



# Greenfields School Curriculum Policy 2025-2026

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*This policy aligns with the ALN Code (Wales) 2021, the Equality Act 2010, the UNCRC, the Independent School Standards (Wales) Regulations 2024*

## Policy Statement

At Greenfields we believe that a successful curriculum should be personalised, inspirational, engaging and balanced. Greenfields recognises that every pupil is different and yet equal and therefore we provide practical and creative opportunities, that allows for pupil's independence and choice.

We aim to secure outcomes to develop learners' academic achievements, independence, engagement and social development by ensuring their access to the appropriate curriculum model, as they transition through school and move into adulthood, growing into responsible citizens.

We aim for every pupil to be engaged and to become confident, courageous and responsible citizens this is achieved through our meaningful, functional and well sequenced curriculum. Our curriculum includes the essential building blocks for learning we are clear about what knowledge our pupils will learn and when. Due to the nature of our learners and their previous schooling experiences our curriculum is designed to allow pupils to revisit areas for learning that they may have missed whilst not limiting their future progression. The success of our curriculum is due to its responsiveness to each learner, building on individual strengths, interests, and learning styles.

Our curriculum meets the requirements for independent schools under ISS(W)R 2024 in relation to breadth, balance, personal development, SMSC and careers guidance.

Our curriculum draws inspiration from aspects of Welsh educational reform such as the Four Purposes, but as an independent school we are not required to deliver Curriculum for Wales. Our curriculum model is bespoke, therapeutic and aligned with ISS(W)R 2024 requirements for breadth, balance, SMSC, personal development and careers guidance

At Greenfields School, our curriculum is independent and personalised. While we recognise relevant national principles, our curriculum is not aligned to Curriculum for Wales and instead meets the statutory expectations of the Independent School Standards (Wales) Regulations 2024. As an independent school specialising in ALN, our curriculum is adapted, personalised and therapeutically aligned to meet the complex needs of our learners. We ensure that teaching and learning reflect the spirit and intent of Welsh Government expectations, while remaining responsive to pupils' developmental stages and prior educational experiences

Ongoing assessment and progression are embedded through the use of Taith360, which enables us to track learner development holistically—academically, socially, emotionally and linguistically—and to plan personalised next steps. Taith360 forms the backbone of our progression model.

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## Teaching and Learning

Greenfields strives to provide a caring learning environment in which all pupils can develop academically, socially, emotionally, and morally to reach their full potential and achieve personal success. We strive to create a school in which pupils and team members feel safe, secure, and valued. We aim to ensure that our curriculum provides equal opportunities for all of our pupils, regardless of gender, ability or their cultural, ethnic, or religious background. We are committed to delivering a curriculum that is fit for purpose, personalised, and is based on thorough assessment of our pupils' individual needs and learning styles, alongside their strengths, interests, and areas for development.

We offer a broad and balanced curriculum which is rich in experiences and is designed to engage pupils and help develop their love of learning. At Greenfields, we make use of our outside spaces and local environment in order to provide a physical and active curriculum at all key stages.

Our primary aim is to meet the individual and complex needs of our pupils, preparing them for adult and working life. We aim to prepare our pupils for the next steps in their education and beyond into the world of work and to support them to become active and responsible citizens, by helping them to develop positive personal and social values.

We recognise that every learner is an individual with unique learning needs. On arrival at Greenfields, gaps in knowledge and understanding as well as learning styles are identified through thorough baseline academic assessments. All pupils will also undergo an initial assessment to identify any areas of need and strategies to address them. We aim to address any gaps and difficulties through individualised learning and Individual Development Plans (IDP) or Educational and Health Care Plans (EHCP).

Greenfields aims to provide a high quality of education which promotes learning for all our pupils within a secure and purposeful environment, which young people find stimulating, engaging and enjoyable.

To achieve this, we aim to:

- Offer all pupils access to the Greenfields Curriculum wherever possible, being adaptive and considerate of their individual learning styles and needs.
- Ensure that all pupils have access to a broad, balanced and appropriately differentiated curriculum.
- Deliver a curriculum that is designed to address the individual's development of cognitive, sensory, physical, personal, social & emotional and communication needs, as laid out in their IDP or EHCP.

- To make learning an enjoyable experience which develops Pupils as fully rounded individuals and enables them to explore their talents and interests and achieve their potential.
- To re-engage pupils who have become disengaged with learning and build their confidence and self-esteem so that they see themselves as successful learners
- To support pupils to develop basic skills in communication, literacy, numeracy, and decision making so that they can function in adult life.
- To prepare pupils for the world of work and independent living and to take their place as active citizens of the UK.
- Ensure that the importance of literacy and numeracy skills is promoted across the whole curriculum, especially communication and functional skills.
- Encourage and support personal growth and self-reliance in a spirit of co-operation.
- To provide experiences that will help pupils gain increased self-esteem and self-respect as well as respect for others and the environment.
- Develop pupils' understanding of the local and larger community and help them to contribute to it.
- Develop pupils' understanding of relationships by providing positive role models.
- Help pupils to become good citizens by teaching them about their world and helping them to understand the varied beliefs, values, and abilities within it.
- Provide pupils with learning which will enhance their life skills such as cookery, healthy eating, budgeting, and functional skills.
- Encourage physical activity and outside interests through PE lessons and through learning outside the classroom.
- Promote spiritual, moral, cultural, social, and physical development.

The curriculum at Greenfields is a bespoke therapeutic curriculum designed for pupils with complex ALN, meeting ISS(W)R 2024 requirements. Our curriculum design reflects Welsh Government expectations around breadth, progression, well-being and skills development, while remaining bespoke and therapeutic by design.

We ensure that learners revisit missed learning, rebuild foundations and progress through small-step teaching sequences linked to individual targets and IDP/EHCP outcomes. Progression is monitored through Taith360 and is reviewed termly to refine learning pathways.

We are committed to ensuring well-planned transitions at key points in a pupil's education. Transitions into Greenfields, across key stages, and towards post-16

destinations are supported through structured planning, multi-agency involvement and a strong focus on individual aspirations. Transition planning forms part of every pupil's IDP/EHCP review and is integrated into curriculum and therapeutic provision.

Greenfields uses IDPs for all Wales-placed learners, in accordance with the ALN Code (2021). For cross-border pupils with EHCPs from England, the content is incorporated into the learner's provision and reviewed in line with statutory requirements.

### Reading Across the Curriculum

Greenfields implements a whole-school approach to reading, including daily reading opportunities, targeted interventions, vocabulary development and cross-curricular reading expectations. Reading progress is tracked through Taith360, informal assessment, and structured intervention monitoring. Analysis of reading outcomes informs planning, targeted support and school improvement priorities in line with Estyn's enhanced focus on reading.

# Greenfields Curriculum

## Curriculum Drivers

**Ambitious, capable learners**

**Enterprising, creative contributors**

**Ethical, informed citizens**

**Healthy, confident individuals**

## Teaching and Learning

Learners will **strive for high standards**, enjoy challenge, and be ready to learn throughout life.

Learners will **apply skills creatively**, solve problems, and contribute meaningfully to society and the workplace.

Learners will **understand their rights and responsibilities**, respect others, and act sustainably as global citizens.

Learners will **build resilience**, make informed lifestyle choices, and lead fulfilling lives with positive relationships.

## Well-being, Care, Support & Guidance

**1. Ambitious, Capable Learners.** *Who are ready to learn throughout their lives.*  
**Implementation Strategies:** Small group teaching; Maximum of 4 learners per class with LSA support; Rigorous academic progress tracking (8 Squared); Baseline developmental assessments and Midpoint assessments; Targeted literacy and numeracy interventions (e.g. Read Write Inc., Numicon); Personalised learning pathways informed by learner voice and ALN needs; Experiential and thematic learning that promotes curiosity and independence; Examinations and accreditation – ASDAN and Functional Skills; Celebration of small steps of progress academically; Specialist differentiated teaching; Weekly enrichment and self-esteem building activities; Outdoor learning opportunities; Personalised learning linked to ambitions and talents

**2. Enterprising, Creative Contributors.** *Who are ready to play a full part in life and work.*  
**Implementation Strategies:** Bespoke education packages to meet individual needs and aspirations; Work experience linked to interests and goals; Functional and life skills taught across the curriculum; Real-world problem solving and community engagement; Outdoor and experiential learning; Weekly/Termly success reports to parents and carers; Opportunities for creative expression through thematic learning; Personalised PSE and SRE learning opportunities; Celebration of achievements socially and emotionally

**3. Ethical, Informed Citizens.** *Who understand and respect their rights and the rights of others.*  
**Implementation Strategies:** Social, moral, spiritual and cultural learning programmes; Restorative approaches; Robust safeguarding systems and liaison with external agencies; Curriculum content that promotes equality, diversity, and inclusion; Staff trained in restorative approaches and autism awareness; Visual timetables; social stories; and sensory breaks for ALN learners; Integrated therapeutic interventions (PACE), attachment-based practices); Outdoor learning and community-based projects; Opportunities for learner voice and participation

**4. Healthy, Confident Individuals.** *Who are ready to lead fulfilling lives as valued members of society.*  
**Implementation Strategies:** Calm and consistent learning environment; Therapeutic input embedded across all key stages; Integrated speech and language support (group and 1:1); Ongoing clinical staff support; Full staff training in therapeutic practices; IDP progress tracking – communication, emotional regulation, flexibility; Initial therapeutic assessments and ongoing monitoring; MDIT/Reflective practice sessions with therapy teams; Zones of Regulation and trauma-informed practice; Outdoor learning and physical activity; Self-regulation plans and interventions for emotional wellbeing

## Leadership & Improvement

**Ambitious, Capable Learners.** *Grow in confidence, independence, and self-esteem in a safe, secure, and stimulating environment. Demonstrate resilience and maturity as their learning journey. Accept that making mistakes is part of the learning process and reflect on their learning. Make links within different aspects of their learning and apply understanding in varied contexts. Develop subject knowledge and skills appropriate to their individual starting points. Learn within a coherent and progressive framework that explores the breadth and depth of the Greenfields Curriculum. Understand the purpose and value of their learning and its relevance to past, present, and future. Use problem-solving skills, engage creatively, and articulate their learning journey. Experience the challenge and enjoyment of learning and have high aspirations for themselves and others. Grow their vocabulary through immersion in a language-rich environment.*

**2. Enterprising, Creative Contributors** Engage in enriched learning experiences that are memorable, engaging, and inspirational. Apply previously learned skills through reflective talk, collaborative working, and problem-solving tasks. Demonstrate creativity and innovation in learning and life skills. Make considered and informed choices about things that matter to them. Express opinions confidently on a range of topics and issues. Participate in enterprise projects and enrichment activities that build self-esteem and independence.

**3. Ethical, Informed Citizens** Respect and celebrate differences in gender, race, ability, culture, and religion. Understand that all people are different and special, with unique talents and needs. Make positive contributions to the school and wider community. Appreciate and understand social and environmental issues locally and globally. Share and celebrate school core values that guide attitudes, choices, and behaviours. Aspire to lifelong learning and active citizenship.

**4. Healthy, Confident Individuals.** Understand the importance of keeping safe, being mentally and physically healthy, and forming positive relationships. Demonstrate improved self-regulation and positive behaviours for learning. Secure friendships and a sense of belonging. Experience personal growth through self-esteem building and therapeutic support. Thrive emotionally, socially, and academically in a nurturing environment. Leave Greenfields with the skills, values, and mindset to succeed in a changing world.

## Well-being, Care, Support & Guidance

Teaching at Greenfields reflects trauma-informed, therapeutic and adaptive practice within a bespoke independent school curriculum. The curriculum at Greenfields is informed by the principles of the Curriculum for Wales and trauma-informed practice. Lessons are delivered through adaptive pedagogy, highly scaffolded tasks, and therapeutically informed approaches designed to reduce cognitive load and support emotional regulation.

To provide that challenging and relevant curriculum we aim to:

- Develop effective learning skills for each pupil; recognising that we all learn in different ways, a range of strategies must seek to secure individual potential across all aspects of the curriculum.
- Encourage each pupil to take full advantage of the opportunities provided to develop particular interests and abilities both within and beyond the timetabled school day.
- Provide opportunities for pupils to “make good choices” and build self-esteem.
- Develop an appropriate balance of academic and practical work to prepare young people for a rapidly changing and demanding world.
- Ensure that pupil progress is carefully monitored and assessed in order to achieve the highest standards of achievement and progress.
- Ensure that all pupils who attend the Greenfields have an IDP or EHCP which cover the core subjects of English and Maths as well as Social Emotional Aspects of Learning. These will provide strategies and targets for each individual. The IDP/ EHCP will be reviewed by team members and will be sent to parents/ carers and social workers. These will be monitored and reviewed regularly.

## Expectations of Team Members

Team Members at Greenfields are expected to actively advocate and seek to develop the curriculum aims stated and should:

- Have high expectations of pupils and seek to help them achieve the best possible outcomes.
- Be adaptable and employ a range of appropriate teaching and learning methods which meet the needs of the pupils. These include the special educational needs of the pupils, and also include making any adaptations for pupils who may access English as an additional language.
- Strive to ensure that, wherever possible, pupils are able to access the curriculum and given opportunities to succeed.

- Develop and deliver programmes of study and schemes of work in line with the Greenfields Curriculum and that build upon pupils' prior learning and experiences, thus providing progression and continuity.
- Provide challenging and inspiring learning opportunities which meet the needs and future aspirations of their pupils.
- Capture the learner voice by giving regular feedback through assessment and marking, negotiating targets, and encouraging pupils to evaluate their own achievements.
- Ensure clear learning, progress and improvement is highlighted and shown visually to all pupils.
- Help all pupils to become independent and confident using encouragement and reward, in line with our therapeutic approach policy.
- Help pupils to accept that making mistakes is a natural part of the learning process.
- Nurture the talents of every learner and celebrate all achievements and successes, both formally and informally, through praise in the learning environment.
- Endeavour to work in partnership with other team members, parents/carers, and the wider community to achieve shared goals.
- Keep parents/carers regularly and fully informed about the progress and achievements of the pupils.

## Curriculum Structure

The curriculum is planned in line with the Greenfields Curriculum aims and embraces a cross-curricular approach underpinned by children's Dreams and their ability to Believe in themselves so they can Achieve, in literacy, numeracy and ICT whilst addressing themes such as careers education and guidance, citizenship, environmental, health and sex education.

The curriculum does not undermine the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance. It promotes pupils' knowledge and understanding of Part 1 of the UNCRC and ensures political impartiality across all areas of provision.

The development of pupils' personal and social skills and their spiritual and cultural development are addressed specifically through the PSE programme, assemblies,

and whole school theme days, as well as being woven through the whole curriculum, both formal and hidden.

Literacy, Numeracy, and Science skills are considered fundamental to all areas of learning and are taught as discreet lessons across KS2, 3 and 4 as well as there being an emphasis on the further development of these skills across the whole curriculum. Specific intervention is put in place for those pupils requiring additional assistance to access the curriculum.

Our curriculum recognises the importance of meeting emotional, social and mental health needs first and foremost, without such foundations academic learning cannot exist. The Curriculum structure allows pupils to make progress at their own realistic pace by developing strategies to self-regulate, manage emotions, work around their individual passionate interests and strengths, meet academic targets and ultimately prepare for life after Greenfields.

Greenfields promotes literacy, numeracy and digital competence across the curriculum in ways that reflect Welsh Government expectations. These skills are embedded purposefully across subjects and developmental pathways.

## Curriculum Informed by the Curriculum for Wales

The Greenfields curriculum is informed by the Curriculum for Wales guidance ([Successful Futures, 2015](#)). We adapt the underpinning principles—namely, broad learning, four-purpose orientation, authentic contexts, and coherent progression—to suit the needs of pupils in an independent ALN setting.

As an independent ALN school in Wales, we draw inspiration from aspects of national reforms where beneficial, such as broad learning, wellbeing and skills development, while maintaining full independence in curriculum design.

Medium- and long-term planning ensures breadth across all required curriculum areas, including: language and communication, mathematics, science, technology, humanities, health and wellbeing, and expressive arts.

We remain fully compliant with the [Independent School Standards \(Wales\)](#) while ensuring that learning reflects the ethos of Welsh education reforms. Our curriculum meets the requirements for independent schools under ISS(W)R 2024 in relation to breadth, balance, personal development, SMSC and careers guidance.

## Structure of the school day

The school day is structured around six timetabled lessons. Lessons are approximately 40-minutes depending on the needs of each year group and the nature of the curriculum. Additional daily sessions such as Reading, Breakfast Club, Tutor time and rest and reflection support pupils' additional needs and readiness to learn. Tutor time is embedded within morning routines (Breakfast and tutor time, SMSC focused), midday tutor (UNCR focused) and within reflection at the end of the day.

Assembly (Greenfields radio) and Learner Council meetings are scheduled weekly.

On Fridays, pupils engage in SMSC and enrichment sessions which form part of our extended curriculum offer.

Team Member briefings take place before and after the school day in order to ensure that any information or concerns around Pupils is communicated to all Team Members effectively. Friday afternoon sessions are used to support the school's extended curriculum by offering a range of enrichment activities both on and off site. School assemblies and learner council meetings are also timetabled weekly enhancing the curriculum and ensuring that the learner voice is captured.

English, Maths and Science are considered of key importance at Greenfields for all Pupils at KS2, KS3 and KS4 and more time is allocated to these subjects in order to promote the development of vital basic skills.

## Key Stage 2

Our KS2 Pupils are taught in mixed age classes and the curriculum is a thematic, topic-based curriculum and incorporates all core subjects and follows the KS2 and KS3 Greenfields Curriculum objectives to ensure all areas are covered.

Lesson plans are carefully differentiated within each class so that every learner's needs are met. The curriculum is designed so that Pupils don't revisit the same areas of the curriculum.

All KS2 Pupils also have access to a Motional assessment and personalised curriculum of activities which are specifically linked to social and emotional aspects of learning, enrichment, and personal skill development.

## Key Stage 3

All Key Stage 3 Pupils have access to the whole Greenfields Curriculum and Pupils are encouraged to develop and consolidate their key skills in core subjects and are also offered opportunities to extend their knowledge in other areas of the curriculum. This is supported by an intensive focus on literacy, numeracy, and science. Pupils often have gaps in their knowledge which need to be addressed and they work towards individual AQA awards to encourage progress and celebrate success in these areas.

During Year 9, in preparation for completing GCSE courses, pupils follow Entry Level and/or Functional Skills accredited courses in Maths and English as well as ASDAN programmes and short courses in science. Social, Moral, Spiritual and Cultural (SMSC) aspects of learning and Social and Emotional Aspects of Learning are incorporated into planning across the curriculum as well as issues being addressed directly in the PSE programme where appropriate.

Key Stage 3 pupils begin using Xello to explore interests and strengths, supporting early careers awareness. Year 9 includes early transition planning where pupils, families and staff begin exploring future pathways, strengths and interests. Engagement with Xello supports early careers exploration, ensuring decisions at KS4 are well informed.

## Key Stage 4

In Years 10 and 11, Pupils continue to have access to study the full Greenfields Curriculum with a key focus on English, Maths, SRE, RE, Citizenship, PSE (Including careers and finances) and Science and then have the option to personalise their learning by choosing a variety of subjects from: The Arts (Music, Art and Design), Humanities (Geography, History and RE), Outdoor Education, Food Technology, PE, Horticulture, and ICT. Learner's personalised timetables are reviewed regularly and are created after the requests of the learner, statutory requirements of each Learner's IDP and EHCP, and views taken from significant parents, carers and social workers have been considered. The aim of this phase is to personalise the curriculum, to meet individual personal needs, engage the Pupils and provide maximum opportunity to achieve. Opportunities may be offered to Pupils to attend an offsite provision where they can study a variety of vocational awards if they are not currently offered at the school.

Available Qualifications in school;

- GCSEs
- Entry Level Qualifications

- Functional Skills Qualifications
- ASDAN Awards and qualifications
- AQA unit Awards

KS4 includes structured transition preparation through Xello profiles, Careers Wales guidance, work-related experiences, and life-skills teaching. Pupils receive ongoing support to identify appropriate post-16 options, with plans co-constructed during IDP reviews.

## Vocational Education and Careers Guidance

Greenfields provides all pupils with quality, impartial careers advice and work-related learning experiences in line with the Careers and [Work-Related Experiences \(CWRE\) Framework \(Welsh Government, 2022\)](#). Careers learning is delivered through dedicated PSE lessons, curriculum-linked projects, and personalised guidance as pupils progress through Key Stage 3 and 4. The school provides impartial careers guidance for all secondary-age pupils in line with ISS(W)R 2024 requirements via Xello, Careers Wales, and CWRE Framework (2022)

Greenfields uses [Xello](#), an online careers platform, to support pupils to explore their skills, interests and aspirations, and to develop personalised career plans. [Xello](#) enables pupils to build profiles, research pathways, and access up-to-date labour market information in a developmentally appropriate, visual and engaging way. This supports preparation for future education, training, and employment, and aligns with CWRE expectations around self-awareness, exploration, and decision-making.

All pupils receive impartial advice regarding post-16 pathways, including college courses, apprenticeships, and specialist vocational opportunities. The school works in partnership with parents/carers, social workers and local authorities to ensure that pupils receive accurate, independent guidance tailored to their needs.

In Years 10 and 11, pupils are offered work experience placements that match their interests and abilities. These placements are designed to build confidence, develop employability skills, and provide meaningful insight into potential career pathways. Pupils also engage in employer encounters, enterprise initiatives, and workplace-skills projects across the curriculum.

Our careers provision is adapted for pupils' ALN profiles, ensuring that learning is accessible, personalised and rooted in strong therapeutic support. Careers education forms part of pupils' IDP/EHCP review processes, ensuring that future aspirations and transitions are planned well in advance. CWRE is not a subject but a cross-curricular expectation.

Each pupil has a personalised transition plan developed during IDP/EHCP reviews, incorporating Xello insights, Careers Wales advice, and multi-agency input where relevant. This ensures that pupils' next steps are realistic, aspirational, and aligned to their strengths, needs and long-term goals.

Successful transitions are tracked through destination data, pupil and family feedback, and multi-agency reviews. Post-16 placements are monitored to ensure sustained engagement and to confirm that pupils feel prepared and supported.

## Outdoor and Experiential Learning

To help engage all pupils in all key stages, practical elements of the curriculum are encouraged, such as Expressive Arts and Health and well-being (encompassing PE). The school also encourages Pupils to become involved in outdoor learning projects that use our natural environment. We encourage horticulture projects which link closely to many areas of the curriculum including science, design, technology, speaking and listening skills as well as activities such as shelter making, natural craft and woodwork.

It is our belief at Greenfields that, when learning beyond the classroom takes place, our pupils attain higher levels of knowledge and skills, improve their physical health, and increase their motor abilities, socialise, and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes.

The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All pupils have the right to experience the unique and special nature of being outdoors. We feel it is important to enable children to use the outside environment as a context for learning and to this end we incorporate outdoor learning into our scheme of work and this is delivered in the curriculum throughout the year.

Outdoor and sporting activities, are also offered which assist in developing self-confidence and increasing self-image. The Spiritual, Moral, Social and Cultural

Greenfields, Forge Road, Bassaleg, Newport, South Wales, NP10 8AT  
,The Cambian Group

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(SMSC) development of the pupils at Greenfields is at the heart of the school environment and is evident in the teaching of PSE (including Sex and relationship education), and our wide range of extracurricular enrichment activities.

Each pupil has emotional and social needs; their need to learn about themselves and their own feelings, relationships and how their behaviour affects others is considered when planning.

Through the outdoor learning curriculum and the access to group activities, we aim to provide pupils with a wide variety of positive experiences that will not only help to build their self-esteem and social skills but also provide them with memories they can cherish for the rest of their lives. Our Health and well-being programme encourages personal growth by supporting pupils in challenging and unfamiliar activities, environments, and situations. Pupils have the opportunity to work towards building their personal development in terms of courage, leadership, teamwork and raising self-esteem.

Relationships and Sexuality Education is delivered in line with the Welsh Government RSE Code (2022). Content is age-appropriate, inclusive, and promotes respect, consent, and healthy relationships. RSE is delivered in line with the Welsh Government RSE Code (2022), and is developmentally appropriate, inclusive and adapted for ALN profiles.

## Spiritual, Moral, Social and Cultural development

Spiritual Development is promoted in a variety of ways. Whole School assemblies and theme days are delivered regularly which include religious content and themes. Our Schemes of Work encourage Pupils to consider the nature of religion, its beliefs and practices. Pupils are encouraged to discuss and reflect on topics such as the origins of the universe, good and evil, life after death, beliefs about God and concepts such as justice, trust, honesty, and love. Many lessons and extra-curricular experiences allow Pupils to access incidental learning opportunities which prompt them to ask questions about meaning and purpose.

Moral Development is promoted every day through rewards and praise for achievement and effort, through the use of the school behaviour charter and high expectations and respect for our Pupils. The ethos and practices of the school encourage Pupils to learn to distinguish between right and wrong through restorative approaches and we aim to encourage positive relationships by demonstrating tolerance and understanding. In addition, discreet teaching, tutor time and theme days address many moral, ethical, environmental, and social issues. Pupils are encouraged to value themselves and others and to explore the influence of family, friends, and other sources on moral choices.

Social Development is a key part of the ethos of the school. All pupils are encouraged to play a full role in the social life of the school. We aim to develop pupils' knowledge, values, personal and social skills across the whole curriculum in order to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. By building links between the school and the wider community we are able to offer many extracurricular activities such as sport, music and a wide range of trips and activities out of school.

Social Development is promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons. Pupils have extensive opportunities to take responsibility through activities such as School Council, work in support of charities, and assisting at School functions and events. Further opportunities for social development are provided through the Health and well-being programmes.

Pupils are also regularly reminded of the need to develop positive peer and adult relationships. Cultural Development is encouraged both within lessons and through a very wide variety of extracurricular activities. Cultural diversity from a national and international perspective is explored through a range of cross-curricular opportunities including planned in-depth geography-based studies of other countries and their cultures, study of poetry and fictional literature from different cultures.

Greenfields promotes Welsh language and culture through curriculum content, bilingual signage, and cultural events. Pupils are encouraged to use Welsh greetings and learn key vocabulary across subjects.

## Fundamental Values, UNCRC and Political Impartiality

Throughout the curriculum, Team Members actively promote the fundamental British values. The key areas of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are addressed in both specific lessons in PSE, Religious Education and Topic as well as being promoted in the general ethos of the school. Additional learning experiences such as outdoor educational trips and also Curriculum related visits and activities offer added learning opportunities such visits to places of worship, museums, courts of law etc. as well as visitors to the school from the police and local community. The school actively promotes fundamental values: democracy, rule of law, individual liberty, mutual respect, and tolerance. The curriculum actively promotes children's understanding of

Part 1 of the UNCRC, as required under ISS(W)R 2024. The school ensures political impartiality and prohibits partisan political views. When political issues arise (including during trips/visitors/materials), pupils receive a balanced presentation of opposing views.

## Differentiation

At Greenfields we have small class groups and high levels of learning support. Despite this, there is still a wide range of ability in these class groups. In addition, our Pupils who have additional needs may have a wide range of preferred learning styles. Some work better in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer. To take account of these differences and the range of ability in any class, all Team Members at Greenfields have a responsibility, when planning work, to meet the needs of all Pupils.

This may mean, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's needs, preferred learning styles and targets are also crucial, and these are recorded and communicated through the individual Learner profiles.

Team Members additionally have a duty to ensure the curriculum is differentiated for learners who access English as an Additional Language (EAL), using strategies such as providing visual supports, opportunities for engaging practice sessions and offering dual language worksheets and explanations if possible.

## The Learning Environment

Greenfields provides a purposeful and structured learning environment which promotes high standards and good working practices. Displays of Pupils' work appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management. All, teachers, and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school. Classrooms are structured and organised environments where Pupils can work effectively, comfortably, and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that Pupils treat classrooms, workshops, and any other learning environments with respect.

## Health and Well-being (HWB)

Health and Well-being is central to the curriculum at Greenfields and underpins every aspect of teaching and learning. Our approach is grounded in trauma-informed practice and designed to meet the complex needs of pupils with ALN profiles. We recognise that pupils must feel emotionally safe, regulated and supported before they can successfully access academic learning, and our HWB provision is structured to ensure that these foundations are secure.

Greenfields delivers a holistic Health and Well-being curriculum through explicit lessons, daily routines, therapeutic intervention and cross-curricular experiences. Pupils develop knowledge and skills in emotional literacy, self-regulation, personal safety, resilience, positive relationships, identity, physical health and healthy lifestyle choices. These skills are taught through PSHE, RSE, Physical Education, wellbeing sessions, and integrated pastoral routines such as key-worker check-ins, reading sessions, and end-of-day reflection time.

Our provision includes embedded therapeutic strategies, including Zones of Regulation, sensory regulation exercises, restorative approaches, relational modelling, and opportunities for calm-down routines. Staff use consistent trauma-informed practices, ensuring predictable boundaries, co-regulation support and positive behaviour modelling. Pupils' wellbeing needs are further supported through multi-agency collaboration and contributions from clinical and external professionals where appropriate.

Physical Education (PE) forms a key strand of the HWB curriculum, promoting physical literacy, coordination, motor development, fitness and teamwork. Lessons are adapted to support engagement, reduce anxiety and build confidence. Pupils participate in a range of physical activities including movement-based learning, team games, outdoor adventure activities and individual skill-building tasks. The focus is on participation, personal progress and developing lifelong healthy habits.

Learning Outside the Classroom (LOTC) is embedded within Health and Well-being and is not delivered as a standalone subject. Outdoor learning provides meaningful opportunities for pupils to develop resilience, social communication, curiosity and independence in real-world contexts. Activities include nature-based exploration, horticulture, team challenges, physical challenges and wellbeing-focused tasks. LOTC supports emotional regulation, fosters positive peer relationships and enhances mental health, offering an environment where sensory needs can be met more naturally.

Across the curriculum, pupils are supported to understand themselves, form positive relationships, engage respectfully with others and make safe, informed decisions. Health and Well-being skills are linked directly to pupils' IDP/EHCP outcomes and

progress is monitored through Taith360, therapeutic assessments, daily observations and learner voice activities.

This integrated approach ensures that Health and Well-being is not a discrete component of the curriculum but a continuous thread running through each pupil's school experience. By placing wellbeing at the centre, Greenfields enables pupils to build confidence, resilience and independence, preparing them effectively for learning, life and future transitions.

## Equality of Opportunity

All subject leaders are aware of and plan accordingly to the Whole School Equal Opportunities policy. They also should actively promote quality of opportunity in the curricular work of the subject. As a School we regularly explore the range of opportunities available to ensure that all curriculum area engage Pupils by showing respect for their cultural and personal identities. The Head Teacher/ ALNCO will advise Team Members in devising appropriate teaching programmes for any learner who requires additional support in order to successfully access the curriculum.

Curriculum planning actively promotes equality and diversity, reflecting a range of cultures, identities, and perspectives. This supports compliance with the Equality Act 2010 and fosters an inclusive learning environment.

## Gifted and Talented Pupils

A number of pupils display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all team members to identify such pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work, which genuinely stretches such pupils, and additional challenges and experiences offered through interest and support groups, and opportunities to participate in external groups, societies, teams, and organisations. Opportunities to celebrate such success include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in pupils' records of achievement.

Pupils who are identified as high achievers in the transitional phase are assessed on their readiness to begin studying their GCSE early. If they are deemed ready to begin these, then they may be placed into an appropriate Y10 class to begin their studies.

## Information and Communication Technology

At Greenfields we believe that the development of capability in the use of ICT is an essential requirement of the Pupils' education and that they have an entitlement to IT resources and teaching of the highest possible quality. The development of ICT at the School is guided by the following principles:

- All Pupils have an entitlement to the use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT lessons, and as a result of the use of ICT in subject areas.
- ICT resources are planned and deployed within the context of the Greenfields as a therapeutic community. We seek to ensure that resources of the highest quality and of an appropriate type are provided to meet the needs of all users.
- Team Members are encouraged to make full use of opportunities for professional development in ICT. Practical workshops are to be held on a regular basis as part of the school based INSET programme, and there are also opportunities to attend external courses.

### Assessment and Progression: Taith360

Greenfields uses Taith360 as its whole-school progression, tracking and assessment framework.

This allows us to:

- Track developmental, academic and SEMH progress
- Identify learning gaps due to disrupted schooling
- Monitor progress in literacy, numeracy, digital and life skills
- Evaluate progression towards individual IDP outcomes
- Ensure learning meets Welsh expectations around progress over time
- Provide evidence for Estyn and quality assurance cycles

Assessment is ongoing, multi-method and triangulated, drawing from:

- Daily informative assessment
- Therapeutic observations
- Termly data collections
- Accreditation progress
- Learner voice
- Parental feedback

This system ensures clear progression pathways for every learner.

### Approaches to curriculum planning, teaching, and learning and progress monitoring.

Upon Pupils' arrival at Greenfields, the IDP/ EHCP will determine where learners are placed for the next academic year. This decision will be based on the learner's age, information regarding prior levels of learning and progress, initial assessment data and Educational Psychologist reports. The learning descriptors for each stage act as a learning ladder throughout a learner's school-life towards a projected GCSE grade.

The baseline assessment is used to create a personal educational plan. The flight path provides a plan for subject progress and also identifies areas of missed subject knowledge and content. Daily lessons are planned and delivered in a variety of methods. In addition to specific lessons planned and delivered by the subject teacher, a significant proportion of learning takes place across the entire curriculum at Greenfields. This is done in a cross curricular and experiential approach. This approach represents a core aspect of the Greenfields learning experience.

### Progress Monitoring

Learner progress is monitored during the lessons and at appropriate modular/termly/yearly intervals. All teachers assess their Pupils in relation to a range of assessment objectives and 'I can' statements for each subject at every stage. This allows them to know what their Pupils do and what they need to achieve next.

Assessment is ongoing and includes formative strategies (daily feedback, observation) and summative assessments (termly progress reviews, accreditation tracking). Outcomes inform curriculum planning and interventions. Termly reports are shared with parents/carers and governors.

### Safeguarding

The whole school curriculum, ethos and philosophy is underpinned by the need to safeguard Pupils. Safeguarding arrangements have regard to Keeping Learners Safe (2021), and all staff receive mandatory safeguarding training at least annually, with termly updates. All off-site activities require completed and approved risk assessments in line with school and Cambian policy. All Team Members are trained to ensure that Pupils are kept safe and are supported by the designated safeguarding person in dealing with safeguarding issues and concerns.

## Leadership & Improvement

Through our topic-based curriculum and cross curricular personal development programmes, we are able to hook learners in with a memorable experience and learning opportunities which meet their individual needs. We encourage pupils to explore the world and community that they live in and often spark their interests with a wide range of interesting starting points.

This allows our pupils to develop deeper understanding and knowledge of a range of subjects in a variety of ways. Pupils are able to express themselves and demonstrate their new skills in ways which suit their learning styles and individual developmental needs. Pupils develop their literacy and numeracy skills across the whole curriculum through careful planning and curriculum mapping.

Pupils are encouraged to apply previously learned skills to their learning and they demonstrate these skills through shared evaluation experiences and opportunities for reflective talk, collaborative working opportunities and problem-solving tasks. Pupils develop skills in independence and grow in confidence through self-esteem building activities and enterprise projects.

Additionally, pupils make good progress towards their IDP/ EHCP outcomes, showing holistic development.

Curriculum delivery and outcomes are reviewed termly through self-evaluation. Findings inform the School Improvement Plan and Estyn inspection readiness.

Pupil voice is gathered through surveys, council meetings, and informal feedback. Insights are used to adapt curriculum content and enrichment activities.

Curriculum evaluation is continual and informed by Taith360 outcomes, learner voice, book reviews and therapeutic assessments. Findings inform school improvement planning.

The curriculum is evaluated through a continuous self-evaluation cycle which includes Taith360 analysis, book reviews, learning walks, safeguarding audits, learner and parent voice, and therapeutic assessments. Findings feed directly into the School Improvement Plan and staff professional learning.

## Legislative Framework

This policy has been drawn up on the basis of law and guidance, namely:

- Advice on standards for school premises for local authorities, proprietors, school leaders, school team members and governing bodies, DfE, March 2015
- [ALN Code of Practice Wales 2021](#)
- [Careers and work-related experiences \(CWRE\), 2022](#)

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- [Children Act, 2004](#)
- [UK GDPR \(2018\) & Data Protection Act 2018](#)
- [Education Act 2002](#)
- [Equality Act, 2010](#)
- [Human Rights Act, 1998](#)
- [Keeping Learners Safe 2021](#)
- [Raising the ambitions and educational attainment of children who are looked after in Wales](#)
- [Successful Futures- used only as a non-statutory reference for optional influence, not as a curriculum framework.](#)
- [The Greenfields Curriculum – Relationships and Sexuality Code, 2022](#)
- [The Disability Equality Duty, 2006](#)
- [The Equality Act 2010](#) and schools' [Departmental advice for school](#) leaders, school team members, governing bodies, and local authorities, DfE, May 2014
- [United Convention of the Rights of the Child 1991](#)
- [The Independent School Standards \(Wales\) Regulations 2024](#)
- [Estyn Inspection Framework \(2024\)](#)

In line with the ISS(W)R 2024, the school makes available to parents: the curriculum policy, complaints policy, safeguarding arrangements, term dates, academic performance information and the latest inspection report. These are published on the school website.

<b>Headteacher:</b>	Creslyn Singh	<b>Date:</b>	22 <sup>nd</sup> October 2025
<b>Proprietor:</b>	Rob McConomy	<b>Date:</b>	22 <sup>nd</sup> October 2025