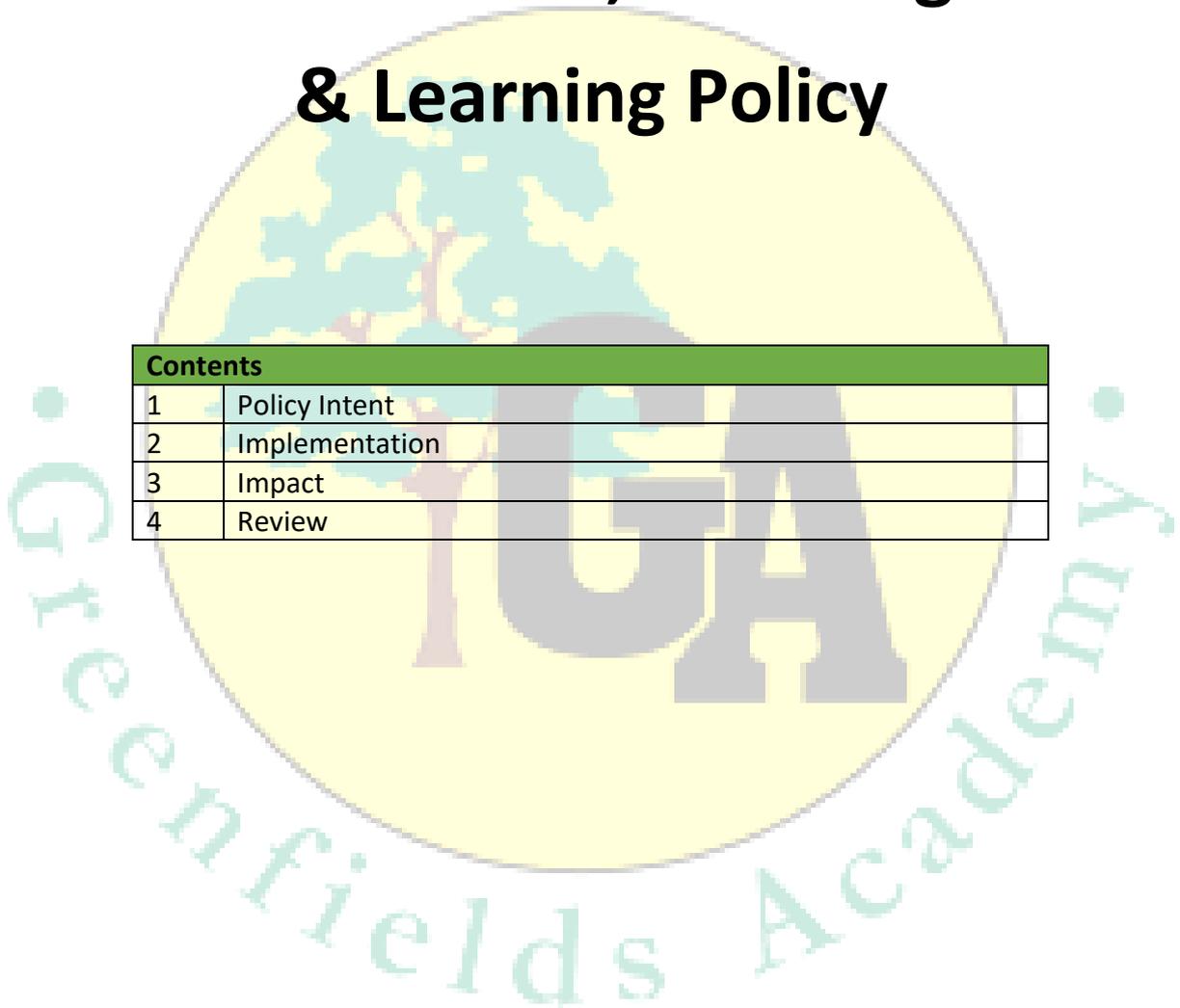


Quality of Education Curriculum, Teaching & Learning Policy

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1.0 Intent

In May 2021, SLT agreed that the recently combined Curriculum and Teaching & Learning Policy required updating to reflect the newly redesigned curriculum. In July 2021, Greenfields Academy launches a new, bespoke, thematic curriculum. This policy was reviewed in June 2021 to reflect this exciting development.

The purpose of this policy is:

- Provide the basis on which pupils and other stakeholders provide and embark on the *Greenfields Voyage*.
- Ensure the best quality learning and teaching for all our pupils.
- The unique structure of KS2-4 provision is utilised and the curriculum drives effective transition
- Ensure equality of opportunity for all our pupils who have an education, health and care plan or disability
- Promote the ethos of our school where we have the pupils' interests at the forefront of all our activities.
- Pastoral and Academic learning to valued equally in our Curriculum and Teaching.

Statutory Legislation & Guidance

This policy has due regard to statutory legislation including, but not limited to, the following:

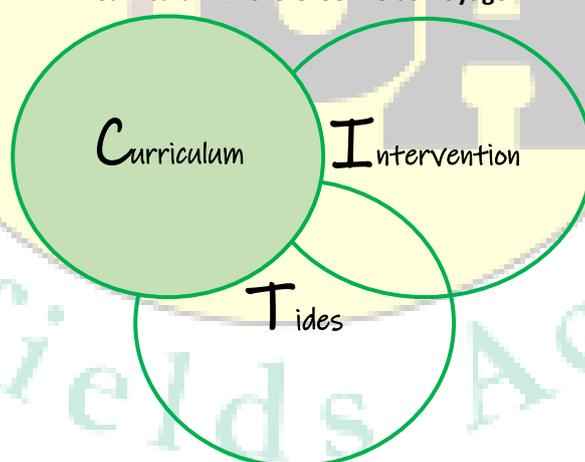
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010

This policy also has due regard to statutory and non-statutory guidance including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- Current Government advice to Schools regarding Covid-19 pandemic

2.0 Implementation

Curriculum in the Greenfields Voyage



Curriculum & Structure

In February 2021 Greenfields Academy identified the need for an increasingly bespoke curriculum to ensure sequential continuity across the Three Key Stages.

The curriculum at Greenfields Academy is broad, balanced and meets the requirements of the National Curriculum, whilst prioritising the specific needs of our Pupils. Purposeful learning leads to a clear outcome whereby children can identify the skills they have developed and their success within the project. Learning at Greenfields Academy is founded in sequential knowledge and skill acquisition, where Pastoral Learning and Academic Learning are taught and valued equally.

The academy is progressively moving to the designation of Key Stages, as opposed to the 'Primary' and 'Secondary' terminology.

From July 2021 KS2 and KS3 classes will be identified by thematic class names, these are centred on the theme of British Woodlands and Forests. In KS2 their classes are vertical, this primarily determined by chronological age. However, pupils may be placed in any class dependant on ability, emotional age and social skills. In September 2020 the KS3 curriculum model changed to reflect the changing needs of our pupils and the SEMH profile. This is based on a phased nurture approach, whereby the 'cliff-edge' of transition from Primary is not simply moved from Y6 to Y7 but phased across the three years, with Nurture principles being central but reducing over time. Enabling a more graded progression into KS4 curriculum and subsequently to post-16. The defining feature of the phased nurture is not simply within the thematic and teaching styles used, but the graded quantity of learning taught by consistent 'class teachers' within consistent 'class environment'. At KS3 and KS4 classes are grouped on their chronological age.

KS2 and KS3 Curriculum is thematic, with the central theme being focussed on the development of their knowledge of the world and their identity within it. The thematic focus is applied across all curriculum subjects in each academic term (see curriculum overview)

- KS2 - Countries
- KS3 (7 & 8) - Continents
- KS3 (9) - Counties

All curriculum subjects and accredited courses are allocated into focused curriculum areas, these are consistent from KS2 to KS4. Curriculum area titles give a distinct and focused intent for pupils learning in that curriculum area and define Greenfields approach to those subjects.

- Explore & Make
Humanities – History, Geography, RE, Sociology, Languages
Creativity – Technology, Art, Land-Based Studies, Engineering, Construction, Music
- Health & Me
Physical Education, Careers Education, PSHE and Preparation for Life & Work
- Curiosity & Knowledge
English & Literacy, Reading, Spelling & Phonics, Maths & Numeracy and Science & Computing

Until July 2021, there were three curriculum subjects which were previously disapplied or not taught in the Secondary Phase of school. These subjects have now been reintroduced in the KS3 curriculum and the taught time has increased in KS2.

- Computing
- MFL
- Music

Taught Curriculum & Intervention

- KS2 - Personal Wellbeing, Literacy, Numeracy, Science & Computing, Physical Education, Humanities, Creativity, PSHE, Reading, Spelling & Phonics and Personalised Intervention
- KS3 - Personal Wellbeing, Literacy & English, Numeracy & Maths, Science & Computing, Physical Education, Humanities, Creativity, PSHE, Reading, Spelling & Phonics and Personalised Intervention
- KS4 - Personal Wellbeing, English, Maths, Science, Physical Education, PSHE, Careers Education, Personalised Accreditation and Personalised Intervention

Key Stage 4 (Y10-11) – Personalised & Accredited Learning

Our curriculum model changes distinctly at KS4 as pupils follow personalised pathways over Year 10 and Year 11; towards Further Education, Training or Employment and ultimately their Aspirations. We recognise that this is very different for all pupils and that all pupils have diverse strengths, interests and skills. Our ever-evolving Personalised and Accredited learning reflects that by offering a broad range of content with varying levels of outcome (*Entry Level, Level 1 Award or Certificate, GCSE 1-9*). It is crucial that our KS4 offer is a curriculum spectrum covering Academic GCSEs, Vocational Study and Life or Social Skills.

- Option A – Geography, Construction, L1 Food & Cooking, Skills for Work & Life
- Option B – History, Land-Based Studies, Art & Design, Skills for Work & Life
- Option C – Sociology, Physical Education, Engineering Design, Skills for Work & Life

Phonics & Spelling

Greenfields Academy use the Read, Write, Ink phonics programme in KS2. This is used as an intervention in KS3 and KS4.

Timetable

Timetables are displayed in school, available on the school website and schoolpod. All timetables can be filtered by Pupil, Teacher, Subject, Year or Class as required. The timetabling process begins in Spring for the following Academic year, but may be amended through the year to reflect the changing needs of the School.

Teaching & Learning

At Greenfields Academy, we inspire our pupils to challenge themselves at all times. We provide a positive atmosphere where everyone is encouraged to achieve their personal best. We provide opportunities for our pupils to be capable of making personal choices and to be lifelong learners. We aim to involve families, pupils, young people, staff and other visiting professionals to ensure every learner achieves their best.

We provide inspiring lessons that build upon the prior assessment of the pupils and aim to provide a safe environment where all learners achieve. There is a broad and balanced curriculum, which is differentiated to suit all our pupils.

Teaching and learning is a priority at our school, as is the care and welfare of all our pupils. We have high expectations for behaviour and all our staff use differentiated positive behaviour intervention strategies.

Equal opportunities

- We respect each other's religions, cultures, values and beliefs and teach these throughout the curriculum.
- The school strives to be fully inclusive. Lessons are made accessible for all our pupils – this may be through the use of differentiated resources, through support from TAs, targeted intervention or through the use of additional resources for example sensory equipment.
- All pupils are fully included in all lessons – staff are highly trained to ensure that pupils are catered for whatever their special educational needs and disabilities. Similarly, all staff are trained in supporting children with mental health issues.
- All staff have high expectations of all pupils which are aspirational and aim to provide an environment where all pupils are fully included and can achieve their best

Assessment

- See Assessment, Marking & Feedback Policy
- We recognise that the national curriculum age-related expectations are not always appropriate for many pupils in our setting. In which case, the school ensures the curriculum is broad, balanced and differentiated to suit all pupils' needs.
- Progress, both academic and pastoral, are valued equally and progress more deemed more relevant to our many pupil's Greenfields Voyage than their age-related attainment.
- In KS4 pupils begin to study for external accreditation – this may include Entry Level, GCSE, or other equivalent qualifications at either level 1 or 2 where pupils are assessed against externally set criteria and moderated.
- All our teachers have good knowledge of the school's AAP assessment system. Assessment is an ongoing process, with summative judgements at 4 defined time-points in Academic year, based on school weeks rather than termly points, with data input to our SchoolPod system, specific pupil targets are then adjusted accordingly
- In 2021/22 pupils expected progress will be differentiated based on the SEMH profile using the Tidal provision system, which in turn aligns with the Success Criteria applied within the curriculum (see Tides delivery Statement)
- Teachers and teaching assistants (TAs) provide feedback for our learners. Any misconceptions are acted upon promptly and pupils' learning is then reinforced.

Education Health and Care Plans

Pastoral Teaching focuses on the non-academic and SEMH needs identified in the EHCP of pupils. This often addressed across the curriculum (Wave 1 and 2) but focused teaching is delivered through the Personal Wellbeing and is crucial to the progression of pupil's Tides and any arising Intervention needs.

Lesson Planning and Teaching

AHs have developed a consistent Planning template. Only Long and Medium-Term plans are submitted directly to AHs for monitoring and quality assurance. Short-Term planning is only required in specific circumstances (eg. NQTs, CfC and for Reading, Spelling & Phonics), but is of course fundamental to Good quality Teaching & Learning. Teachers are best placed decide their methods of Short-Term planning for their pupils.

- Medium-Term Planning – Half-Terms or defined Units of Learning as determined by the LTP. Terms 1 and 2 submitted in Summer Term for the coming Academic year, then each half term in advance. Not published on website, internally available on Schoolpod and in Subject Leader or Class files. (See Appendix 1 for the medium-term planning format).
- Long-Term Planning – Annually during Summer Term for the coming Academic year and updated and evaluated in-line with pupil progress (especially where impacted by C-19). Published on school website, internally available on Schoolpod and Subject Leader or Class files. (See Appendix 2 for Long term planning formats and examples)
- Curriculum Area Overview – Provided by AHs at least biannually to reflect the 2-year curriculum cycle and as the foundation to LTPs

The Academy recognises the impact of high-quality planning on pupils learning, but also on teacher workload. AHs will set deadlines in advance and communicate those dates in advance through varied means of communication, which will always be prior to a half-term/holiday, to ensure Teachers are not under pressure to work during holidays/breaks. Any barriers to meeting planning deadlines should be raised by teachers with their respective Subject Leader, and ultimately their AH in plentiful time that support can be implemented.

The senior leadership team and/or external advisors observe lessons delivered by all teachers 3 times a year (NQTs will be observed at least once a term). Frequency of observations can be increased as necessary to best support our teaching staff (See Appendix 3 for Greenfields Academy Observation Feedback form).

If you watch Teaching & Learning in our school, you will see:

- PACE (Personalised, Aspirational, Caring and Engaging)
- TAs and support staff are strategically placed to support learning as directed by class teachers and the leadership team.
- Lessons include a combination of whole-class, group and individual teaching where appropriate.
- Clear routines are used throughout the school and understood by all pupils and staff.
- Expertly differentiated, personalised lessons are delivered in all classes.
- Opportunities to improve literacy and numeracy are provided throughout all lessons.
- All staff present themselves as a positive role model for our learners.
- Teachers use informal and formal assessment procedures to tailor their teaching to meet the needs of the children.
- Teachers develop and use robust subject knowledge to inform their planning and feedback.
- Teachers give regular feedback to children both verbally and through marking to consolidate and extend learning (See Marking and Feedback Policy 2021).
- Teaching is well paced, stimulating and enthusiastic.
- Connections are made between different curriculum areas and within the same curriculum area.
- Questioning is used effectively to assess learning and develop ideas.
- Children are given opportunities to talk about their learning and are taught directly how to collaborate.
- High expectations are set and suitably aspirational.
- Rich and varied learning opportunities are provided as well as fun, stimulating and memorable contexts for learning.
- Praise and the Academy reward systems are applied to motivate pupils.

A range of monitoring strategies are used to ensure teachers standards are met by teachers and instructors (See Appendix 4 for copy of Teacher Standards).

Environment

All classrooms are clean, clutter free and have purposeful displays – the displays are replaced regularly in line with the topic being taught. We recognise that displays enhance learning and we value the work displayed as best evidence of learning, displays may also communicate key information or act a starting point/knowledge source for learning in use as a working-wall.

- We build the self-esteem and confidence of our learners through their time in the classrooms so that they feel equipped to address new challenges.
- We aim to maintain a high ratio of adults to pupils to support the different needs of the pupils. We aim to keep class sizes between 8-10 pupils.
- All resources should be accessible and clearly labelled.
- Seating arrangements support collaborative and independent learning and are adapted to meet the needs of pupils and curriculum delivery
- Pupils are encouraged to respect the school spaces and resources.
- Wellbeing areas beyond the classrooms are resourced and available for pupils, with high expectations of their appropriate use

Parents

The role of parents and carers is fundamental to helping children to learn. Parents and carers have a responsibility to support their children and the school in implementing the school policies by:

- Ensuring that their child arrives at school on time and has the best attendance record possible.
- Reading with and/or to their child regularly and ensure that home learning tasks are completed on time and to a good standard (See Homework Policy 2021)
- Participate in annual parents' evenings and striving to work positively in partnership with school staff.
- Promoting a positive attitude towards school and learning in general by taking an active interest in the life of the school and their child's Greenfields Voyage.
- Ensuring that their child is equipped for school, well presented in the correct uniform and with PE uniform, on the days required.
- Informing school if there are matters outside of school that are likely to affect a child's performance or behaviour and attitude to learning or wellbeing
- We value our pupils' parents and, if they have any concerns, they are encouraged to communicate regularly and openly with pupils Wellbeing mentors and tutors
- Attending annual reviews, collaborative meetings and meetings with other professionals as appropriate. Appointments are set in advance to allow arrangements to be made.

3.0 Impact

- Greenfields Voyage of pupils and all stakeholders raises aspirations and enables potential and growth.
- Provision and continued development of a challenging, innovative and meaningful sequential curriculum which meets the diverse needs and identity of SEMH pupils.
- Pupils engaged in and enjoying the feeling of learning, with PACE values embedded in practice.
- Quality of Education to be consistently Good or better, showing capacity for sustained improvement.
- Cyclic improvements in Behaviour & Attitudes of pupils and Personal Development of stakeholders.

4.0 Review

Date Written: June 2021

Review Date: June 2022

END