PARKVIEW ACADEMY

CURRICULUM POLICY

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1. Context of the School

Parkview Academy is an independent school specialising in SEND/SEMH provision. All pupils have an Education, Health and Care Plan (EHCP), and often join following placement breakdowns, disrupted education, or difficulties accessing mainstream or local authority provision. Pupils present with a wide range of complex needs and barriers to learning.

To meet their needs, our curriculum is:

- Highly personalised to each pupil's EHCP outcomes
- Delivered in small groups or 1:1 settings
- Ambitious and coherent, sequenced to support cumulative learning
- Focused on academic, social, emotional, and life skills development
- Designed to build strong foundations in literacy, numeracy, and communication

2. Curriculum Intent

The Parkview curriculum aims to ensure that all pupils:

- Achieve their academic potential
- Develop the knowledge, skills and behaviours to thrive in adulthood
- Build resilience, self-regulation, and confidence
- Are prepared for life in modern Britain
- Experience a broad, ambitious, and coherent curriculum (both practical and theory sessions / lessons)
- Have an entitlement to high-quality teaching, irrespective of barriers related to SEND, SEMH needs, or previous disruption to education

We prioritise ambition and inclusivity, ensuring pupils gain foundational skills in literacy, numeracy, and communication to access the full curriculum.

Our mission is to empower success through holistic and individualized learning.

3. Strategic Leadership of Curriculum and Teaching

Leaders ensure the curriculum:

- Is ambitious and coherent across all key stages
- Meets all EHCP targets and individual pupil needs
- Addresses barriers to learning for pupils with SEND/SEMH
- Ensures all pupils have access to high-quality teaching
- Is monitored, evaluated, and refined based on assessment and evidence
- Includes targeted professional development for staff to maintain expertise in SEND pedagogy

Leadership oversight includes:

- Lesson observations and work scrutiny
- Pupil voice and parent feedback
- Data analysis and tracking of progress
- Monitoring delivery of enrichment, character development, and Duke of Edinburgh programmes
- Regular curriculum reviews and consultations with middle leaders

4. Securing Strong Foundations

Our curriculum prioritises the development of core literacy, numeracy, and communication skills, critical for all pupils, all of whom have an EHCP.

We ensure pupils:

- Develop accurate and fluent reading, spelling, and handwriting
- Acquire mathematical fluency and numerical reasoning
- Build strong vocabulary and oracy skills across subjects
- Communicate effectively, articulating ideas and understanding formal and informal contexts
- Are supported to “keep up” rather than “catch up” through targeted teaching

For pupils with EAL or delayed language development, we maintain high expectations and provide scaffolding to support English proficiency and comprehension.

5. Curriculum Drivers

5.1 Key Skills and Academic Competency

- Reading, writing, numeracy, ICT
- Growth mindset, resilience, and self-regulation
- Life skills, independence, and employability preparation
- Assessment confidence

5.2 Language and Communication

- Structured discussion, debate, and audience awareness
- Vocabulary enrichment across subjects
- Oracy and reasoning
- Presenting ideas and understanding formal vs informal communication

5.3 Character Education

Our character development programme explicitly promotes:

- Confidence
- Ambition
- Determination
- Self-regulation
- Honesty
- Trust
- Reflection

Delivered through:

- Timetabled weekly session
- Leadership and student responsibility opportunities
- Community engagement and volunteering
- Experiential and outdoor learning

5.4 Broad Experiences

- Cultural capital (museums, theatre, local history/geography)
- Outdoor learning and educational visits
- Career exploration and work experience
- SMSC development embedded in enrichment
- School clubs (Drama, Dungeons & Dragons and more)

5.5 Challenge for All

- Exposure to challenging texts and thinking
- Higher-order questioning
- Opportunities for risk-taking and problem-solving
- Ensuring all pupils are challenged according to ability

5.6 Wellbeing

- Recognition of achievements and milestones
- Zones of Regulation & ELSA
- Counselling / Psychologists, OT, SALT, and SEMH support
- Physical development and positive reinforcement

6. The Duke of Edinburgh's Award

Parkview Academy offers pupils the opportunity to participate in The Duke of Edinburgh's Award.

Benefits include:

- Volunteering and community engagement
- Physical development and fitness
- Skills acquisition and teamwork

- Leadership, resilience, and independence

Participation strengthens character development, life skills, and employability preparation.

7. Curriculum Implementation

Key Stage 2

- Subjects: English, Maths, Science, Geography, History, RE, Art/DT, PHSE, ICT, PE
- Learning is partly thematic and cross-curricular
- Assessment: B Squared, NGRT, NGST, PTM, PTSc
- Literacy and numeracy are prioritised and sequenced

Key Stage 3

- Functional Skills: English, Maths, ICT
- NCFE Employability
- Subjects include Science, Geography, History, Art/DT, RE, PHSE, PE
- Assessment: Skills Forward Diagnostics, BSquared, NGRT, NGST, PTM, PTSc

Key Stage 4 and Post-16

- Foundation Learning pathways: Functional Skills English, Maths, ICT and options of iGCSEs (English, Maths, Science, History) and Vocational Learning (Music production, Graphic design, Radio, Cooking, Hair and Beauty, Construction, Motor mechanics, Animal Care, Horticulture)
- Individualised programmes based on pupil interests and EHCP outcomes
- Off-site learning quality-assured
- Careers & work experience support

Semi-Formal Curriculum

- For pupils with complex needs: ASDAN Life Skills Challenge, Towards Independence, Transition challenge
- Focus: Employment, Community & Inclusion, Good Health, Independent Living
- Functional Skills delivered where appropriate
- Exam preparation explicitly taught

8. Teaching

- Evidence-informed, research-aligned pedagogy
- Clear and precise instruction, scaffolding, modelling, and checking understanding
- Prioritisation of key knowledge and concepts
- Sequenced teaching to support cumulative learning
- Retrieval practice and feedback to embed knowledge
- Targeted use of support staff to build independence

9. Inclusive Curriculum and Adaptations

- Barriers to learning identified and removed strategically
- Reasonable adjustments linked to EHCPs
- Adaptations focused on long-term success rather than short-term fixes
- Pupils' independence is promoted alongside support

10. Assessment

- Formative and summative assessment informs planning and teaching
- Diagnostic tools used to identify gaps and track progress
- Measures academic, personal, social, and well-being outcomes
- Supports embedding of knowledge, skills, and EHCP outcomes

11. Curriculum Impact

Pupils leave Parkview Academy:

- With improved literacy, numeracy, and communication skills
- Recognised qualifications in Functional Skills, iGCSE, and vocational learning
- Increased independence, confidence, and character
- Equipped for education, training, employment, and adulthood
- Positive contribution to school, family, and community

Impact is evaluated through:

- Tracking and moderation
- Standardised assessment and diagnostic testing
- Lesson observations and pupil voice
- Parental feedback and destination data
- Exam results

12. Monitoring and Review

- Head Teacher: Overall responsibility for curriculum quality
- Local Management Group: Support monitoring and implementation
- Executive Board: Formally ratifies the curriculum policy and any significant amendments, confirming they are satisfied with the proposals.
- Headteacher Standardisation group: Challenge and share best practice

ALP Parkview Academy is a trading name of ASD Learning Limited