



Greenfields School

Curriculum Policy 2024-25

Implemented	By Whom	Last Review	By Whom	Next Review
August 2023	J.Parry	December 2024	S.Hale	August 2025

Our School

Greenfields School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 9-16 years old. The school is registered for up to 30 learners and consists of 2 small primary style transition classes to provide a nurturing environment to develop and progress throughout the learning journey and the pupils transition to Secondary education; as well as providing English, Maths, Science, Expressive Arts, Humanities, PSHE and PE lessons for our older students. We are a school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in Newport we therefore benefit from some amazing community spaces where we enhance our curriculum with equestrian skills, free running, farm skills, pottery painting, outdoor learning, swimming lessons, boxing and fitness classes. All the staff at Greenfields School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills

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

The School's Approach:

Our core values at Greenfields School, are those of 'Present, Respectful and Engaged' and we are committed to providing a happy, caring, friendly and safe school environment and community for all of our young people and staff so they can thrive, develop and progress in a relaxed and secure atmosphere. As a school focused on trauma informed practice, we are committed to promoting the positive mental health and emotional well being of both staff and pupils

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.

The Vision:

Greenfields School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through enrichment lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

The Proprietor/Representative (Regional Lead) is responsible for:

- Monitoring the effectiveness of this policy and hold the Head Teacher to account for its implementation.
- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths ICT, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with Additional Learning Needs (ALN) and SEMH
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

SLT is responsible for:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Regional Lead/Proprietor Representative
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Head of Education and SLT is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Head of Education is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with ALN & SEMH Page 6 of 16

Other Staff is responsible for:

- ensuring that the school curriculum is implemented in accordance with this policy.

Overall curriculum responsibility: Sarah Hale

LLC: Josh Colgrave

Humanities: Shabnum Durbarree

Maths and Numeracy: Kathryn Hopkins-Morgan

Employability: Sarah Woffendon

Science and Technology: Kathryn Hopkins-Morgan

ICT: Kathryn Hopkins-Morgan

Expressive Arts: Katie Ryan Jeffreys

Health and Wellbeing: Siraj Ahmed

Primary/Nurture: Emily Lee

Curriculum Intent:

The curriculum at Greenfields School is designed 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.

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 LLC, Maths and 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 \(gov.wales\)](https://gov.wales/education-in-Wales-our-national-mission-update-october-2020.pdf) 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.

Our curriculum aims to:

- Create a broad and balanced education that engages, excites and challenges all students; that equips them as 21st century learners with the skills and abilities to function and succeed in a variety of situations
- To create an education which is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Provide an Upper Primary curriculum which develops on from and incorporates the Foundation phase for ages 9 -11, provides learning in all compulsory core subject such as LLC and Maths and Numeracy
- Provide a Key Stage 3/Progression step 4 curriculum that builds systematically as students move from Primary to Secondary phases ensuring continuity and progression during this transition
- Ensure the Key Stage 4/Progression Step 5 curriculum 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
- Include 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

Teacher aims:

Quality First Teaching at Greenfields School, means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress.

Teachers will:

- Have high expectations of themselves and all of the children
- Impart knowledge accurately and with enthusiasm
- Consider prior knowledge and experiences and to build upon this in a systematic way
- Have highly focused lesson design with clear objectives
- Have high demands of child engagement with their learning
- Have high levels of interaction with all children and young people
- Use of questioning, modelling and explaining
- Emphasis on learning through dialogue
- Have an expectation that children will develop resilience and accept responsibility for their own learning and work independently
- Regularly use encouragement and praise to motivate children

Curriculum design and content:

Each area of study has long-term plans in place with details of what will be taught and when; taking into consideration the need to develop upon prior knowledge, recap previously learning and create opportunities for new learning to take place in a safe and stimulating environment. At Greenfields School we have a creative and bespoke way of delivering and organising our curriculum which takes into account the needs of all the young people. We create, adapt and differentiate topics to promote engagement, foster a love for learning and enable young people to make accelerated progress from their starting points.

The school is committed to providing a broad and balanced curriculum and blends the curriculum with opportunities for pupils to develop functional skills, independence skills and skills for working life. Most subjects are taught discreetly while others are covered through cross curricular activities.

We aim to promote the Spiritual, Moral, Social and Cultural (SMSC) development of the pupils as well as giving pupils experience in LLC, Maths & Numeracy, Science & Technology, Humanities, Expressive Arts, PSHE and Health & Wellbeing. We also have an extensive enrichment curriculum at Greenfields School which provides the young people with opportunities for educational visits, access to key speakers and real-life experiences. We also ensure that pupils acquire, within their abilities, speaking, listening, literacy and numeracy skills.

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.

The teachers at Greenfields School teach their specialist subjects and staff are provided with training to help support the teaching of these. Where a teacher is not teaching their specialist subject then additional training and support is offered by both internal and external providers to develop their knowledge and understanding as well as regular feedback and monitoring from the Senior Leadership Team within the School.

Classes at Greenfields School are organised in a variety of ways, taking into account the Social, Emotional and Mental Health (SEMH) needs of our young people. All pupils are placed into a class group by identifying their main area of need and matching them to the currently cohort / class groups. Children may not be with peers in the same year group and maybe with children both older and younger than themselves. However, these groups are created to promote social and emotional stability and ensure teaching can take place with minimal disruption.

The timetable and curriculum are reviewed regularly to ensure compliance with current legislation and guidance and considering best practice within Special Needs Education.

Areas of Learning:

The taught curriculum is based on programmes of study suitable for all Progression Steps

- Languages, Literacy and Communication provides learners with opportunities to develop knowledge and skills in listening and reading, speaking and writing, and in literature.
- Mathematics and Numeracy gives students access to important mathematical ideas, knowledge and skills. It connects this learning with their personal and work lives. Numeracy has an increasingly important role in enabling and sustaining cultural, social, economic and technological advances
- Science and Technology aims to improve our understanding of the natural world and develop new tools, techniques, and processes to solve problems, enhance human capabilities, and improve quality of life
- Health and Well-being provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.
- Humanities seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. It 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
- Expressive Arts allows pupils to express themselves creatively through a variety of media and technology

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 provide:

- students with real-life practical experiences
- learning opportunities in the wider community
- experiences aimed at pupils individual interests and talents
- experiences which will increase the probability of success
- experiences which will help build routes to future options
- opportunities to build self-esteem and confidence in learning in a wider context
- opportunities which 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)

Outdoor Activities

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

Boulders: Indoor Climbing

- NICAS Level 1-3
- NIBAS 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
- Motor Mechanics

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. 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.

Timetables:

Students have individualised timetables providing them with access to a broad and balanced curriculum, some learners attend vocation base placements, enrichment activities, outreach programmes and life skills learning.

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 SDP to assist Regional Lead and head teacher in observing and developing teaching, learning and assessment in the school
- head teacher's termly reporting to Regional Lead
- 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, IDP 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 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.

Monitoring and review

The proprietors are, in turn, responsible for supporting the vision and values and evaluating the effectiveness of the policy via the termly report and by in-school monitoring.

The policy and procedures are reviewed and updated on an annual basis, to ensure continued compliance with the Independent School Standards (Wales) Regulations 2024, and relevant guidance issued by the Welsh Government.

This document will be next reviewed by 31st August 2025