



**Policy Name: Curriculum**  
**Written by: Jennifer Parry**

Review history date	Next Review Date	Coordinator	Head of Education
8 <sup>th</sup> November 2022	8 <sup>th</sup> November 2023	Jennifer Parry Gareth Brenton	Declan Tuer

### **Mission Statement**

Preparing learners for the future by providing a sustainable outstanding educational experience where all students realise pursue and achieve their full potential, enabling them to thrive as adults.

### **Rationale:**

At Greenfields School we believe every learner has talents and skills which we aim to identify and nurture. All students, irrespective of race, gender or ability have to right to access a broad, balanced, relevant and coherent curriculum that promotes Spiritual, Moral, Cultural, Mental and Physical Development while preparing them for the opportunities, responsibilities and experiences in adult life. This policy provides an overarching framework along with effective teaching and learning so that every learner reaches their full potential.

Greenfields School caters for students with significant and complex emotional, behavioural needs for whom appropriate and effective provision has not been, or cannot be, made in other settings, including in mainstream schools.

The education is designed to be suited to the students' ages, abilities, aptitudes and additional learning needs. The goal is for every student to be actively engaged in effective learning. Every student has a right to an individual educational pathway, involvement in their own individual education plans, reviews and students' meetings. and access to nationally accredited routes and qualifications. All students have access to careers guidance which allows them to gain accredited vocational outcomes, create Xello career platforms and monitoring of vocational placements.

The overall aim of the curriculum at Greenfields School is to engage all pupils in experiences that will equip them with the skills for success in all aspects of their life and instil in them the desire to be motivated to strive in all that they do. It gives them rich opportunities to become ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens of Wales; and healthy, confident individuals. A school curriculum is a plan for what children and young people will learn at school. It says: - What they should learn - How they should learn - The reasons why they should learn.

We aim to create a curriculum that meets the needs of every pupils whilst experiencing, enjoying and succeeding in a wide range of subjects. We believe strongly in the importance of the key skills of literacy, numeracy and ICT, as well as developing their confidence in education and a range of skills.

The curriculum is designed to provide for all pupils in a safe, secure and inclusive environment with opportunities to: experience a broad, balanced, relevant and differentiated education which encourages them to reach and surpass their potential.

We encourage learners to also engage in an extensive range of activities, such as sporting events, fundraising, educational trips and work experience, all of which contribute to the total learning experience. Each year the curriculum is reviewed with Welsh guidance a key document is 'Our National Mission Document' [education-in-](#)

[Wales-our-national-mission-update-october-2020.pdf \(gov.wales\)](#) supports our understanding of our pupils' needs and aspirations and increasing flexibility for learner choice.

We will encourage learners to be Ambitious and capable learners This means they believe in themselves and what they can do. They want to learn and do better. They have the skills to learn. We will encourage them to be Enterprising and creative This means they can be creative and think of new ideas. They can solve problems. They can use this in their work. We will raise Ethical and informed citizens This means they understand their rights and responsibilities. They take part in their community. They care about the world. Our learners will be Healthy and confident This means they have healthy minds and bodies. They feel good about themselves and what they believe in

We strive to provide a curriculum that caters for the individual needs of all students. Each lesson is carefully planned to incorporate an element of Active Learning allowing students to gain an understanding of the relevance of their lesson(s). This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

We work closely with the School Council to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views as part of our Rights Respecting School.

### **Aims**

- Create a curriculum that engages and challenges all students; a curriculum that equips them as 21st century learners with the skills and abilities to function and succeed in a variety of situations
- To provide a broad, exciting and challenging curriculum
- Provide a Key stage 2 curriculum which develops on from the Foundation phase for ages 9 -11, provides learning in all compulsory core subject such as Maths and English
- Provide a Key Stage 3 curriculum that builds systematically as students move from Primary to Secondary phases ensuring continuity and progression within and between key stages
- Ensure the Key Stage 4 curriculums meet the requirements of Learning Pathways 14-19 and equip students with a range of skills and a desire for lifelong learning.
- Implement all recommendations from the Review of Qualifications for 14-19 and provide learning pathways that are inclusive for learners
- Ensure the curriculum we offer includes a range of recognised and appropriate vocational qualifications
- Ensure all students have access to personal support and careers guidance and maintain regular dialogue with appropriate staff regarding progress, aspirations and learning pathways
- Ensure that our students perform well in attaining the qualifications to support post-16 provision and work based opportunities.
- To provide a learning environment that is fun, stimulating and challenging to all students.

### **Baseline assessment**

Students' access to the curriculum is dependent on individual needs for learning, identified at point of admission to school through a comprehensive suite of baseline and diagnostic assessment tools, covering literacy, numeracy, cognitive skills and personal-social development. We use the BKSB, Motional & GL assessment reports.

### **Areas of learning**

The taught curriculum is based on programmes of study suitable for KS2, KS3 and KS4. We see the development of the Languages, Literacy and Communication Area of Learning and Experience (Area) addresses fundamental aspects of human communication, progression in the Mathematics and Numeracy Area of Learning and Experience (Area), the Science and Technology Area of Learning and Experience (Area), the Health and Well-being Area of Learning and Experience (Area) , the Humanities Area of Learning and Experience (Area) seeks to awaken a sense of

wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present and the Expressive Arts Area of Learning and Experience (Area) covers art, media & music. The experiences of the learner will also be enriched by planned accredited activities through outdoor education activities and our range of vocational programs for students to choose. The accreditation routes are designed around the individual learner supported by the Examinations Officer and ALNCo.

This curriculum is further enhanced through encouraging students to participate in variety of projects and a range of cultural and educational visits linked to our SMSC elements of the curriculum and experiences.

### **Literacy and Numeracy Framework (LNF)**

(Welsh Government 2013, National Literacy and Numeracy Framework)

The LNF is a curriculum planning tool that ensures all teachers embed literacy and numeracy in their teaching.

The framework is a statutory curriculum requirement and all students are assessed against it annually.

Progression through the LNF and performance in the national reading and numeracy tests demonstrate how learners are achieving against the expectations for literacy and numeracy at the end of each school year.

A central LNF assessment document is used to register the literacy and numeracy skills that all students are working towards and have completed, ensuring all teachers can monitor and track progress as well as plan lessons that consistently include LNF targets. This approach is also intended to encourage cross-curricular collaboration across the school.

### **Enrichment opportunities and vocational areas of learning because:**

- students are provided with real-life practical experiences
- students are able to safely experience learning opportunities in the wider community
- these experiences exploit interests and talents
- these experiences increase the probability of success
- these experiences help build routes to future options
- these opportunities build self-esteem and confidence in learning in a wider context
- these opportunities offer different avenues and styles of learning and achievement

### **Vocational offers available**

**MPCT:** Military Preparation College.

- BTEC Extended Diploma Certificate/ Team Work and Personal Development-Level 2 (Year 10)
- City and Guilds/ Employability Skills-Level 2 (Year 11)

**PEAK:** Education, Life Skills and Personal Development.

Agored Cymru Qualifications ranging from Entry 3 to Level 2 (dependent on student ability):

- Bicycle Repair
- Carpentry/plumbing
- Art and Design
- Kitchen skills

### **Outdoor Activities**

- NICAS Level 1-3
- AQA – Various outdoor & Geography modules

**Boulders:** Indoor Climbing

- NICAS Level 1-3

**Horseland CIC:** therapeutic horsemanship

- CPD-Animal Care L2
- Animal Behaviour L2/L3
- Horse Care and Stable Management L2/L3

### **ACT: school links**

- Land based studies
- Hair and Beauty
- Construction
- Media

### **Sgiliau: education, independent life skills**

- Princes Trust
- CoPE
- Music Technology
- I.T
- Art & Design

### **Rock Steady Training: Pre-16 Educational and Vocational Training, Life Skills, Multi-Trade Construction**

- ASCENTIS L1 Award (QCF)
- ASCENTIS L1 Certificate (QCF)
- ASCENTIS L1 Diploma (QCF)

### **Hereford Vocational Training: educational and vocational training, independent life skills, agricultural skills and development**

UK Rural Skills:

- Horse Care
- Stable Management
- Health & Safety
- Tractor Driving/13-16yrs
- Canine Care

### **Thematic based project work**

Age appropriate thematic work covers a range of areas and our thematic days throughout the academic year are used to enhance the curriculum and inform learners from SMSC/Humanities perspective linking to other areas of the curriculum in a fun engaging way.

### **BTEC**

Greenfields school are also registered to deliver BTEC qualifications, these are primarily for learners in the 14-16 age group, but may also be used by other learners who wish to gain an introductory understanding of a vocational area. These are used as an introductory Level 1/Level 2 course for learners who want to study in the context of a vocational sector. BTEC's are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. These are appropriate for students whom want to take responsibility for their own learning and develop skills that are essential for the modern-day workplace. A BTEC First is an alternative qualification which is equivalent to a Grade A-E GCSE. BTEC's are the ideal fit for our curriculum students who benefit from a range of subject areas to choose from. They fit seamlessly in to timetables alongside core subjects. They offer equivalent levels of rigour and challenge to a GCSE with clear progression routes and career pathways. These are given for learners study a range of subject areas on a rotation basis completing accreditation prior to starting new areas of learning, this allows learners a choice to aid engagement/motivation and allows a broad and balanced curriculum delivery within a small teaching team.

### **Outdoor education**

Greenfields School offer and encourage all students to participate in the Outdoor education. This can provide a range of benefits, not just for the young people taking part, but for the whole community.

It is well recognised that achieving a DofE Award equips young people with a range of skills to enhance their employment prospects. Students who have been difficult to engage in a classroom environment can

sometimes find it easier to relate to teachers (and vice versa) and volunteering within the school and in the community often brings a greater sense of cohesion and community.

### Educational Visits and Visitors

- We actively encourage regular educational visits to link in with our curriculum for a more immersive experience.
- Invited speakers will enhance the experiences of the children.

### Timetable

Students have individualised timetables providing them with access to a broad and balanced curriculum, some learners attend vocation base placements.

	Morning Tutor Time 9:00 - 9:10	Lesson 1 9:10 - 9:50	Break 9:50 - 10:00	Lesson 2 10:00 - 10:40	Break 10:40 - 10:50	Lesson 3 10:50 - 11:30	Break 11:30 - 11:40	Lesson 4 11:40 - 12:20	Lunch 12:20 - 12:50	Afternoon Tutor Time 12:50 - 1:00	Lesson 5 1:00 - 1:40	Break 1:40 - 1:50	Lesson 6 1:50 - 2:30
Monday	Class Form tutor	Art/Media		Maths		English		DT		Class Form tutor	Science		DT
Tuesday	Class Form tutor	Maths		English		DT		Science		Class Form tutor	Sport		Sport
Wednesday	Class Form tutor	English		DT		Art/Media		Science		Class Form tutor	Outdoor Ed		Outdoor Ed
Thursday	Class Form tutor	DT		Art/Media		Maths		English		Class Form tutor	English		Art/Media
Friday	Class Form tutor	Art/Media		Maths		English		DT		Class Form tutor			

### Planning

Currently each subject has a **Subject Rationale** and **Scheme of Work** covering in broad outline the content and priorities long, medium and short-term planning is in place for all subjects. These documents cover how each subject will be delivered and are a working document.

### Assessment for learning

Formative and Summative assessment are the terms used, this links to our **Assessment policy**.

Good day-to-day in-school formative assessment helps students to measure their knowledge and understanding and respond to feedback, providing a broad picture of where their student's strengths and weaknesses lie, and allows teachers to identify when pupils are struggling and what interventions are needed to close that understanding gap.

Day to day in-school formative assessment, for example:

- Questioning during lessons
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

Good in-school summative assessment will give students the opportunity to understand how well they have understood a topic or course of work taught over a period of time, provides an understanding of achievements, progress and wider outcomes over a period of time, gives teachers the opportunity to evaluate their delivery of a topic and the impact they have made and allows school leadership to monitor performance.

In-school summative assessment, for example:

- End of year exams
- Short end of topic or unit tests (half termly assessments)
- Mock examinations
- Statutory reviews for pupils with ALN

### **Monitoring**

Monitoring of the implementation of the school's curriculum intentions is done via

- teachers' planning;
- informal visits to classrooms and learning walks focusing on a particular aspect of teaching and learning each half term
- formal learning and teaching observations using set observation criteria followed by critical feedback along with 'book looks' to evidence learner engagement.
- use of external consultant as SIP to assist Head of Education Services and head teacher in observing and developing teaching, learning and assessment in the school
- head teacher's termly reporting to Head of Education Services
- formal supervision for all members of the teaching team with agreed targets and action plans
- an annual appraisal system for all teachers linked to TLO and supervision as appraisal of performance and progress
- formal action planning and performance management of staff falling below observed acceptable standards of teaching and learning
- staff meetings
- personal planning meetings whereby a core team of professionals discuss the progress of and develop strategies for use with, individual students.
- feedback from stakeholders at review meetings
- half term review and development of IEPs and, where appropriate, behaviour management plans
- baseline assessment and continuous tracking of students' progress; analysis of data forming part of evidence base for self-evaluation process (Data drop).

### **Additional Learning Needs**

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all learners to make progress. Students identified as requiring additional support have a specialised programme designed by the ALNCo.

Flexibility is shown to students who have difficulty accessing and engaging in our curriculum; we tailor an individual program of study to meet their individual learning needs.

### **Individual Learning Needs**

- Teachers consider the differing preferred learning styles of individual students when planning the activities that they use in their teaching.
- Every student has an individual education plan (IEP) that identifies four priority targets, suited to their individual needs, taken from literacy, numeracy, digital competency personal/social development and behaviour for learning. These targets support the objectives agreed at the Annual Review of the student's Statement of SEND or EHCP where applicable.
- IEP targets are SMART (specific, measurable, achievable, realistic and timed). They are reviewed and revised each half term, in consultation with the young person and their guardians.
- The school uses a curriculum framework based on KS2,3 and KS4 schemes of work to ensure continuity and progression and address literacy, numeracy and ICT as cross-curricular skills.

- Where an individual student has particular needs that cannot be addressed through the breadth of the curriculum, arrangements are made, as far as possible, for individual tuition.

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy as part of their induction, which specifically covers:
  - programmes of study and attainment targets for all subjects
  - teaching and learning
  - planning
  - assessment
  - key skills
- receive periodic training so that they are kept up to date with new information
- complete half-termly online Care-Shield training.

### **Equal opportunities**

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage students in all subject areas.
- Students identified as underachieving against targets set are carefully monitored and additional supportive measures are put in place.

### **Evaluation of the effectiveness of the curriculum provision is done via**

- Students settled and engaged in learning.
- Tracking students' progress in the work they do.
- revisiting the Motional Profile.
- specific outcome measures related to externally accredited courses.
- use of internal monitoring & evaluation processes. supported by SIP partner. [see Monitoring & Evaluation Policy]
- Use of external quality assurance process provided by Head of Education Services, and as supported by the CareTech Quality Framework for Education Services.

This policy should be read in conjunction with the following school policies, strategies and documents:

Behaviour Policy  
 Curriculum Policies  
 Critical Incident Plan  
 Health & Safety Policy  
 School Improvement Plan  
 Additional Learning Needs Policy  
 And other relevant policies

This policy will be reviewed annually and or as required.

In accordance with Standard 7, 33 (k), of The Education (Independent Schools Standards) Regulations 2014 and the Independent School Standards (Wales) 2003, Greenfields School will maintain standards of confidentiality of records, unless so requested by those referred to in the Regulations.

<b>Headteacher:</b>	Jennifer Parry	<b>Date:</b>	8/11/22
<b>Deputy Head:</b>	Gareth Brenton	<b>Date:</b>	8/11/22
<b>Head Of Education:</b>	Declan Tuer	<b>Date:</b>	8/11/22