

Deer Park School Curriculum Overview

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| Curriculum Intentions | Vision Statement | At Deer Park School we aim to instil a life-long love of learning through our HEART values embedded in our curriculum to ensure all our pupils become valuable members of society that we are proud of. | | | | | | | | |
| | Context | Deer Park School is a small, diverse community on the outskirts of London. Our curriculum is built from an understanding of this context with the consensus of the school's staff, the school community and the pupils but will always evolve to reflect our school community as we grow. Our ambitious curriculum is everything that happens from Breakfast Club through to Evening Owls and everything in between including trips and visitor for all pupils, including those with special educational needs which includes learning differences, health and physical differences, whilst at school. This curriculum balances the development of independence and resilience with the need for support and nurturing. Thus preparing thoughtful pupils for an enthusiastic life-long love of learning that comes from the child's own happiness and desire to learn. Therefore, our pupils will achieve academically, economically and socially. | | | | | | | | |
| | Values | Happiness | Enthusiasm | Achievement | Resilience | Thoughtfulness | Deer Park School has five values which are part of our whole school culture. HEART values is the acronym that spells out our school values. Happiness, Enthusiasm, Achievement, Resilience and Thoughtfulness. They are at the HEART of all we do at Deer Park School. They are deeply embedded within all areas of school life, including our curriculum and behaviour for learning. Each of these values are required to support children throughout the 4 key areas of teaching and learning; Challenge, Ownership, Dialogue and Engagement. (CODE) | | | |
| Teaching and Learning | Inside the classroom | Challenge Individual appropriate challenge for each individual child being mindful of their learning differences. Through careful planning of activities support to all children including those with learning differences. | | Ownership Through reflection children learn to self-regulate and take responsibility for their learning. Children learn to be more independent in their learning and daily life. | | Dialogue Children learn how to communicate effectively and thoughtfully. Developing listening skills. Develop questioning, discussion and debate in a supportive environment. | | Engagement Through the breadth and depth of our curriculum we inspire curiosity. Exploring what they know and what they want to know. Active and reflective learning. | | |
| | | Teaching is based on a clear understanding of cognition, memory and learning. | Teachers have secure knowledge and expertise in the subjects that they teach. | Teachers monitor learning and provide feedback to children. | The classroom climate inspires and motivates all pupils. | Mixed ability teaching groups. | Opportunities are provided that enable our children to celebrate and share their learning with each other, their families and the wider community. | | | |
| Breadth and depth of curriculum | Throughout the day | Educational visits including residential opportunities | Visitors and workshops Loan boxes | Breakfast Club Evening Owls | Extra-curricular clubs | Charity days World Book Day Subject days | School council Eco-Council Sports Leaders Ambassadors | Assemblies Class Assemblies Performances | | |
| | EYFS | Communication and Language Speaking Listening Understanding | Physical Development Health Self-care Moving and handling | Personal Social and Emotional Development Making relationships Managing feelings and behaviour Self-confidence | Literacy (including phonics) Reading Writing | Mathematics Number Shape Space Measure | Understanding the world The world People and communities Technology | Expressive arts and design Being imaginative Using materials | Characteristics of effective learning: Playing and Exploring Active Learning Creating and thinking critically | |
| | KS1 and 2 | Math and English Gaining an in-depth and thorough understanding of Maths and English to form a secure basis of all the other areas of the curriculum. Understanding that Maths requires fluency, reasoning and problem solving. Understanding that the English curriculum has reading and phonics at its core. | | Science, History, Geography, French and Computing Understanding how our world is made and how our world works. Protecting our community and world we live in and the future going forward. Learning through significance of events and people and how these have shaped our present world. Learning to communicate with others through different languages and safely with technology | | Art, DT, Drama and Music Developing life-long pleasure and appreciation of the arts from across the world. Developing creativity through the arts. Developing the confidence to perform and the appreciation of others performing. Supporting mental well-being. | | PE, RE, PHSE, RSE and P4C Nurturing our children through PSHE and RSE to ensure they understand themselves and others and how to sustain physical and mental wellbeing. Understanding and celebrating the diverse ethnicity and variety of religions in our school. Thoughtfully comparing and contrasting this with very different communities locally and around the world. | | |
| Impact | Three key areas | IMPACT 1: Progress and Attainment Children make good or better progress from their starting point. We aspire for all children to attain above the national expectations and a significant number to reach local level of greater depth standard. | | | IMPACT 2: Knowledge and Skills Children develop knowledge and skills that develops their understanding and so that they are prepared for secondary school. Their knowledge is developed through connections being made throughout their time at Deer Park School. | | IMPACT 3: Personal Development Children demonstrate the Deer Park School values in their daily interactions, behaviour and learning. Children are happy, confident and successful. They develop a love of learning that extends beyond the classroom. | | | |
| | Regularly reviews | Our self-review learning cycle involves all members of staff and middle leaders. We evaluate through learning reviews both internal and external, learning walks, observations, book looks, and pupil voice and conferences and data analysis. | | | | | | | | |
| KEY: PSHE- Personal, Social, Health Education PE- Physical Education DT- Design and Technology RSE-Relationship Sex Education RE- Religious Education P4C Philosophy for Children | | | | | | | | | | |