

Quality of Education Curriculum, Teaching & Learning Policy

Academic Year 2024/25

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

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 2023 in response to data indications identified by leaders and a change to the balance of the pupil cohort, the curriculum was subject to significant change, arising from movement to a step-based approach, KS4 pathways and vertical/nurture class grouping in upper school. In conjunction with a Trust project to align the curriculum of 4 SEMH schools. With the progressive and gradual implementation of the new steps-based approach over the 23/24 academic year, it was necessary to refine the policy in July 2024 to acknowledge amendments to lesson scheduling, accreditation options, planning formats, assessment schemas, and overarching engagement tools.

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 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:

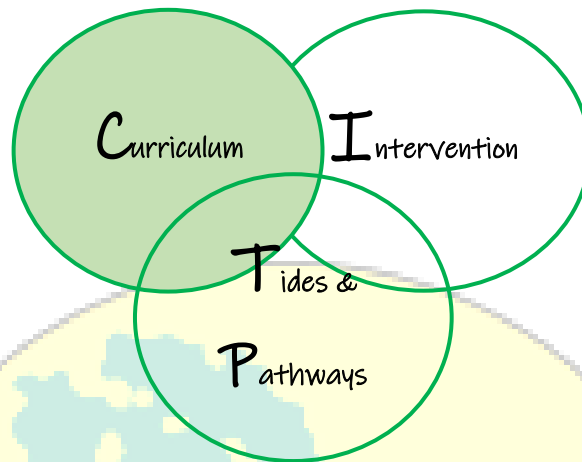
- School standards and Framework Act 1998
- Education Act 2002
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014

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

Greenfields Academy recognises the need for an increasingly bespoke curriculum to ensure sequential continuity across the three Key Stages. This continues to evolve, based on qualitative and quantitative indicators identified by the leadership team to reflect the ever-changing needs of our pupils and the SEMH profile. The curriculum at Greenfield is aligned with the national curriculum expectations, however it reflects pupil's cognitive and emotional step as a priority to their chronological.

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 a 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 a specified transitional curriculum with all activities designed to support transition through 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 is guided by a thematic focus, "*Exploring the World through Stories*," aimed at fostering a love of reading across all subjects and expanding pupils' understanding of the world. This approach involves selecting books aligned with each classes cognitive level, enriching their cultural awareness and global knowledge. In KS3 & KS4, the chosen books also closely align with the accreditation courses, ensuring consistent thematic connections throughout the curriculum.

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 Vehicles, Expressive Arts, Engineering and Food & Cookery
- Health & Me
Physical Education, Outdoor Education, Careers Education, PSHE & British Values, Digital Citizenship and Preparation for Life & Work, E-Sports, Animal Care and Uniformed Public Services
- 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 developmental support.

In the lower school, there is a strong focus on language learning, ensuring that pupils develop a foundational understanding of a secondary language. As pupils progress into the upper school, the curriculum shifts to Careers & Life Skills, providing essential guidance and support for their post-16 pathways.

For pupils in the upper school who demonstrate a keen interest in languages, specialised and targeted provision will be available, including opportunities for accreditation. This ensures that those wishing to further their language studies receive the necessary support and recognition.

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 (*ASDAN, AQA Unit Awards, Entry Level, Functional Skills, Level 1/2 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. The 2024/25 KS4 students are divided into three groups, with specific targets set based on attainment data, cognitive abilities, step provision, and pathway records.

Daily Timings

From September 2024, Leaders have maintained the overall length of the academic day for in-school provision but have adjusted the timings of subject lessons. This change aims to maximise engagement and retention by considering pupils' differing sensory, physical, and mental capacities. Arrival of transport is staggered due to the significant distances' pupils travel and multi-person routes.

Monday to Friday; 0850-1450

Travel has a significant impact on pupil's readiness to learn and contextual safeguarding, Transport is managed by Lincolnshire County Council, not Greenfields Academy.

Reading, Phonics & Spelling

Greenfields Academy use the Ruth Miskin, *Read, Write, Inc* 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. In the 2024/25 academic year, the New Group Reading Test (NGRT) and New Group Spelling Test (NGST) will also be used to assess and group pupils.

Timetable

Timetables are displayed in school and are shared with parents by their Wellbeing Team. 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 adapted scaffolding and 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 further for the 2024-25 academic year with an emphasis on reducing teacher's workload. The continued introduction of marking keys depicts the independence of a pupil's piece of work and aid assessment during moderation opportunities through coded learning intentions.
- 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 placed onto an online evidencing system allows for direct and dynamic assessment 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 ASDAN, 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 Evidence for Learning. 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 adapted 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 through development of subject specific action plans and SEF's.

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 three other SEMH settings and with teacher workload at the forefront, a new and consistent Long and Medium-Term planning approach has been implemented for 2024/25, these are completed by school Leaders across the schools. Short-Term planning is only required in specific circumstances (e.g. ECTs, 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 –Units of Learning are determined by the subject overview. Planning is sequenced across 36 weeks of learning, with learning intentions aligned to the number of lessons each week, with teacher applying professional judgement to this. These are submitted in Summer Term for the coming Academic year, then each half term in advance. They are not published on the website, however, are internally available electronically in Subject or Class files. (See Appendix for the medium-term planning format).
- Long-Term Planning – Annually during Summer Term for the forthcoming Academic year and updated and evaluated in-line with pupil progress, National Curriculum changes or Subject research (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 the new planning format within the steps-based curriculum in September 2024, 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, and to enable teachers to focus on High Quality lesson preparation as opposed to administrative planning.

The Senior Leadership Team (SLT) and/or external advisors conduct lesson observations for all teachers twice per academic year using the academy's Spotlight tool. Each teacher is allocated a dedicated review week in the first half of the year, during which a designated leader engages in a comprehensive reflection on all aspects of pupil learning and progress. Throughout this week, teachers and leaders collaborate on the following activities:

- Progress Review: Discussion on pupil attendance, behaviour, and academic progress.
- Self-Evaluation: Teachers assess their practice against agreed criteria.
- Planning and Evidence for Learning Review: Examination of lesson plans and supporting materials.
- Lesson Observations: A series of visits focusing on communication, behaviour management, and adaptations.
- Feedback and Next Steps: A structured discussion leading to a personalised report and development plan.

In the second half of the year, the same designated leader conducts a follow-up review week to assess progress and refine support strategies. This includes:

- Evaluation of Support and Actions: Reviewing the implementation and impact of previous recommendations.

- Self-Assessment: Comparative reflection on practice between the first and second halves of the year.
- Case Review: Identifying additional support or training needs for complex cases.
- Lesson Observations: Visits with a focus on behaviour and attitudes.
- Final Feedback and Next Steps: A discussion culminating in a personalised report.

This structured approach ensures a consistent evaluation of the Quality of Education. Early Career Teachers (ECTs) receive observations at least once per term, with additional observations arranged as needed to provide targeted support.

All leadership judgments are subject to both internal and external moderation. A range of monitoring strategies are employed to ensure teaching standards are upheld across all staff. Additionally, the Local School Board (LSB) Chair and the LSB member responsible for Quality of Education (QoE) participate in lesson visits alongside leaders and review pupil work samples to ensure high standards are maintained.

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 or 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.
- Accurate 1-directional adaptation 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 themes.
- 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

A Trauma-informed approach to Environment

Our goal is to enrich the environment by offering a rotating selection of tactile resources and diverse, meaningful relational experiences. We achieve this through sensory breaks that include activities with water, sand, clay, slime, and other textured materials. We extend our learning environment beyond the classroom, adapting lessons to the outdoors whenever safe and appropriate. We provide opportunities for attachment play throughout the learning process, fostering relationship growth. These varied experiences lead to positive brain changes and promote the growth of new brain cells.

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 parent consultations 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 an Orange Tide may prioritise the wave 4 interventions in order for them to subsequently raise attendance or remove other barriers which are creating 'lost learning'. In 2024/25 the morning PACE session will be continuing to be utilised to recover lost learning with adult support or respond to teacher feedback where appropriate.

3.0 Impact

- Greenfields Voyage for all stakeholders raises aspirations, enables potential and personal 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 judged as highly effective and 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

4.0 Review

Next Review Date: September 2025

END

