

## Curriculum Vision

<b>INTENT</b>  What are we trying to achieve?	<b>A curriculum that ensures that our pupils develop the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels in society and become successful citizens in tomorrow's world</b>							
	<b>Curious Learners</b>		<b>Respectful Citizens</b>		<b>Aspirational Individuals</b>		<b>Motivated Achievers</b>	
	Our curriculum encourages the acquisition and application of knowledge and skills that nurture curiosity and a love of learning.		Our curriculum fosters and promotes self respect, and respect for each other and the wider global community.		Our curriculum supports the development of ambition and of the mindsets required for all to believe they can be successful in life.		Our curriculum provides the experiences and opportunities to enable all to achieve personal excellence in everything that they do.	

<b>IMPLEMENTATION</b>  How will we achieve our intent	<b>KS3- Three years</b>		<b>KS4 Two Years</b>		<b>SECURE</b>		<b>Literacy &amp; Oracy</b>		<b>Connect</b>		<b>LINC</b>	
	At KS3 we ensure that all our learners access a broad and challenging curriculum of Maths, English Science, Humanities, and Languages. Sports, Arts, Technology and skills make up 30% of every student's timetable. Y7 introduce, Y8 embed, Y9 stretch		In year 9 students choose 3 specialist subjects from 19. Throughout a two year course they study each of these for 5 hours a fortnight alongside the core of Maths, RS, English, and Science. Students are guided to ensure a continuing breadth of study. The choice ensures personal 'buy-in'		Students follow a skills and Character based enrichment curriculum across both KS3 and KS4. Students engage with the wider curriculum aspects of PSCE, RSE, and Citizenship through an in-depth programme of project based learning.		It is every student's right to be able to read, write and speak fluently and with confidence in order to access all aspects of learning. Our reading programmes, literacy provision, and approach to oracy ensure that our students are well equipped.		Connect is an additional support curriculum pathway; pupils on this pathway have more intensive teaching in and support for Literacy and Numeracy.		The linc is a school-based alternative provision facility. This means that the pupils at Parklands who might previously have moved into external provision remain part of the school's community, ethos, and culture.	
<b>Maths Mastery</b>	<b>DSP &amp; House Achievement Leaders</b>		<b>Student Voice &amp; Leadership</b>		<b>Vertical Tutoring</b>		<b>Enrichment</b>		<b>Wellbeing</b>		<b>CEIAG</b>	
Key facts are practiced regularly with diagrams and models used in lessons to support student's understanding of new concepts. The structure and connections within the mathematics are emphasised, so that pupils develop deep learning that can be sustained.	Our dedicated team of non-teaching House Achievement Leaders ensure that all students have extensive academic and pastoral support. The HALs play a pivotal role in the teacher-pupil-home relationship. Our DSP works closely with the whole team to provide effective and high-level pastoral support in and out of the classroom.		A wide range of leadership opportunities, from our prefects and our Senior Student Leadership team to the student council and Learning ambassadors, give our students a real sense of community contribution and investment in our school ethos. This gives them a voice at Parklands and important skills for life.		VT is an approach to form time that creates a supportive 'family atmosphere' and provides opportunities for richer and more varied non-academic learning activities, including a focus on character education. Older students act as leaders, role models, and mentors. Our House system adds the extra dimension of in-school competition and engagement.		Our curriculum does not stop at the classroom door and is not limited within traditional timetable constraints. All students have the opportunity to take part in a wide range of extra curricular activities that range from Arts and Sports to science and maths. Every KS3 student also spends a week each year on a personal learning challenge activity.		The emotional health and wellbeing of our students is vital to their long term success. In addition to our House Achievement Leaders and our DSP, we have a full time school counsellor who works hand in hand with the pastoral team. In addition, our school Well Being group works with student leaders to keep the wellbeing of all high on our agenda.		Our programme of Careers Education, Information, Advice, and Guidance runs from years 7 and 8, starting with the Indigo programme, through to year 11, and is led by a full time dedicated Careers Leader. Weekly careers bulletins ensure that students have access to ongoing careers advice and support	

<b>IMPACT</b>  How will we know if we are successful	<b>Well timed, planned, and moderated assessments and feedback make sure that our learners know where they are on their learning journeys and what they need to do to make progress. Assessment information and data is effectively used to inform teaching and learning as well as necessary interventions. Progress is shared with Leaders, parents and carers at key points throughout the year to allow our students to be supported at home as well as in school. The effective use of this information also allows for curriculum review, should the assessment indicate that this is necessary</b>											
	<b>Outcomes</b>		<b>Next steps</b>		<b>Bfl</b>		<b>Attendance</b>		<b>Extra-curricular</b>		<b>Consultation</b>	
	Achievement will remain a positive P8 score. Our most vulnerable students will be above the national average.		All our students will gain the qualifications and skills to move onto suitable courses or destinations (0% NEETs).		Our students will engage with learning and display a green behaviour for learning score		All our learners will want to attend school; attendance will be above 97% With PA better than national average		All our students are offered activities outside the classroom supporting their self-confidence and positive attitudes.		Stakeholders will report positive experiences and contribute to consultations that support ongoing review.	