Curriculum Intent

Reviewed October 2025

Vision

Our vision for Park Academy reflects our commitment to the importance of learning in life and recognises of the uniqueness of individuals. It is driven by our desire to offer the best possible education for our learners in partnership with families and the community around us. We believe our choices and approach should always seek to inspire a love of learning and unlock the potential that lies within all our learners, preparing them to be contented, successful, motivated and responsible citizens in the future. We celebrate difference and respect each other's cultures and traditions, building our learning family on the strength that it brings to our community.

We will always remember Article 6 from the United Nations Convention on the Rights of the Child which states that we must do all we can to ensure that children survive and develop to their full potential.

Park Academy Mission

PROUD				
Perseverance	**Respect**	**Open-Mindedness**	**Unity**	**Determination**

Empowered Learners

– we will ensure that all our learners can:

- achieve well and make good progress from whatever their starting point
- retain and remember the knowledge and skills needed for success in future learning and life
- benefit from a wide range of experiences and challenges designed to grow their aspirations and awareness of the world around them
- be extremely DETERMINED and PERSERVERE when times are tricky.

As a result, our learners will be empowered to have choices and to be able to make constructive decisions for their own future. They will have hopes, aspirations and have some understanding how to reach them in their futures.

Great Communicators

– we will teach all our learners to express themselves fluently, becoming:

- confident speakers
- active and open listeners
- effective communicators

As a result, our learners will be proficient in English in order that they can learn to the best of their ability. They will be interested in and PROUD to be part of a community in which languages are diverse. They will understand that communication can take different forms and each form is useful. They will recognise that knowing how to communicate in many ways is a strength.

Thriving, not simply Surviving

– we will ensure that:

- all learners have the opportunity to thrive and achieve to the best of their ability
- our academy is a safe place without prejudice
- our daily work recognises that individuals are unique and always worth effort
- we challenge stereotypes and always be OPEN-MINDED

As a result, our learners will be PROUD of their individuality and celebrate that of their peers. They will feel safe in our school and know how to keep themselves safe outside of school.

All learners attend school regularly and absence is unusual

– attendance at school is a powerful predictor of positive outcomes in academic study and in life. We will work to ensure that;

- Learners attend school every day
- Learners arrive on time
- Learners are well-prepared for learning
- Families only request leave of absence in exceptional circumstances

Our learners will have a good level of attendance and rarely be late to school. They will be able to explain why attending school is so important, and they will have the best opportunity to make good progress in their learning. Families will work with us to improve their child's attendance where necessary.

A positive culture with behaviour we can be PROUD of

– our academy will be a place where;

- there is a foundation of positive and RESPECTFUL relationships built on love and care for ALL learners and their families
- individuals have respect for themselves and for others, committed to UNITY not division
- we all commit to making positive contributions to our communities, recognising and avoiding actions that might cause harm to ourselves or others

Curriculum Statement of Intent

At Park Academy, we have designed our curriculum with the intent that it is specifically constructed to give our learners the knowledge, skills and understanding that they need to succeed in later life. We intend that all our learners will be able to take advantage of opportunities, responsibilities and experiences they come across or those that they choose to strive for, enriching their own lives and those of people around them.

Our curriculum is planned and sequenced so that pupils can develop their knowledge and skills, building on what has been taught before, with opportunities for them to revisit and retrieve things that have learnt before and making links with what they are learning now.

Every child is recognised as being a unique individual and we celebrate and welcome differences within our diverse local community. Our curriculum recognises the context of our school and the various challenges that this can bring along with opportunities.

Many of our learners and their families are new arrivals to the United Kingdom and have a very limited or developing proficiency in English. Learners bring a variety of educational experiences which range from no previous formal schooling to structured education within their home language. To address this, our curriculum encompasses a strong focus on vocabulary and oracy to ensure that all children have the capacity to communicate effectively. In the earlier years of school, we also adopt a Total Communication Approach, where oral communication is enriched by recognises the value of other means of communication;

Being able to communicate effectively allows children to fully access learning and provides a deeper understanding so that children can acquire key knowledge which they can utilise in their learning both now and in the future.

Our curriculum is designed to address gaps in cultural capital where they have arisen for any reason, to enable our learners to develop their cultural capital and to avoid perpetuating further disadvantage.

Experiential learning is a high priority for all learners at Park Academy and our intent is to facilitate access to a broad range of memorable, first-hand experiences both within and outside of school and within a local and wider context. Our curriculum aims to expose all learners to the wider world and the awe and wonder which lies within it.

We believe that raising the aspirations and ambitions of our learners is key to their future successes and the intent for our curriculum is that all learners will understand the opportunities that are available to them and have the confidence and desire to access these. Lincolnshire is a rural county with predominantly low paid jobs and limited access to higher education as well as professional jobs. Boston has high indicators for deprivation as it is ranked 5684th out of 32844 neighbourhoods in England. It is therefore crucial that we provide opportunities to raise the aspirations of all our learners to enable them to achieve and fulfil their potential. We aim to send our children into the next stage of their lives as independent, resilient, confident, successful learners who make positive contributions to their community and the wider world.

At Park Academy we believe we have an important role to play in encouraging children to make healthy life choices. The rise in childhood obesity and illnesses such as the early onset of Type 2 diabetes and heart disease has highlighted

the dangers of unhealthy lifestyles. Boston has been identified as the town in the United Kingdom with the highest rates of obesity with 34% of the town's population being obese. Educating children on the benefits of healthy eating and regular exercise can bring about both immediate and long-term improvements to their quality of life. We aim to teach them that a healthy diet is essential for maintaining and protecting their own health, for ensuring they perform to their full potential during the school day (both academically and physically) and for their future healthy growth and development.

Implementation

Curriculum implementation is the vital bridge between educational planning and the actual delivery of quality learning experiences for learners.

At Park Academy, our well-structured curriculum scheme provides a consistent and cohesive framework for teaching and learning across the school. It ensures that all teachers have access to a common set of resources, instructional strategies, and assessment tools, promoting uniformity in educational delivery. This consistency is essential for achieving equitable learning outcomes for all our learners.

The curriculum scheme is not intended to stifle creativity but rather to provide a foundation upon which our skilled teachers can build. By offering a structured framework, it frees teachers from the burdens of reinventing the wheel for every lesson and instead allows them to concentrate on honing their instructional skills, adapting content to student needs, and fostering a positive classroom environment.

Our **curriculum is carefully sequenced over time**: progression documents clearly outline both the knowledge and skills developed in each area of study based on the expectations of the national curriculum. For example, a snapshot;

Y3	Enquiry Question	How did Britain evolve over the pre-historic period?	How have energy sources changed over time?	Were the ancient Egyptians ahead of their time?
	Key Subjects			
	Key Texts	The Stolen Spear by Saviour Pirotta Stone Age Boy by Satoshi Kitamura	Featherlight by Peter Bunzl Nikola Tesla - Little People Big Dreams	The Secrets of a Sun King by Emma Carroll Cinderella on the Nile by Beverley Naidoo
Y4	Enquiry Question	How has farming put Lincolnshire on the map?	How did the life of the Ancient Greeks influence and shape the world we live in today?	Was life better in Anglo Saxon Britain or Roman Britain?
	Key Subjects			
	Key Texts	Midnight Fox by Betsy Byars The Farm That Feeds Us: A year in the life of an organic farm by Nancy Castaldo	The Adventures of Odysseus by Hugh Lupton Mythologica by Dr. Stephen Kershaw	Beowulf by Michael Morpurgo Inside the Villains by Clotilde Perrin The Anglo Saxons by Neil Tonge
	Enquiry	Were the Vikings raiders, traders or	Which Islamic achievement has had most	How does Earth compare to other

From these, teachers and leaders design and plan curriculum objectives, content, and strategies leading to meaningful, engaging, and effective learning. This may include enriching educational experiences such as visits to Flag Fen, Sherwood Forest and guest speakers/visitors.

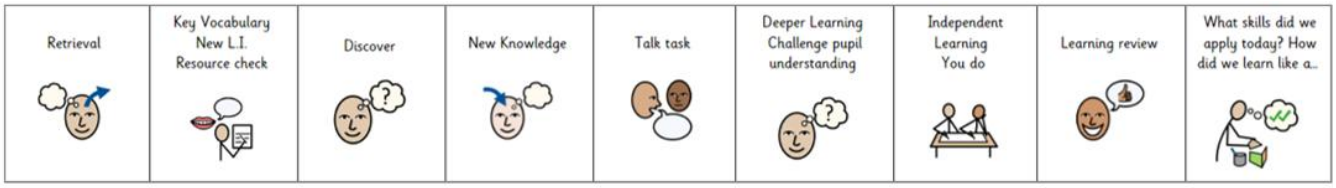
In some instances, schemes, such as, White Rose, One Decision, Teach Computing or Language Angels are also used to enrich our curriculum. Any schemes we chose, we carefully review beforehand to ensure that they both align with National Curriculum expectations and provide opportunities to address specific key gaps that our learners may have. The programmes help us ensure that our curriculum is robust and comprehensive, covering all essential learning intentions and subject-specific content.

Within our **medium-term** planning, we have carefully mapped learning so that it there is space to learn new knowledge and skills as well as to revisit earlier knowledge and skills. Enquiry questions form the teaching focus for each step in a unit of learning, enabling learners to apply their understanding and knowledge immediately to answering those questions and embedding understanding. These are used to;

- stimulate curiosity, encourage critical thinking, and guide learners' exploration of complex topics related to history and geography.
- provide opportunities for pupils to retrieve knowledge, practice skills and make links in their understanding.
- provide a clear sense of purpose for each unit or lesson and to
- help learners understand the relevance and significance of the topics they are studying.

Retrieval opportunities are also planned and are based on, but are not limited to: something learnt last week, last theme, previous year etc. These retrieval activities are designed to prompt learners to recall and retrieve previously learned information from their long-term memory. This enables knowledge to become deeper and more 'sticky.'

In the **short term**, at the point of teaching any stage of a unit of work, Teachers are supported with a well-considered lesson design structure.



This structure is available for teachers to use to support their planning although, it does not have to be 'written down' in detail. It serves as a 'road map' of what students need to learn and how it will be achieved effectively during lesson time. It also supports more effective teaching and learning by ensuring that well-evidenced cognitive approaches are inbuilt into teaching frequently.

Other ways in which we implement our curriculum effectively will include the use of learning walls across the curriculum as a key tool to support learning. Classroom displays often serve as static decorations or showcases of student work. However, we have transitioned to the use of learning walls that are designed to be interactive, evolving, and central to the teaching and learning process. They are visual aids that aim to enhance comprehension and memory retention. They provide a visual representation of key concepts, connections, and processes, making complex topics more accessible to learners. They provide opportunities for collaboration as learners work together to build and update them as well as serving as a reflective tool, allowing learners to revisit their previous learning and self-assess their progress.

We use artefacts and manipulatives to enhance the learning experience. We integrate these resources strategically across the curriculum to enhance the learning process and provide learners with tangible experiences related to the subjects they study. Artefacts and equipment provide concrete, real-world examples that help learners grasp abstract concepts. For instance, in a history class, learners can examine historical artefacts to gain a deeper understanding of a particular time period or Dienes within maths to grasp place value.

Key documents for staff that are central to the effective implementation of our curriculum include;

Core subject policies
Curriculum intent documents
Park Pathway

Impact

The impact of our curriculum will be evaluated against our vision summarised as 'we must do all we can to ensure that children survive and develop to their full potential'.

We will also look for indicators of success including the following statements:

Learners are able to

- talk about what they are learning both currently and what they have previously learnt, including the skills they have gained and the experiences they have had.
- talk about how they learn in different subjects and they can identify the characteristics of different subjects.
- talk about how their learning is part of a 'bigger picture' and builds on their prior learning.
- make links between different subjects and lessons.
- make progress in their learning, regardless of their starting point.
- demonstrate good learning behaviours in lessons.
- demonstrate that they are 'next phase' ready in their learning.
- become be well-rounded individuals, with a range of individuals.
- communicate effectively with peers and adults.
- understand how to keep healthy and look after themselves.

Teachers are able to

- plan and teach high quality lessons which are well structured and follow a clear sequence.
- know who to talk to for support, especially when teaching new or challenging concepts.
- demonstrate clear pedagogical understanding in all lessons.
- identify their own areas for professional development and seek ways to improve their knowledge and skills to meet.
- are confident in their planning, teaching and assessment of learning.
- are confident to give feedback to subject leaders about the learning and progress of their pupils.
- understand the Intents for all subjects and implement them effectively. (These documents are available in school).

Academy Councillors and visitors will

- comment on the interesting learning they observe and/or are a part of.

- comment on the creativity, dedication and relentless drive for every child to succeed.
- notice and comment on the links children are able to make in their learning.
- notice that the learning environment support children's learning at the time and over time.
- highlight positive engagement of pupils in their learning, and their motivation to learn more and try hard in more tricky areas.

Parents and Carers will

- provide us with positive feedback about their child's attitude towards school.
- be able to share examples and talk to teachers about learning experiences their child has enjoyed or is looking forward to.
- notice that their children have made good progress in their learning, what their strengths are and what they need to work on.