



## **Greenfields School**

# **Curriculum Policy 2024-25**

<b>Implemented</b>	<b>By Whom</b>	<b>Last Review</b>	<b>By Whom</b>	<b>Next Review</b>
<b>June 2025</b>	<b>R.Hill</b>	<b>June 2025</b>	<b>S.Hale</b>	<b>September 2025</b>

## **1. Policy Statement**

Greenfields School is committed to delivering a curriculum that is ambitious, broad, and personalised to meet the diverse and individual needs of every pupil. While the school is based in Wales, we follow the National Curriculum for England, reflecting the needs of our cohort, the majority of whom originally reside in England.

For pupils who are Welsh or for whom it is appropriate, Welsh language opportunities are provided, where reading and literacy skills support meaningful access and engagement.

Our curriculum is carefully designed to support pupils in becoming confident, resilient, and independent learners, fully prepared for the demands of adult life. We place equal importance on:

- Academic achievement
- Therapeutic support
- Social and emotional development
- Physical wellbeing

This holistic approach is underpinned by high expectations, inclusive practice, and a strong safeguarding culture. It reflects our core belief that every learner deserves the opportunity to thrive and succeed, both in school and beyond.

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## **2. Aims**

Our curriculum aims to:

- Provide access to a broad and balanced programme of learning, adapted to meet individual needs.
  - Ensure progress in knowledge, understanding and skills across all subjects.
  - Prepare pupils for adulthood, employment or further education.
  - Promote personal development, wellbeing, communication and independence.
  - Foster a love of learning and positive attitudes to education.
  - Embed key life skills including literacy, numeracy, emotional regulation and social interaction.
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## **3. Roles and Responsibilities**

### **3.1 Leaders at Greenfields School ensure that:**

- Staff are actively involved in decision-making related to curriculum vision, intent and design.
- The curriculum is regularly monitored to ensure it is progressive, accessible, and outcome-focused.

- Teaching staff are supported through access to ongoing professional development.
- School policies are consistently implemented to support high-quality teaching and learning.
- Parents and carers are well informed about curriculum content, strategies, and pupil progress.

### **3.2 Teaching Staff at Greenfields School ensure that:**

- Learning is planned and delivered to build knowledge, skills and vocabulary in a progressive way.
- Teaching is personalised and reflects the targets in EHCPs, PEPs and any other relevant plans.
- Pupils experience a range of adapted teaching methods and learning opportunities.
- Learning extends beyond the classroom through enrichment and carefully planned off-site visits.
- Pupils are active participants in their learning, with clear understanding of their next steps.
- Assessment is used to identify gaps, inform planning and support progress.
- Subject leads monitor standards and support colleagues in their area of expertise.

### **3.3 All Staff:**

- Maintain high expectations for pupils and themselves.
- Role-model positive behaviour, high aspirations and a love of learning.
- Contribute to the school's internal meeting approach for each pupil termly.
- Support pupils to communicate effectively and regulate emotions.
- Promote pupil independence and celebrate achievements regularly.

## **Proprietor Responsibilities**

The Proprietor of Greenfields School is responsible for ensuring that:

- The effectiveness of this curriculum policy is regularly monitored, and the Head Teacher is held to account for its implementation.
- A robust and transparent framework is in place to set curriculum priorities and aspirational targets that align with the school's vision and strategic objectives.
- The school complies fully with its funding agreement, delivering a *broad and balanced curriculum* that includes core subjects such as English, Mathematics, Science, and ICT.
- Sufficient teaching time is allocated to ensure pupils are able to cover the full requirements of the curriculum as set out in statutory and funding guidelines.
- Appropriate and effective provision is made for all pupils, including those with different abilities and additional needs, particularly pupils with Additional Learning Needs (ALN) and Social, Emotional and Mental Health (SEMH) needs.
- Statutory assessment arrangements are fully implemented and used to inform planning and progression.

- The Proprietor is actively involved in strategic decision-making related to the breadth, balance, and direction of the school's curriculum offer.
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## **4. Curriculum Structure**

### **4.1 Key Stage 2 (Years 4–6)**

- Pupils are taught by their class teacher in a primary-style setting using a nurture-based thematic curriculum.
- Core focus on reading, writing, maths and closing gaps in early learning through phonics (e.g .) that reading thing, targeted phonics practice.
- Pupils access a full range of National Curriculum subjects including: English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (inc. RHE), Humanities, Music, Art & Design, Design Technology, Drama and Enrichment.
- Therapeutic support is embedded and offered as needed.
- Transitional support into Key Stage 3 is provided through a nurture-based transitional group where required.

### **4.2 Key Stage 3 (Years 7–9)**

- A secondary-style model is introduced with a blend of class-based and subject-specific teaching.
- Pupils are taught English, Maths and PSHE/Careers/Citizenship by their form tutor and access subject-specialist rooms for other areas.
- Continued focus on reading and academic catch-up.
- Curriculum includes:  
English, Maths, Science, Computing, PE, PSHE/Careers, Humanities, Art & Design, Design Technology, Personal Development and Enrichment.
- Therapeutic input continues as appropriate.

### **4.3 Key Stage 4 (Years 10–11)**

- Pupils follow personalised learning pathways including GCSEs, vocational and functional skills qualifications.
- Core subjects include: English, Maths, Science, PE, PSHE/Citizenship/Careers, Personal Development and Enrichment.
- Option subjects may include: Motor Vehicle, Construction, Catering, Separate Science, PE/Sport, Humanities.
- Ongoing therapeutic provision ensures emotional and developmental needs are supported.

### **4.4 Key Stage 5 (Years 12–14)**

- Pupils access the DfE 16–19 study programme tailored to their needs and aspirations.
- Includes:
  - Substantial qualifications

- English and Maths (if not yet achieved at Grade 4)
  - Work experience
  - PSHE/Careers, Employability, Personal Development, Enrichment
- Links with local FE providers are developed for off-site learning packages.

## **4.5 Residential Pupils**

At Greenfields School, we recognise the unique needs, experiences, and barriers faced by pupils living in care homes. Our curriculum for these pupils is trauma-informed, flexible, and highly personalised, with a focus on re-engagement in learning, building confidence, and developing practical life skills.

Pupils living in care homes:

- Access the same curriculum as their peers during the school day, ensuring equality of provision and high expectations for all.
- May also engage with extended learning opportunities or life skills-based accreditation, in line with individual interests and developmental needs.

The core of this curriculum offer is structured around ASDAN Personal Development Short Courses, which provide a broad and accessible framework for:

- Building essential skills for independence
- Fostering self-esteem and motivation
- Developing social, emotional, and communication skills
- Encouraging community participation and citizenship
- Improving engagement through practical, hands-on learning

These courses enable pupils to achieve nationally recognised accreditation at a pace and level appropriate to them, while contributing to the wider curriculum intent of preparing young people for adulthood.

Where appropriate, ASDAN Short Courses are supplemented with additional academic, therapeutic, or vocational input, ensuring that pupils receive a balanced and meaningful education. Core areas such as literacy, numeracy, and digital competence are embedded throughout, alongside support for mental health, social development, and life planning.

Our aim is to ensure that every pupil, regardless of their care status, leaves Greenfields School with a sense of belonging, achievement, and the confidence and skills needed for their next stage of life.

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## **5. Additional Curriculum Elements**

### **5.1 Homework**

- Homework is meaningful, personalised and provided when appropriate.
- Can include a homework menu, core subject tasks, or revision booklets.

- Reading at home is encouraged for all pupils.

## **5.2 Reading**

- Reading is a priority across all Key Stages.
- Phonics is taught explicitly to early readers.
- Reading interventions are used to close gaps.
- Reading for pleasure is actively promoted via role modelling, story time, library access and reading challenges.

## **5.3 Therapeutic Curriculum**

- Delivered by trained staff using models such as Zones of Regulation.
- Focus on emotional literacy, regulation and self-awareness.
- Access to safe spaces, sensory areas and targeted group or individual therapy is embedded.

## **5.4 Physical Education**

- Pupils access structured PE lessons weekly.
- Some sessions may take place off-site, including swimming.
- PE is offered as an exam subject in KS4/5.

## **5.5 PSHE, Citizenship and Careers Education**

- Delivered across all Key Stages and includes statutory Relationships, Sex and Health Education (RSHE).
- Covers three core themes:
  1. Health and Wellbeing
  2. Relationships
  3. Living in the Wider World
- Pupils receive careers advice from independent providers.

### **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

**5.6 SMSC, British Values and Protected Characteristics**

- Spiritual, Moral, Social and Cultural development is embedded in all aspects of school life.
- British Values are promoted and upheld.
- Pupils learn about equality and protected characteristics through lessons, assemblies, and awareness events.

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**6. Curriculum Model**

Greenfields School offers a highly individualised curriculum, structured around each pupil's needs and future goals. A balance of academic subjects and personal development programmes prepare all pupils for life beyond school