



ParkviewEducation
Shaping Minds. Building Futures

Parkview Academy: Curriculum Policy



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Curriculum Policy

Our vision is to forge strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge.

Policy Owner
Headteacher / Teacher in Charge

Date Reviewed
August 2024

Policy Version No.
2024 / 001

Next Review Date
September 2025



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1. Curriculum Intent

At Parkview Academy, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses not only the formal requirements of the National Curriculum but goes beyond the experiences of the classroom to ensure that our students are exposed to the richest and most varied opportunities that we can provide. The curriculum is enhanced by our commitment to Values-based Education (including British Values), and, through this, we provide learning experiences which promote confident and self-motivated students.

It is our underlying belief that every child should feel valued and experience the feeling of success in a wide range of curriculum areas. We place priority on ensuring individual's physical and mental well-being are met. We have designed, organised, and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development, which means in practice our curriculum places equal importance on core and foundation subjects. We understand that children will not be successful learners unless they are emotionally secure, therefore we designed our curriculum to be holistic and individualised for students' needs and interests.

We believe learning outside the classroom is as essential to students' development as learning within the classroom, and so ensure our students experience a wealth of extracurricular opportunities such as forest and beach school.

The curriculum aims to help students to:

- reengage with learning through a flexible curriculum approach
- understand and respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs
- achieve high standards and make good or outstanding progress
- enable those not achieving expectations to narrow the gap and meet chronological age expectations and/or personalised targets
- enter public examinations when they are ready for them
- utilise high quality personal, learning and thinking skills and become independent learners
- utilise high quality functional skills, including key literacy, numeracy, and computing skills
- be challenged and stretched to achieve their potential
- value their learning outside of the curriculum

In line with the National Curriculum aims, we support all students who attend Parkview Academy to become:

- Successful learners who enjoy learning, make progress, and achieve
- Confident individuals who can live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

Implementation of this policy: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

2. Curriculum Implementation

Students will receive a creative curriculum to promote skills, knowledge, and individual development.

Parkview Academy will continually strive to develop our curriculum:

- To ensure effective and consistent planning and delivery of a personally engaging curriculum that maximises the ability of our students with SEMH and complex needs to enjoy learning and achieve their individual potential
- To support staff in making personalised, and professional responses to meet the profile of learning need of each student through personalising recognised approaches based upon best practice
- To set out the roles and responsibilities of different staff within the school, promoting curriculum access and achievement
- To gain a firm grasp of basic skills through the teaching of individualised curricula including the National Curriculum
- To ensure the stimulus of a broad and balanced curriculum that introduces new ideas and experience to all
- To promote respect and consideration for theirs and others individuality, particular backgrounds, cultures, and religions as reflected in the inclusive ethos and multicultural nature of the school and in preparation for life in a diverse society
- To offer a curriculum that promotes and supports development and understanding of fundamental British Values
- To support the confidence that comes when achievement is recognised
- To promote the benefits of learning and growing in a calm, friendly, stable, and structured environment



- To offer an education, which prepares them for successful, inclusive, enjoyable, rich, and active lives
- To offer an education, which gives them high expectations for their future
- To develop a curriculum that builds on a variety of approaches to teaching and learning
- To support an education that allows development and expression through creative opportunities
- To promote an education that uses real experiences as a foundation for learning
- To provide a curriculum that supports the physical, emotional, moral, and spiritual development of the child.

3. Curriculum Impact

Parkview Academy's Curriculum will:

- ensure that supportive and individualised intervention supports engagement and improves outcomes
- be based on National Curriculum definitions of subject breadth and progression wherever possible
- meet the needs of students of all abilities including social, emotional, and behavioural needs
- prepare students to make informed and appropriate choices at the end of points of transition
- ensure continuity and progression within the school and between phases of education, increasing students' choices during their school career
- provide opportunities for work experience
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- help students to use language and number effectively
- help students understand the world in which they live
- use learning outside the classroom to help engage study of cross curriculum themes
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- teach students how to spend their leisure time imaginatively, independently, and co-operatively in formal and non-structured environment
- lead to qualifications that hold currency for employers and for entry to higher education
- develop self-help skills and be aware of the rewards and dangers of society in preparation for adult life.

4. Teaching and Learning

Teaching at Parkview Academy is the practice carried out by all staff to ensure all students acquire knowledge, skills and understanding as they progress through a curriculum designed to meet their special educational needs. This

practice is multi-sensory, language-centred and connective.

Learning is the process through which the students can develop their knowledge, skills and understanding to the point where they have retained and generalised what has been taught.

Teaching and learning are carried out in a context, which is relevant and meaningful to all students to ensure effective learning and appropriate accreditation. The curriculum design across all age ranges connects each student with the acquisition of knowledge, skill and understanding related to minimising the effects of a diagnosis and/or learning difficulties. This design makes meaningful connections for students, which maximises their potential for success, access, and independence.

5. Curriculum Planning

Parkview Academy provides a broad and balanced curriculum over time, with learning broken into small steps and frequent opportunities to repeat and practice skills before becoming independent. We use evidence-based practice to identify the unique needs, difficulties and learning skills of each student, then provide personalised learning experiences that:

- are appropriately challenging and enjoyable in varied environments
- utilise approaches, programmes and plans based on evidence of their progress and learning outcomes
- include opportunities for students to be involved in making choices and decisions
- have a cross-curricular focus on developing functional skills, knowledge and understanding
- include planned opportunities to generalise skills, knowledge and understanding to natural situations and settings (including the family home and the community)
- prepare for adulthood and a life that is as independent and fulfilled as possible.

The delivery of the curriculum is personalised. It has an emphasis on experiential and practical learning across the curriculum, while providing access to a highly differentiated National Curriculum. Each student's personalised curriculum places an emphasis on addressing the core characteristics and challenges associated with SEMH by offering a comprehensive educational programme via their timetable, designed to promote social communication, language, literacy, problem-solving and self-management of behaviour and emotions.



Teachers develop the curriculum through the implementation of the following working documents and procedures:

- EHCP
- Provision Map
- Personal Intervention Files
- National Curriculum
- Assessment monitoring through a bespoke mapping and tracking system
- Exam board subject specifications (Functional Skills, ASDAN, NCFE, AQA)

Planning

Teachers start their planning by looking at established route planners, schemes of work and exam specifications depending on their phase. They adapt these planning documents into half-termly medium-term plans. To ensure continuity of approach, planning needs to be regularly monitored by the Assistant Teacher in Charge.

Learning Interventions – progression maps

These are significant aspects of a student’s development based on the individual needs. The learning interventions are written in line with the students EHCPs for the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory, physical, and motor skills
- Community and independence

Parents and carers are regularly informed of their child’s targets and progress is discussed at school meetings and at a student Annual Reviews of their EHCP.

A thorough knowledge and understanding of each learner’s need and targets are also crucial. At Parkview Academy we are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan.

Individual intervention files collate continual evidence that we are meeting the needs of the EHCP outcomes. Our children are not always academic, and these folders evidence the children’s own personal achievements.

Feedback to students about their own progress is achieved through discussion and the marking of work.

Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive
- is often done while a task is being carried out through discussion between child and teacher

- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability, and task.

Resources

The school recognises that quality education needs quality resources and there is a commitment to provide a breadth of exciting, suitable, and up to date resources in all subjects.

Across key stages, the curriculum is planned to provide a wealth of opportunities to design engaging, challenging and coherent learning experiences, which will improve progression and achievement for all children.

Subject teaching and cross-curricular studies are complementary and act together to benefit students’ learning. Some of the most effective learning occurs when connections are made between subjects.

While the school sets out the curriculum in traditional areas of learning, planning is focused on making many of these connections more explicit and manageable. All students work at their own level through individualised teaching strategies and differentiated lessons, based on the expectations of the National Curriculum.

6. Our Curriculum

Equal Opportunities

We actively promote through our teaching, both discretely and in direct ways, the rights of all individuals to receive the optimum opportunity in all facets of school life. This is an integral part of the school’s ethos and practices. We aim to promote acceptable values and attitudes in this area for all our students.

Social, Moral, Spiritual and Cultural Values

SMSC is embedded throughout the curriculum. This integrated approach ensures that aspects of SMSC are considered in all subject areas. There is special emphasis in subjects such as PSHE, Citizenship, RE and History.

Spiritual Development: The specific spiritual needs of young people with SEMH are as diverse as their academic profiles. At Parkview Academy, spiritual development enables our young people to look within themselves, at their human relationships and at the wider world. The spiritual development of all our children is addressed through the ethos of the school and explicitly through the curriculum.

We are committed to:



- Celebrate the religious and non-religious beliefs and values that our students bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Foster common human values and build spiritual capacities to promote self-worth
- Help our students to come to an understanding of themselves as unique individuals and encourage them to reflect on ultimate questions
- Develop our students' curiosity, imagination, and creativity and promote a sense of awe and wonder.

Moral Development: Moral development is the ability to know what is right and wrong and to act on it accordingly.

We are committed to encourage students to:

- Be truthful and honest
- Respect the rights and property of others, their opinions, and customs, even when they are different from their own
- Help others
- Solve differences of opinion in non-violent ways
- Reject all forms of bullying, cruelty, dishonesty, violence, and discrimination.

Social Development: Social development is at the very core of our educational ethos in that social communication is a core deficit that accompanies a diagnosis of autism.

We are committed to:

- Develop a social skills curriculum that is tailored to the individual needs of students in order for them to be able to access the wider world outside of school
- Provide an environment where students can take responsibility for themselves and others in school and the wider society
- Develop the life skills required to socialise appropriately and independently

Cultural development: We believe in affirming and respecting the diverse cultures represented within our school environment and in society as a whole.

We aim for our students to become aware of differing cultures, be tolerant of other viewpoints and heritages, and be able to join and share the delights of our diverse population from an informed position.

Citizenship

We believe that Parkview Academy has a role to play in developing responsible attitudes by our students towards society. We actively promote the common tenets of good citizenship through tutorials, assemblies, PSHE and whenever the opportunity arises throughout our daily

activities. The ethos and practices of the school combine to establish this as a feature of daily interaction between students, staff, and friends of the school. We aim for our students to be motivated to join in with positive citizenship practices.

PSHE

Parkview Academy provides an engaging and stimulating curriculum that encourages the enjoyment of learning and growth and allows time for our students to take ownership of their own development. Our aim is for all our students to become functional members of modern British society, and to be able to make friends and access all opportunities in life without barriers.

Relationship and Sex Education

At Parkview Academy we understand the importance of educating students about relationships, sex and their health. The core focus is to prepare learners to be able to make the right and well-informed choices in their future. We intend on giving students the correct tools to have healthy lifestyles and successful relationships with others.

Physical Education (PE)

At Parkview Academy, we offer physical education, sport and regular physical activity is part of a deep, rich, broad, and exciting curriculum. It provides students with the opportunity to express themselves physically, challenge themselves and others, experience different environments and activities, work together and release energy which helps de-stress and lowers anxiety levels. Research is very clear about the benefits of physical activity.

Careers Education / Environmental and Economic Understanding

Students in all key Stages have access to careers advice and support to make informed choices Post 16. Support with key life skills also forms part of the school ethos and planning is considered in all subjects to promote future independence.

Functional Skills

The use of Functional Skills programmes helps prepare students through practical skills in English, Maths and IT whilst providing individuals with essential knowledge, skills and understanding as well as practical experience that will enable them to operate confidently, effectively and independently in taking their next steps for life after school.

ASDAN

ASDAN Programmes and qualifications are widely recognised by educators for providing an engaging curriculum that empowers students through personalised

learning and choice. Courses motivate and enhance learners' confidence, self-esteem and resilience. In addition, learners develop core skills in teamwork, communication, problem solving, research and self-management.

7. General

Role of Parent/carers & Wider Community

Parent/carers, and the wider community are welcome into the school. Parents and carers are a valuable resource to the school and their knowledge of their children is central to all planning in school. Parents and carers may have their own expertise, which can help provide stimulus to a topic or lesson. We aim to involve the local community in the curriculum through assemblies, using guest speakers and by visits to local areas, as a further, concrete aid to learning.

Monitoring

Leadership and management of the school monitor the content of the curriculum and its implementation to ensure partisan political views are not promoted in school. When global and sensitive issues have been discussed, a balanced presentation of views is offered to students.

Opportunities to work with others and to develop key citizenship skills are provided through a range of opportunities including enrichment options and peer mentoring opportunities.

Themed days and weeks

Theme days and weeks are all regular features of the curriculum. The emphasis of this is the teaching of transferable life skills, e.g., reflective learners, emotional managers, team workers, enhancing our community links and exploring new activities and opportunities. We also use this opportunity to develop and assess speaking and listening skills for all students through group activities and all forms of presentations.