

# Quality of Education Curriculum, Teaching & Learning Policy

September 2023 for Academic Year 2023/24

Contents	
1	Policy Intent
2	Implementation
3	Impact
4	Review
5	Appendix <ul style="list-style-type: none"><li>- LTP</li><li>- MTP</li><li>- Subject Pathway</li><li>- Intervention Suite</li><li>- EEF Recommendations Poster</li><li>- Lesson Visit</li></ul>

## 1.0 Intent

***"To acquire knowledge and positively shape pupils understanding of the world, gradually overcoming the barriers to education they have encountered and enable confident access to future opportunities; however and whenever they arise"***

In July 2021, Greenfields Academy launched a new, bespoke, thematic curriculum for the 2021/22 Academic Year, on two-year cycle. Following a year of positive and progressive implementation, review was undertaken in June 2023 in due to data indications identified by leaders and a change to the balance of the pupil cohort. This policy was therefore subject to significant update in July 2023 ahead of the changes to implementation arising from movement to a step-based approach, KS4 pathways and vertical/nurture class grouping in upper school.

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.
- Promote the PACE values of the school and ensure all pupils have access to an evidential Personalised Curriculum offer
- Pastoral, Emotional and Academic learning to valued equally in our Curriculum and Teaching.

***"At Greenfields Academy, all pupils learn to Read"***

### **Statutory Legislation & Guidance**

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

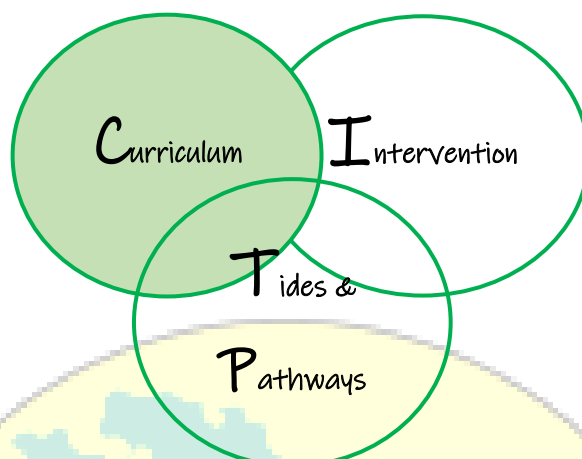
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010

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'

## 2.0 Implementation

### Curriculum in the Greenfields Voyage



#### **Curriculum & Structure**

In Summer 2021 Greenfields Academy identified the need for an increasingly bespoke curriculum to ensure sequential continuity across the three Key Stages. This evolved further, based on qualitative and quantitative indicators identified by the new leadership team to reflect the changing needs of our pupils and the SEMH profile.

The curriculum at Greenfields Academy is broad, balanced and meets the requirements of the National Curriculum, whilst prioritising the specific needs and cognitive abilities 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, Emotional and Academic Learning are taught and valued equally.

The academy has moved to the designation of 'Lower School' and 'Upper School', as opposed to Key Stage or chronological Year group terminology.

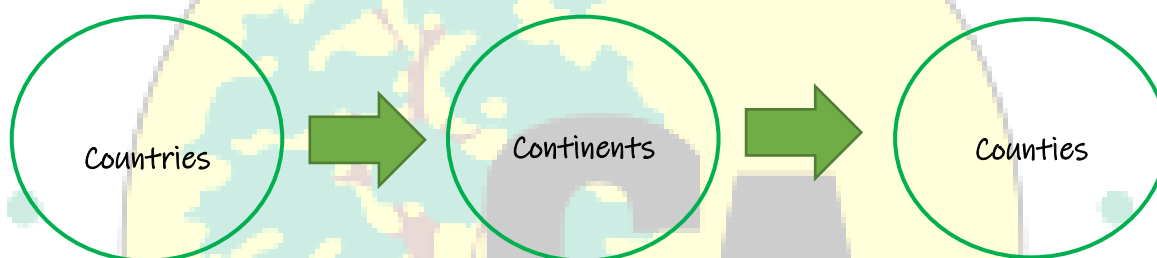
All classes are now vertical within the designation of 'lower' or 'upper' school and are defined by their class name, which all named after regional Woodlands or Forests, promoting Greenfields environmental ethos. Whilst chronological age is a consideration, pupils are placed in classes dependant on; cognitive ability, progression gaps, emotional and social aptitude. A robust and detailed internal profiling is used to make this judgement, which is internally moderated. Consistent Nurture principles are central to the delivery of all learning, but reducing/phasing over time. Enabling a more graded progression into KS4 curriculum and subsequently to post-16 or Community experiences. The defining feature of phased nurture is not simply within the thematic, pastoral care or teaching styles used, but the graded quantity of learning taught by consistent 'class teachers' within consistent 'class environment'.

End of year transition is further supported with targeted residential visits in Lower and Upper School in July within a two-week transition period across all classes. In July all pupils migrate to the next progressive class group ahead of September. During these transition weeks there is no requirement for medium or long-term planning, all activities are designed to support transition by building relationships with new/unfamiliar wellbeing teams, building relationships with new members of the peer group and to provide exposure to the following September's timetable, classroom environment and thematic or accredited learning.

Learning has a thematic golden thread, with the central theme being focussed on the development of their knowledge of the world and their identity within it. This is applied using a thematic menu.

### Thematic Menu 2023-24

Key Stage	Class			
2	Grizedale, Epping & Blidworth	United Kingdom	Spain	The Caribbean
		Australia	Brazil	China
2/3	Pinewood & Stixwould	Italy	USA	Antarctica
		Egypt	France	Japan
3	Stapleford & Willingham	Antarctica	Americas	Oceania
		Asia	Europe	Africa
4	Sherwood & Colwick	Leicestershire	Nottinghamshire	Lincolnshire



All subjects and accredited courses sit within curriculum areas. 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  
History, Geography, RE, Sociology, Languages, Technology, Art, Land-Based Studies, Construction, Music, Motor Vehicle, Enterprise
- Health & Me  
Physical Education, Outdoor Education, Careers Education, PSHE and Preparation for Life & Work
- Curiosity & Knowledge  
English, Reading, Spelling & Phonics, Maths, Science and Computing

Computing, Music and Languages were reintroduced to the curriculum in 2022 and continue to require development.

#### 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, Functional Skills, Level 1 Award or Certificate, GCSE 1-9*) which is determined by their progression Step at the end of chronological Year 9, at which point pupils are assigned a KS4 pathway. It is crucial that our KS4 offer is a curriculum spectrum covering Academic GCSEs, Vocational Study and Life or Social Skills. In addition to 'option blocks', pupils access personalised intervention, accreditation or achievement through Duke of Edinburgh Award and at specialist off-site settings. Pupils who are profiled to be within our 'yellow tide' are deemed that Greenfields 'cannot meet need' but that an alternative is not available, therefore a highly bespoke intervention only package is applied which includes 1:1 Tutoring in the home or community, blended with alternative provision, therapies or work placement.

### **Daily Timings**

From September 2023, Leaders have increased the in-school provision for all pupils by 105 minutes per week. Arrival of transport is staggered due to the significant distances' pupils travel and multi-person routes.

Monday to Friday:

Lower School – 0850-1445

Upper School – 0850-1450

### **Reading, Phonics & Spelling**

Greenfields Academy use the *Read, Write, Ink* scheme. Pupils are grouped according to their Reading development, not their class groups. Whilst there is a focussed team of specialists, all staff are familiar and trained in the RWI principles.

### **Timetable**

Timetables are displayed in school, available on the school website and schoolpod. All timetables can be filtered by Pupil, Teacher, Subject 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 progressive lessons and aim to provide a safe environment where all learners achieve in their own context. 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

Following research by the EEF, we use purposeful and responsive marking to ensure pupils can focus on moving learning forward. Click on the link below for more information from the EEF.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

- We have amended the Assessment, Marking & Feedback Policy for the 2023-24 academic year with an emphasis on reducing teacher's workload. The introduction of marking keys depicts the independence of a pupil's piece of work and aid assessment during moderation opportunities.
- The Assessment Strategy is consistent across all Key Stages.
- Assessment data and pastoral evidence help formulate pupils into classes in accordance of their cognitive ability rather than chronological age across all key stages.
- STEPs provisions offer a broad, balanced and differentiated curriculum focussed on raising pupil attainment.
- A refined assessment procedure, places direct assessment onto medium term plans for each pupil within the class.
- On entry to KS4 pupils are assessed against each subject specific pathway to indicate the appropriate accreditation aligning with their AAP and Tide – this may be Entry Level, GCSE or other equivalent qualifications at either level 1 or 2 where pupils are assessed against externally set criteria and moderated by the IQA and EQA.

- Tidal profiling informs personalised expected progression for each data point.
- Summative judgements are made at 4 defined (term-time) points in the academic year, recorded on Schoolpod. This assessment is used to identify the next steps for pupils and to inform planning, preparation and delivery of the curriculum in accordance with Tidal provisions.
- All staff assess pupils progress and achievement via appropriately differentiated learning tasks, using a range of formative and summative assessment strategies, in line with the STEPS provision.
- Curriculum staff ensure assessment is always formative in nature ensuring regular light touch assessment of pupils understanding occurs in every lesson unless it is an externally set exam.
- Light touch assessment happens regularly in the classroom through teacher questioning, hinge questions, live marking, discussion and peer feedback.
- Subject assessment rationales are reviewed by school leaders.
- Internal moderation and external trust moderation review of assessment certifies reliability, validity and consistency.
- Assessments are evaluated and reviewed by subject champions continuously in light of how effective they are at supporting learning and how the information can be used to improve the subject in the future.

#### Education Health and Care Plans

All students have an EHCP – the targeted outcomes detailed within their plans are taught through our waves provision including our bespoke curriculum (Wave 1 and 2), social well-being times and our specific interventions (wave 3 and 4). Where required referrals to external agencies are also made to support outcomes.

Education, Health and Care Plans are reviewed at least annually, as part of the review the voice of the child and their family is sought and progress towards individual outcomes is detailed and shared with all stakeholders. Throughout the year, staff work with students to update their individual pupil profiles and report on progress towards outcomes termly. This information is also shared with parents/carers through consultations and progress reports.

#### Lesson Planning and Teaching

In collaboration with other SEMH settings and with teacher workload at the forefront, a new and consistent Long and Medium-Term planning approach has been implemented for 2023/24, these are completed by Senior Leaders across the schools and will be progressively released to Subject Champions. Short-Term planning is only required in specific circumstances (eg. NQTs, CfC and for RWI), but is of course fundamental to Good quality Teaching & Learning. The new format enables teacher to focus on creative and precise 'lesson preparation' as opposed to administrative 'lesson planning'.

- 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 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, National Curriculum changes or Subject research. Published on school website, internally available on Subject Champion or Class files. (See Appendix for Long term planning formats and examples)

The Academy recognises the impact of high-quality planning on pupils learning, but also on teacher workload. Leaders will set curriculum deadlines at the start of an academic year and communicate those dates in advance, 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 Champion or Assistant Headteacher (Curriculum) in plentiful time that support can be implemented. At the transition to steps-based curriculum in September 2023, all Medium-Term and Long-Term planning has been completed by Senior Leaders. This was to ensure; consistency and accuracy of the strategic curriculum changes, to alleviate the additional workload this would have created teachers, to enable teachers to focus on High Quality lesson preparation as opposed to administrative planning.

The senior leadership team and/or external advisors visit lessons delivered by all teachers 3 times a year (ECTs will be observed at least once a term) to judge the Quality of Education. Frequency of observations can be increased as necessary to best support our teaching staff (see Appendix for example Lesson Visit form). Leaders judgements are internally and externally moderated. A range of monitoring strategies are used to ensure teachers standards are met by teachers and instructors. The LSB Chair and LSB member for QoE will visit lessons with leaders and sample pupil work.

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

- PACE (Personalised, Aspirational, Caring and Engaging)
- All pupils learn to Read
- 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.
- Precision teaching
- Clear routines are used throughout the school and understood by pupils and staff.
- Accurately 1-directionally differentiated and personalised learning
- 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, strategically and dynamically
- Teachers develop robust subject knowledge and use specialist associations and resources to inform their planning, preparation and assessment.
- Teachers give regular feedback to children both verbally and through marking to consolidate and extend learning
- Teaching is well paced, stimulating and enthusiastic.
- Connections are made between different subjects and the overarching thematic
- Personalised 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 personally aspirational.
- Rich and varied learning opportunities are provided as well as fun, stimulating and memorable contexts for learning.
- Personalised praise and the Academy reward systems are applied to motivate pupils.

Environment

Teachers ensure all classrooms are clean, clutter free and have purposeful displays, which are environmentally sustainable – 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, learning style 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)
- 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.

### **Lost Learning**

Provision will be made to identify and recover lost learning. Lost learning occurs for many reasons and can negatively impact on progress and access to future knowledge as sequential gaps appear. Through alignment with the Assessment, Making and Feedback Policy teachers or class TAs will identify gaps in learning records and provide adapted opportunities for pupils to recover this learning. However well intended, this will not be a 'replacement lesson'. Dependent on the Tidal provision of the pupil, the method and depth of recovery will be differentiated, for example a pupil on a Orange Tide may prioritise the wave 4 interventions in order to for them to subsequently raise attendance or remove other barriers which are creating 'lost learning'. In 2023 the morning PACE session will be utilised to recover lost learning with adult support or respond to teacher feedback where appropriate.

### **3.0 Impact**

- Greenfields Voyage of pupils and all stakeholders raises aspirations, enabling 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.
- Greenfields pupils make gains in their academic, emotional and social confidence to access opportunities outside of Greenfields

### **4.0 Review**

Next Review Date: September 2024

**END**