

# **Quality of Education**

## **Curriculum, Teaching & Learning Policy**

**Academic Year 2025/26**

<b>Contents</b>	
1	Policy Intent
2	Implementation
3	Impact
4	Review
5	Appendix - Subject Schema

## 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 identified by leaders and a shift in the balance of the pupil cohort, the curriculum underwent significant change. This included the introduction of a step-based approach, the development of KS4 pathways, and the establishment of vertical and nurture groupings in the upper school, supported by a Trust-wide project to align the curriculum across four SEMH schools.

During the 2023/24 academic year, the new step-based approach was introduced progressively. By July 2024, the policy was refined to reflect amendments in lesson scheduling, accreditation pathways, planning formats, assessment schemas, and engagement tools.

For 2025/26, the curriculum has been further consolidated to ensure:

- The step-based model is fully embedded across all phases, providing clarity and consistency in progression while identifying both substantive knowledge and disciplinary knowledge.
- KS4 pathways are broadened to balance accreditation with preparation for employment, training, and adult life.
- Personalised learning journeys remain central, with pupil voice and individual EHCP outcomes driving curriculum planning.
- Curriculum alignment across the Trust ensures parity of opportunity while retaining Greenfields' distinctive approach to nurture and SEMH provision.
- Reading, Handwriting and literacy remain a whole-school priority, with the aim that ***"At Greenfields Academy, all pupils learn to read."***

The purpose of this policy is to:

- Provide the framework on which pupils and stakeholders embark on the Greenfields Voyage.
- Secure the highest quality learning and teaching for all pupils.
- Use the unique structure of KS2–4 provision to drive effective transition and continuity.
- Ensure equality of opportunity for all pupils with an Education, Health and Care Plan (EHCP) or disability.
- Promote the ethos of the school, where the interests and needs of pupils are at the forefront of decision-making.
- Embed the PACE values of the school and provide all pupils with access to a demonstrable and personalised curriculum offer.
- Value Pastoral, Emotional, and Academic learning equally within our teaching and curriculum design.

### **Statutory Legislation & Guidance**

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

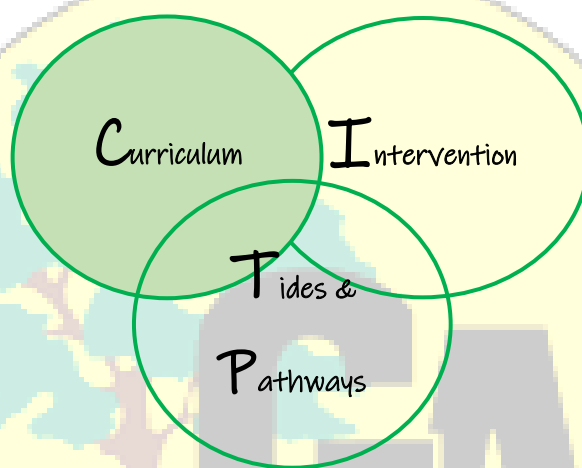
- School Standards and Framework Act 1998
- Education Act 2002
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014

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

- DfE (2015) *Special educational needs and disability code of practice: 0 to 25 years*
- DfE (2023) *Alternative Provision Statutory Guidance*
- Ofsted (2024) *Education Inspection Framework updates*

## 2.0 Implementation

### Curriculum in the Greenfields Voyage



#### **Curriculum & Structure**

Greenfields Academy recognises the need for a bespoke curriculum to ensure sequential continuity across the three Key Stages. This curriculum evolves based on qualitative and quantitative indicators identified by the leadership team, reflecting the ever-changing needs of our pupils and their SEMH profiles. While aligned with the National Curriculum, the curriculum prioritises pupils' cognitive and emotional development over chronological age.

The curriculum is broad, balanced, and meets statutory requirements while focusing on purposeful learning. Pupils are supported to identify the skills they have developed and understand their progress within projects. Learning is grounded in sequential knowledge and skill acquisition, valuing pastoral, emotional, and academic learning equally.

The academy has adopted the designations of 'Lower School' and 'Upper School' rather than Key Stage or chronological Year groups. Classes are now vertical within these designations and named after regional woodlands or forests, promoting Greenfields' environmental ethos. Placement considers cognitive ability, progression gaps, and emotional and social aptitude, determined through a robust internal profiling system. Consistent nurture principles underpin all learning, gradually reducing over time to enable a smooth progression into KS4 and post-16 pathways.

End-of-year transitions are supported by targeted residential visits in July. Pupils move into their next progressive class ahead of September, with a transitional curriculum designed to foster peer and staff relationships and provide exposure to the following year's timetable and learning environment.

Learning is structured around the thematic focus, *Exploring the World Through Stories*, designed to cultivate a love of reading across all subjects and broaden pupils' cultural awareness and global knowledge. In KS3 and KS4, books are aligned with accreditation courses to maintain thematic continuity. Pupils also select appropriately levelled books for a daily *Love of Reading* session.

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, Handwriting & Phonics, Maths, Science and Computing

Computing, Music, and Languages have been reintroduced and continue to be developed. Lower School emphasises foundational language learning, while Upper School focuses on careers and life skills, with targeted language accreditation opportunities for interested pupils.

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

At KS4, pupils follow personalised pathways toward further education, training, or employment. Pathways are determined at the end of Year 9 based on attainment, cognitive abilities, and progression steps. Pupils access a spectrum of academic, vocational, and life skills qualifications, including ASDAN, AQA Unit Awards, Entry Level, Functional Skills, Level 1/2 Awards, Certificates, GCSEs, Duke of Edinburgh, and specialist off-site provision. Pupils on the 'yellow tide' receive highly bespoke intervention packages.

#### **Daily Timings**

School runs Monday to Friday, 08:50–14:50. Arrival is staggered due to transport distances, which is managed by Lincolnshire County Council. 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 uses the *Read, Write, Inc.* scheme, grouping pupils by reading development rather than class. Staff are trained in RWI principles. NGRT and NGST assessments guide reading group placements and library book selection.

#### **PSHE Curriculum**

The PSHE curriculum at Greenfields Academy is designed as a spiral curriculum, ensuring that key concepts are revisited and reinforced at increasing levels of complexity across all phases. This approach allows learners to develop a deep understanding of important topics over time, including wellbeing, relationships, mental health, British values, digital citizenship, and preparation for life and work. By readdressing key concepts, pupils are supported to consolidate their knowledge, apply learning in different contexts, and build confidence in making informed choices. The spiral design ensures continuity, progression, and meaningful engagement with PSHE content throughout their time at Greenfields Academy.

#### **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 2025-26 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 the *Evidence for Learning* online system, allows for direct, dynamic, and live assessment for each pupil within the class. Teachers use this alongside assessment books to record and track progress in real time, ensuring professional judgments are fully informed and up to date.
- 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.
- Accreditation courses are jointly assessed weekly by the course teacher and Assistant Headteacher to ensure learners are meeting course specifications and progressing as expected.
- Tidal profiling informs personalised expected progression for each data point.
- Summative judgements are made at four defined points during the academic year, recorded on *Evidence for Learning*, and used to identify next steps and inform planning, preparation, and delivery of the curriculum in line 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.

All pupils have access to their targets, which are delivered and presented in a pupil-friendly manner. These targets are reviewed regularly within wellbeing groups.

### 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, 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 teachers 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, all Medium-Term and Long-Term planning has been completed by Senior Leaders and subject champions. 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, including the use of cognitive games, puzzles, and construction toys to develop reasoning and collaborative skills. These activities are used during GET and wellbeing sessions to provide fun, stimulating and memorable contexts for learning, while also reinforcing personalised development and emotional wellbeing.
- 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'.

### **3.0 Impact**

- The *Greenfields Voyage* for all stakeholders raises aspirations and supports personal growth and potential.
- Provision and ongoing development of a challenging, innovative, and meaningful sequential curriculum that meets the diverse needs and identities of SEMH pupils.
- Pupils are engaged in, and enjoy, the process of learning, with PACE values embedded in everyday practice.
- The Quality of Education is consistently judged as highly effective and demonstrates capacity for sustained improvement.
- Behaviour and attitudes of pupils, as well as the personal development of all stakeholders, show cyclic and measurable improvement.
- Greenfields pupils make progress in their academic, emotional, and social confidence.

### **4.0 Review**

Reviewed: September 2025

Next Review Date: September 2026



END



#### **Appendix 1**

##### **STEP BASED CURRICULUM**

We have worked with our 3 other partner SEMH schools within the Trust to cocreate certain subject specific planning. We have adopted a step-based curriculum ranging from step 1 (National Curriculum year 1) through to Step 10 (National curriculum year 10). We have also created a specific complimentary Early Maths curriculum and are in the early stages of designing a complimentary Early English curriculum. In key stage 4 pupils access personalised accreditation packages that meet the pupils' individual interests and planned next steps.

Subjects	KS2	KS3	KS4
Reading	Read Write inc. SSP Fresh start RWI SSP	Fresh start RWI SSP	Fresh start RWI SSP
English	Constructed	Constructed	GCSE (Edexcel) Functional skills
Maths	Adapted White Rose Early Maths	White Rose Maths	GCSE (Edexcel)
Science	White Rose Science	Active learn Science	Combined Science (Edexcel)
PSHE	PSHE association	PSHE association	PSHE association
Geography	Kapow	Active learn	GCSE (Edexcel)
History	Kapow	Hodder	GCSE (Edexcel)
PE	PE Hub	Constructed	GCSE NCFE Level 1
Art	Kapow	Constructed	
Music	Kapow	Leicestershire music service	
Computing	National computing	National computing	National computing
Digital skills			Constructed
RE	Leicestershire syllabus	Leicestershire syllabus	GCSE RE
Technology	Kapow	Constructed	
Languages (French)	Kapow	Constructed	
Outdoor Education	Constructed	Constructed	Constructed
Uniformed services			NCFE Level 1
Food & Cooking			NCFE Level 1 & 2
Land based studies			NCFE level 1 & 2
PE			NCFE level 1 & 2
Construction			NCFE level 1
Life & work skills			ASDAN Entry & level 1
Animal care			ASDAN level 1
E- Sports			GCSE
GCSE Geography			GCSE
Expressive Arts			ASDAN
Duke of Edinburgh			D of E