Our Vision:

Our vision is the driver behind the curriculum in Parkend School

The ‘PACE of Parkend’

P- Pride in ourselves

A – Achieve the best we can

C – Curious thinkers

E – Everyone together

The Small School with BIG Ideas ...

Intent

At parkend our intent for our pupils is: ‘Pride in ourselves, Achieve the best we can, Curious thinkers and Everyone together’ and we aim to achieve this through providing opportunities for all pupils, regardless of their starting point to develop as independent, confident, resilient and successful learners.

We want to provide pupils with high quality learning experiences that stimulate curiosity and challenge, as we want all pupils to achieve the best that they can and take a pride in themselves.

We believe in everyone together and through this offer a wide variety of enrichment experiences, from Forest Classroom to museum visits, from visiting authors to residential visits. We want our pupils to access opportunities which they may not have outside of school, especially in the Forest of Dean. However we embrace the history, beauty and wonder of the local area and firmly believe that the community is paramount to the success of the children and everyone together.

By the end of their time at Parkend Primary School we want children to be competent speakers, readers and writers, having secured basic skills in English and Maths. This will ensure they have firm foundations on which to build, meaning they are equipped with the keys to success throughout their lives.
Implementation

In order to allow children to remember key facts, children revisit them over the course of a key stage. Wherever possible, reading, writing and maths activities are linked across lessons and reading is used continuously to discover and explore. The same quality of work is expected across all subjects which then lead to higher standards and outcomes, with children taking a pride.

For all subjects, outcomes are recorded in subject specific books. These represent the children’s draft, build up and best work but also demonstrate the independence of learning which we expect from our pupils.

Lessons may take various formats. These may include:

- Independent research, information gathering and summarising
- Direct teacher led lessons, teaching new skills and knowledge
- Presentation lessons, where children apply their basic skills
- Challenge and deepening activities which add depth to learning.

We require the children to work in these ways so that they build their resilience and can then independently apply their knowledge and skills once a topic is complete.

At regular points, pupil voice is conducted which allows children to have their say in how the topic has progressed and what they would change if they were to study the same topic again. We use questionnaires and the voice of the active School Council.

During learning, opportunities for assessment are taken through the use of different approaches and questions – this demonstrates what has been learnt; what key facts have been learned and how these can be applied across the curriculum. Teachers use the responses to these questions to address misconceptions or to extend learning further. Children do not move on until misconceptions have been addressed, so that learning is embedded. Interventions are swift and are based on ‘Keep up and not Catch up’.

Towards the end of a topic, staff plan different ways to celebrate the children’s successes, opportunities that also engage the parents and local community where possible. These are an opportunity for the children to show pride in what they have achieved and to reflect and consolidate on their learning through discussion of what they have learnt and achieved.

Trips booked for the children will be considered and of high quality. The intention of such trips is to provide the children with real life experiences – to give them experiences that enhance their learning and excitement for learning.
Impact

The impact of the school’s curriculum can be seen in the books the children produce and the outcomes for all groups of pupils within the school. Everything we do is with the child at mind, and strong relationships are built between pupils and staff which create an atmosphere for learning which is conducive to success.

Pupil progress through ongoing assessment and through three key assessment points during the year, subsequently work is planned to address misconceptions and gaps in learning identified through assessments to ensure that the curriculum effectively meets the needs of all pupils.