



Curriculum Policy

CURRICULUM POLICY

Policy Owner
Teacher in Charge

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Curriculum Policy

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1. Curriculum Rationale

The focus of Park View School curriculum is to ensure that it's intent, implementation and impact all support pupils' needs and supports them build and develop their cultural capacity so that they can be successful in whatever they choose to pursue.

The school's approach is the belief that pupils' self-esteem, confidence, and emotional stability can be greatly improved through academic achievement as well as social and personal experiences.

As the school grows, the curriculum will continue to be a major area for development with the underlying belief that developments in learning should be useful, relevant, and enjoyable. We believe that academic achievements will increase our pupils' chances of living a happy and fulfilled life as much as skills gained through a range of educationally stimulating trips and experiences.

At Park View School, we believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole school day. It is all the planned activities that we organise to promote learning, personal growth, and development. Teachers and support staff structure these experiences to ensure that they have the most positive effect on the attainment, progress, and personal development of all pupils.

2. Curriculum Aims

Our curriculum policy is based on the following aims;

- To develop awareness within each individual that they are unique, special and have strengths and talents which should be celebrated and nurtured to prepare them for the future.
- To develop awareness in our pupils of their needs and help them learn and implement strategies to support themselves.
- To encourage an atmosphere of mutual support where pupils are sympathetic to each other and stronger through the unity of the group.
- To help our pupils develop into lifelong learners who appreciate that furthering their education and increasing their level of attainment increases their chances of a happy, independent, and secure future.

- To provide all pupils with a broad, balanced, and differentiated curriculum in line with the requirements of the National Curriculum and their individual needs.
- To assist pupils, through the curriculum, to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives.
- To equip all pupils with the skills, qualifications, emotional strength, and self-confidence required for the transition from Park View School to the next phase of their lives, be it re-integration to a mainstream school, transitioning into further education, or another form of positive engagement in society.
- To enable those not achieving age-related expectations to narrow or close the gap.
- To enable pupils to progress based on ability not age.
- To be challenging and stretch our pupils to achieve their potential.

Since many of the pupils attending the school have experienced a history of failure and disengagement in their previous educational provisions, they frequently hold negative views about their ability to succeed in the classroom and school environment. In response, much of the early work focuses on developing a positive attitude to learning and supports basic social skills to enable pupils to remain in the learning environment where they can work in small groups.

3. Curriculum Objectives

The curriculum policy is based on the following objectives.

- To provide a broad and balanced curriculum in line with the National Curriculum framework 2014 and Personal, Social, Health and Economic (PSHE) Education Guidance (Feb 2020).
- To enable pupils to fulfil their potential.
- To meet the needs of young people of all abilities.
- To provide equal access for all pupils to a range of learning experiences beyond statutory guidelines.
- To develop independent learners to move forward confidently and competently with their lives.
- To foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- To help pupils to use language and number effectively.
- To promote the fundamental British values of democracy, the rule of law and individual liberty,



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and mutual respect and tolerance of others, paying regard to the protected characteristics set out in the Equality Act 2010.

4. Curriculum Intent

At Park View School the intent is to provide a motivating and engaging curriculum context in which pupils can achieve and make progress based on their assessed levels and next steps in a personalised way.

The following form the foundation of all delivery:

- Communication and understanding
- Personal and social development
- Independence
- Engagement and enjoyment

For all pupils, the curriculum is geared to achieve the aim that as adults they have developed and achieved the skills that will enable them to have the greatest level of independence and most enjoyable and fulfilling lives.

All pupils access the curriculum differentiated to meet their individual needs. The curriculum has been planned and sequenced so that new knowledge and skills can be built on what has been taught before and each child's assessed abilities.

Park View School has a curriculum overview that outlines the units of work to be delivered. The programmes of study allow pupils to be placed in mixed age classes if appropriate. This therefore allows pupils to be grouped in classes based on a range of factors e.g., pupil needs, abilities, and friendships.

Consideration is given to the pupils' emotional development, prior academic achievement, social, emotional, well-being and special educational needs. Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in class groups. In addition, it is well documented that pupils who display social, emotional, and mental health have a wide range of preferred learning styles: some work well in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer. We endeavour to consider all these factors when grouping our pupils.

Aspirational Intent

- For all pupils to access an ambitious, broad, and balanced curriculum, including Literacy, Numeracy,

Reading, Science, Art, Food Technology, PE, Music, PSHE, ICT and Humanities, and enriched through a range of clubs/activities, external trips, and visits/visitors to school.

- For all pupils to make rapid progress from their individual starting points in all Subjects.
- For all pupils to be able to use phonological awareness to decode words with confidence.
- For all pupils to be able to read a wide range of texts, including fiction and non-fiction with confidence and a high level of accuracy.
- For all pupils to enjoy spending time with books.
- For all pupils to see the value and importance of reading.
- For all pupils to be able to apply their numeracy knowledge, skills and understanding in a range of mathematic topics and demonstrate a high level of mathematics reasoning skills.
- For all pupils to show an accurate understanding of key subject vocabulary, so that key concepts can be embedded into their long-term memory.
- For all pupils to develop as confident learners and be able to work independently.
- For all pupils to have opportunities to experience enrichment activities that stretch and challenge pupils of all abilities.
- For all pupils to build resilience when learning, confidence to try new activities and to feel safe to experience failure during the learning process.

5. Curriculum Implementation

Park View School provides high quality teaching. Teachers carefully assess each pupil's abilities. Teachers work with parents/carers and any linked professionals to target the next key steps in priority areas that include communication/understanding, personal and social development, and key skills. These are implemented as part of the Individualised Learning Plans.

Teachers plan the next individual pupil steps in all curriculum areas. Teaching is informed by the planned and sequenced knowledge and skills in all areas.

As a Special Needs School providing for the needs of boys and girls with Special Education Needs, we are committed to the principle that all pupils, regardless of ability, race, cultural background, or gender, have a right to the highest quality of education we can provide.

This means that we seek to ensure;



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- breadth and balance for all
- appropriate levels of expectation and genuine challenge and relevance
- continuity and progression in learning.

By identifying the learning opportunities both in and out of the classroom each child's needs are addressed to ensure pupils achieve to their full potential socially, physically, and academically.

Teachers use a range of strategies to support pupils to learn and retain information. All pupils can attend a range of curriculum trips each term which help to bring learning to life, including opportunities to explore Spiritual, Moral, Social and Cultural education. This helps to ensure that all learners can operate effectively in the world in which they live and be able to understand and tolerate a variety of different viewpoints. The SMSC curriculum is essential in developing and upholding British Values which play a strong role in underpinning the school's curriculum.

Aspirational Implementation

- Curriculum mapping is organised in a logical sequence of learning to ensure pupils acquire sound knowledge, skills and understanding before moving on to new material.
- Medium term plans are designed to be ambitious, build on prior learning from previous units, establish links that embed knowledge in pupils' long-term memory and outline end goals for any current unit of work.
- Teachers will use assessment effectively to plan sequences of learning which are differentiated to meet the needs of individual pupils; to provide feedback to pupils in lessons and to move their learning forward to the next stage.
- Teachers will establish a baseline level for each pupil using gap analysis to aid planning and differentiation, identifying gaps in learning that enable the school to track progress from individual starting points.
- The curriculum is skill-based that includes opportunities to repeat, build on and embed learning, enabling learning to be recalled and retained by pupils.
- Successful implementation of an evidence-based phonics programme, identifying any gaps in knowledge and addressing these quickly and rapidly.
- A literacy curriculum that focuses on the
 - teaching and learning of phonics;
 - developing enjoyment of reading through guided reading, paired reading, and story time;

- developing writing skills, including handwriting, and the use of spelling, punctuation, and grammar; the development of language and communication skills.

- A numeracy curriculum that focuses on the teaching and learning of basic maths skills, the development of reasoning skills with an emphasis on pupils' understanding of mathematical language.
- Supporting the curriculum with opportunities to experience a range of educational trips that enhance learning and bring awe and wonder to the curriculum.

6. Curriculum Impact

The aspiration for all pupils who attend Park View School is that they achieve their potential in all aspects of their development. All pupils who attend our School, have EHCPs and face learning challenges, some have additional needs such as ASD, ADHD and ODD. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All progress and achievements are celebrated.

Aspirational Impact

ENGLISH	• All pupils, regardless of their abilities, will be able to succeed in all English lessons because of the level of support they will receive • Pupils will develop a love of writing across a range of genres • Pupils will have a wide vocabulary that they use within their writing • Pupils will be able to adapt their writing based on the context and audience • Pupils will leave the school being able to effectively apply spelling rules and patterns they have been taught
MATHEMATICS	We have fostered an environment where mathematics is fun, and it is OK to be 'wrong' because the journey to finding an answer is most important. Our children have a growth mindset and are resilient towards problem solving and reasoning.



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	• All pupils, regardless of their abilities, will be able to succeed in all mathematics lessons because of the level of support they will receive • Pupils will demonstrate a quick recall of facts and procedures • Pupils will demonstrate a flexibility and fluidity to move between different contexts and representations of mathematics • Pupils will have an ability to recognise relationships and make connections in mathematics • Pupils will understand a wide range of mathematical vocabulary • Pupils will leave the school being able to effectively apply the mathematical knowledge they have been taught.		• This exposure to a range of different scientists from various backgrounds, gives all children the feeling that they can be scientists and capable of achieving. Children at our School overwhelmingly enjoy Science, and this results in motivated learners with sound scientific understanding.
		ART AND DESIGN	The impact of our Art and Design curriculum is that it equips the children to be risk takers, evaluators, and creative learners, who have a web of knowledge of art and artists from a range of periods and cultures. This in turn creates world citizens with an understanding of how art impacts and enhances societies and our surroundings, as well as developed preferences. • Classroom displays reflect the children's sense of pride in their artwork and outcomes are celebrated in our school environment, both inside and outside. • Children's knowledge and skills will be assessed by the teacher during lessons, and using the school's assessment format for recording skills, knowledge and understanding.
SCIENCE	At Park View School, the Science curriculum results in a fun, engaging, high-quality Science education, that provides children with the foundations and knowledge for understanding the universe. • Our engagement with the local environment ensures that children learn through varied and first-hand experiences of the world around them. • Frequent, continuous, and progressive learning outside the classroom is embedded throughout the Science curriculum. Through various workshops, trips and interactions with experts and local charities, children have the understanding that Science has changed our lives and that it is vital to the world's future prosperity. • Children learn the possibilities for careers in science, because of our community links and connection with national agencies. This ensures that children have access to positive role models within the field of science from the immediate and wider community.	COMPUTING	Subject-specific knowledge developed in our computing lessons equip pupils with experiences which will benefit them in further education, and future workplaces. • From research methods, use of presentation and creative tools and critical thinking, computing at Park View School gives children the building blocks that enable them to pursue a wide range of interests and vocations in the next stage of their lives.
		DESIGN TECHNOLOGY	Children will know more, remember more, and understand more about Design Technology. • This will be evidenced through regular pupil voice, monitoring, and looking at outcomes.



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	- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning. - The impact and measure of this is to ensure that children at our school are equipped with skills and knowledge that will enable them to be ready for life as an adult in the wider world.		Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way to live happy and healthy lives.
GEOGRAPHY	The children's learning is assessed against the age-related expectation bands that are based on the 2014 National Curriculum statements for Geography. - We use summative assessment to determine children's understanding and inform teachers planning on a termly basis, which is reviewed by the Headteacher. - We also carry out formative assessment through marking and verbal feedback, continuously during the year	PSHE (INCLUDING SRE)	- Children will know more and remember more about PSHE. - Children will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. - Children will demonstrate a healthy outlook towards school and behaviour will be good.
HISTORY	Pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.	RELIGIOUS EDUCATION	Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self, and the nature of reality, issues of right and wrong and what it means to be human. - It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith, and ethics and to communicate their responses. - Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own. - Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Consequently, through our religious education teaching we provide learning opportunities that enable all pupils to make progress. - We do this by setting suitable learning challenges and responding to each child's different needs. - We enable pupils to have access to the full range of activities involved in learning religious education. - Where children are to participate in activities outside the classroom, for example, a visit to a place of worship, we carry out
MFL	Modern Foreign Language is discretely taught within the school by way of greetings and key words when appropriate. Feedback given is used to inform the future planning cycle to ensure the children are always challenged to reach their highest potential.		
PHYSICAL EDUCATION	Our curriculum aims to improve the wellbeing and fitness of all children at The school, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful they need to take ownership and responsibility of their own health and fitness.		



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	a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
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Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in review meetings.
- Pupils making progress/achieving in the curriculum planned by teachers.
- Progress and achievement in all subjects are within reports to parents in either EHCP (annual review) reports or termly and annual school reports.
- Achieving small steps accreditation through the AQA Unit Awards Scheme.

Monitoring

Leadership and management of the school monitors 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 pupils.

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 social skills and development for all pupils through group activities and participation.



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