

# **Quality of Education**

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

**Academic Year 2026/27**

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## 1.1 Vision and Curriculum Intent

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

At Greenfields Academy, we believe every pupil deserves access to an ambitious, inclusive and knowledge-rich curriculum that enables them to achieve academically, develop socially and emotionally, and prepare successfully for adult life. Our curriculum is designed specifically for pupils with Social, Emotional and Mental Health (SEMH) needs, recognising that many arrive with disrupted educational experiences and significant barriers to learning. Through high expectations, strong relationships and carefully planned adaptations, we enable every pupil to succeed from their individual starting point.

The curriculum is underpinned by our PACE values of Personalised, Aspirational, Caring and Engaging, which shape every aspect of curriculum design, teaching and learning. These values ensure pupils experience a curriculum that promotes belonging, develops resilience and fosters a genuine love of learning.

Learning is carefully sequenced so that pupils develop secure substantive knowledge, disciplinary understanding and subject-specific vocabulary over time. Reading, communication and literacy are the foundation of the curriculum, enabling pupils to access learning across all subjects and participate confidently in the wider world. Our ambition remains clear:

**"At Greenfields Academy, all pupils learn to read."**

Alongside academic success, equal importance is given to personal development, emotional wellbeing, communication, independence and preparation for adulthood. Through personalised curriculum pathways, meaningful enrichment opportunities and accredited learning, pupils develop the knowledge, skills and behaviours required to progress confidently into further education, employment, training and independent living.

### Purpose of this Policy

This policy provides the framework for curriculum design, teaching and learning across Greenfields Academy. It aims to:

- Provide an ambitious, broad and balanced curriculum that meets the diverse needs of all pupils
- Ensure teaching is evidence-informed, adaptive and promotes high expectations
- Establish consistent approaches to curriculum implementation and classroom practice
- Promote reading, communication and literacy as the foundation for learning across the curriculum
- Support progression, inclusion and successful transitions throughout the Greenfields Voyage
- Ensure equality of opportunity for all pupils, including those with an Education, Health and Care Plan (EHCP)
- Embed the academy's PACE values throughout curriculum design, teaching and learning.

## 1.2 Statutory Guidance

### 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:

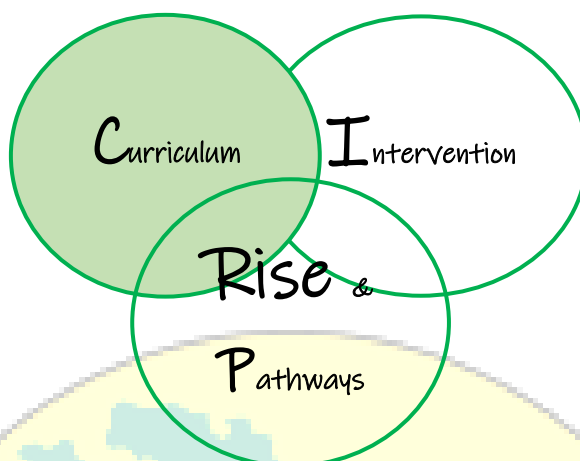
- DfE (2015) *Special educational needs and disability code of practice: 0 to 25 years*
- DfE (2023) *Alternative Provision Statutory Guidance*

Ofsted (2025) *Education Inspection Framework updates*

## 2.0 Implementation

### 2.1 The Greenfields Curriculum

## Curriculum in the Greenfields Voyage



Greenfields Academy delivers a broad, balanced and carefully sequenced curriculum that has been designed to meet the needs of pupils. Whilst rooted in the National Curriculum, learning is adapted through personalised curriculum pathways and the academy's RISE Profiling System to ensure every pupil can successfully access ambitious learning and make meaningful progress.

The curriculum is organised around a step-based model, enabling pupils to access learning that is matched to their developmental stage rather than solely their chronological age. This approach allows pupils to secure the foundational knowledge, skills and vocabulary required before progressing to increasingly challenging learning, whilst maintaining high expectations for every learner.

To support this personalised approach, the academy is organised into Lower School and Upper School, with vertically grouped classes named after regional woodlands and forests. This structure promotes continuity, strengthens relationships and enables pupils to learn alongside peers with similar developmental needs and curriculum pathways.

The Greenfields curriculum is organised into three interconnected curriculum strands:

### **Curiosity & Knowledge**

Developing pupils' academic knowledge and understanding through English, Reading, Phonics, Spelling, Handwriting, Mathematics, Science and Computing.

### **Explore & Make**

Developing creativity, practical skills and cultural understanding through History, Geography, Religious Education, Languages, Design & Technology, Art, Music, Construction, Engineering, Food & Cookery, Land-Based Studies and other vocational subjects.

### **Health & Me**

Developing pupils' physical health, emotional wellbeing and preparation for adulthood through Physical Education, Outdoor Education, PSHE, Careers Education, British Values, Digital Citizenship, Animal Care, Uniformed Public Services, E-Sports and life skills.

As pupils move into Key Stage 4, curriculum pathways become increasingly personalised, providing access to a range of academic, vocational and life skills qualifications that reflect individual aspirations, strengths and intended destinations. This ensures every pupil is appropriately prepared for further education, employment, training and independent living.

Transitions are carefully planned throughout the Greenfields Voyage. Curriculum experiences, enhanced transition programmes and residential opportunities support pupils to develop confidence, build relationships and successfully prepare for the next stage of their education.

## 2.2 RISE Profiling and Curriculum Pathways

The Greenfields curriculum is personalised through the academy's RISE Profiling System, which provides a holistic understanding of each pupil's strengths, needs and barriers to learning. RISE ensures that curriculum decisions are informed by more than academic attainment alone, recognising that successful learning is influenced by pupils' social, emotional and developmental needs.

The RISE Profile considers four interconnected areas:

- **Relationships** – the pupil's ability to communicate effectively, develop positive relationships, collaborate with others and engage positively with adults and peers.
- **Independence** – the pupil's ability to regulate learning, organise themselves, solve problems, make appropriate choices and work with increasing autonomy.
- **Social Influences** – the impact of family, peers, attendance, community and wider environmental factors on engagement, behaviour and readiness to learn.
- **Empowerment** – the pupil's confidence, resilience, self-belief and willingness to take ownership of their learning, aspirations and future goals.

Together, these areas provide a comprehensive profile that supports personalised curriculum planning, adaptive teaching, pastoral provision and preparation for adulthood. RISE profiling enables staff to identify barriers early, recognise pupils' strengths and provide appropriate support whilst maintaining ambitious expectations for every learner.

Curriculum pathways are informed by each pupil's RISE profile alongside assessment information, prior attainment, Education, Health and Care Plan (EHCP) outcomes and professional judgement. This ensures that learning is appropriately matched to pupils' developmental needs whilst providing opportunities for challenge, progression and success.

RISE profiling is reviewed regularly throughout the academic year to ensure curriculum provision remains responsive to pupils' changing needs. Information gathered through the profiling process informs classroom practice, intervention planning, annual reviews and wider curriculum evaluation, ensuring that every pupil continues to receive a personalised and ambitious educational experience.

### 2.3 Curriculum Design & Thematic Learning

The Greenfields curriculum is designed to ensure pupils acquire knowledge in a logical and carefully sequenced manner, enabling them to build secure understanding over time. Learning is organised through the academy's whole-school thematic approach, Exploring the World Through Stories, which provides meaningful contexts that engage pupils and strengthen connections across the curriculum.

High-quality texts are carefully selected to introduce pupils to a diverse range of cultures, historical events, scientific discoveries and contemporary issues, broadening their understanding of the world whilst developing cultural capital. Themes are chosen to inspire curiosity, encourage critical thinking and provide memorable learning experiences that are relevant to pupils' lives.

Whilst learning is connected through shared themes, every subject retains its own distinct identity, knowledge base and disciplinary approaches. Subject leaders have developed carefully sequenced curriculum schema that identify:

- The substantive knowledge pupils will acquire
- The disciplinary knowledge and subject-specific skills they will develop
- The key vocabulary required for success within each discipline
- Opportunities for retrieval, application and assessment.

The thematic approach enables pupils to revisit prior learning, make meaningful connections between subjects and apply their knowledge in different contexts without compromising the integrity or academic rigour of individual disciplines.

Learning is further enriched through educational visits, residential experiences, visitors, employer engagement, outdoor learning and community partnerships. These experiences enable pupils to apply classroom learning in authentic contexts, strengthen cultural capital and develop the confidence, independence and wider experiences required for successful preparation for adulthood.

The thematic approach continues throughout Key Stage 4 wherever appropriate, supporting pupils to connect academic learning with vocational experiences, accredited qualifications and future aspirations.

#### **2.4 Reading, Phonics and Spelling**

Reading is the foundation of learning at Greenfields Academy and is central to every pupil's academic success, communication, personal development and preparation for adulthood. The academy is committed to ensuring that every pupil develops the knowledge, skills and confidence required to become an independent reader.

Our ambition remains:

**"At Greenfields Academy, all pupils learn to read."**

Reading development begins with the systematic teaching of phonics through Read Write Inc. (RWI). Pupils are grouped according to their stage of reading development rather than chronological age, ensuring that teaching is precisely matched to individual need. Staff delivering phonics receive ongoing training to maintain fidelity to the programme and ensure consistently high-quality provision. As pupils become fluent readers, they transition to appropriately matched reading programmes that develop fluency, comprehension, vocabulary and reading stamina. Reading provision is continually adapted using assessment information to ensure pupils continue to make strong progress throughout their educational journey.

Reading is embedded across the curriculum through the academy's thematic approach, with carefully selected high-quality texts enriching learning in every subject. Teachers explicitly teach subject-specific vocabulary, model reading strategies and provide regular opportunities for pupils to discuss, question and interpret texts, enabling them to access increasingly complex learning with confidence.

The academy promotes a culture of reading through daily opportunities to read independently and with adults, a well-resourced library, themed reading events and carefully planned reading experiences. Reading completed both at home and in school is recorded through BoomReader, enabling staff and families to work together to celebrate progress and develop positive reading habits.

Literacy development extends beyond reading. Staff explicitly teach vocabulary, speaking and listening, spelling and handwriting across the curriculum, recognising that effective communication underpins success in every subject. Consistent whole-school approaches, including the academy's agreed decoding strategies for unfamiliar vocabulary, enable pupils to develop confidence when accessing increasingly ambitious language.

Assessment and monitoring of reading, phonics and literacy are undertaken in accordance with the academy's Achievement Policy. Assessment information is used to identify next steps, evaluate the impact of provision and ensure timely intervention where additional support is required.

#### **2.5 PSHE and Personal Development**

At Greenfields Academy, Personal, Social, Health and Economic (PSHE) education plays a central role in preparing pupils for successful, healthy and fulfilling lives. The curriculum is designed as a spiral curriculum, ensuring that key concepts are revisited and developed in increasing depth and complexity as pupils progress through the academy.

The curriculum follows the statutory requirements for Relationships, Sex and Health Education (RSHE) whilst reflecting the specific needs of pupils with Social, Emotional and Mental Health (SEMH) needs. Learning is carefully sequenced and adapted to pupils' developmental stage, communication needs and personalised curriculum pathway.

Through PSHE, pupils develop knowledge and understanding in areas including:

- Mental health and emotional wellbeing.
- Healthy and respectful relationships.
- Personal safety, safeguarding and online safety.
- British Values and citizenship.
- Careers education and preparation for adulthood.
- Financial education and independence.

- Physical health and healthy lifestyles.

Learning provides regular opportunities for pupils to reflect, discuss, solve problems and apply their understanding to real-life situations. Teachers create safe and supportive learning environments where pupils are encouraged to express their views, challenge misconceptions and develop confidence in making informed decisions.

Personal development extends beyond discrete PSHE lessons and is promoted through the wider curriculum, enrichment opportunities, pastoral support, pupil leadership, educational visits and community engagement. Together, these experiences develop pupils' confidence, resilience, independence and readiness for the next stage of education and adult life.

## 2.6 Teaching and Learning

Teaching at Greenfields Academy is underpinned by our PACE values of Personalised, Aspirational, Caring and Engaging. We believe that every pupil is capable of success when learning is built upon positive relationships, high expectations and evidence-informed teaching that removes barriers without lowering ambition.

Teachers create calm, purposeful classrooms where pupils feel safe, valued and ready to learn. Consistent routines, emotionally available adults and strong relationships provide the foundations for effective learning, enabling pupils to develop confidence, resilience and increasing independence.

### The Greenfields Teaching Model

Teaching at Greenfields Academy follows a consistent, evidence-informed lesson structure that enables pupils to acquire, retain and apply knowledge whilst developing confidence, independence and curiosity.

Effective lessons typically include:

- **Get Curious** – Engage pupils through meaningful hooks, stories, practical experiences, questioning or real-life contexts that stimulate curiosity and establish a clear purpose for learning.
- **Focus & Connections** – Revisit prior learning, make explicit links to previous lessons and establish clear learning intentions so pupils understand how new learning builds upon existing knowledge.
- **Teach Vocabulary** – Explicitly introduce, model and revisit ambitious subject-specific vocabulary so pupils can understand, discuss and confidently apply new learning across the curriculum.
- **I Do** – Teachers explicitly teach new knowledge through clear explanations, modelling, worked examples and thinking aloud, demonstrating both the knowledge being taught and the processes required for success.
- **We Do** – Teachers guide pupils through supported practice using effective questioning, discussion, scaffolding and immediate feedback to secure understanding before independent application.
- **You Do** – Pupils apply their learning independently through appropriately challenging activities, with teachers using formative assessment to identify misconceptions, provide timely feedback and adapt teaching where necessary.
- **Consolidate & Challenge** – Learning is strengthened through retrieval practice, reflection and purposeful challenge, enabling pupils to deepen understanding, extend thinking and prepare for future learning.

Whilst lessons follow a consistent structure, teachers exercise professional judgement to respond to pupils' individual needs, ensuring flexibility without compromising consistency or curriculum ambition.

### Adaptive Teaching

Adaptive teaching is fundamental to high-quality classroom practice at Greenfields Academy. Teachers use assessment information, RISE profiles, EHCP outcomes and their professional knowledge of pupils to remove barriers to learning whilst maintaining ambitious expectations for every learner.

Adaptations may include:

- Explicit teaching and revisiting of subject-specific vocabulary.
- Visual supports, worked examples and knowledge organisers.
- Scaffolded resources and structured success criteria.

- Adapted questioning and additional processing time.
- Sensory and communication strategies.
- Assistive technology and alternative methods of recording learning where appropriate.
- Strategic deployment of adults to promote independence rather than reliance.

Adaptation is intended to increase access to learning whilst maintaining high expectations and curriculum ambition.

### **Evidence-Informed Practice**

Teaching is informed by educational research and evidence-informed approaches that support pupils to acquire, retain and successfully apply knowledge over time. Staff routinely use strategies including:

- Explicit Instruction.
- Retrieval Practice.
- Formative Assessment.
- Effective Questioning.
- Modelling and Guided Practice.
- Spaced Retrieval and Regular Review.

These approaches strengthen long-term memory, improve understanding and enable pupils to make meaningful progress across the curriculum.

### **Assessment for Learning**

Assessment for learning is integral to effective teaching. Teachers continually assess pupils' understanding through questioning, observation, discussion, live feedback and review of pupils' work. Assessment informs responsive teaching, enabling misconceptions to be addressed quickly and ensuring that pupils receive appropriate support and challenge throughout every lesson. Teaching assistants are deployed strategically to maximise engagement, independence and progress. Support is carefully planned by teachers to scaffold learning, promote independence and enable pupils to participate successfully without becoming over-reliant on adult support.

### **If you visit a Greenfields classroom, you will see:**

- PACE values embedded throughout classroom practice.
- Calm, purposeful classrooms built upon positive relationships.
- Pupils who are curious, engaged and ready to learn.
- Teachers making explicit connections between prior and new learning.
- Ambitious subject-specific vocabulary taught and revisited throughout lessons.
- High-quality modelling followed by guided practice.
- Adaptive teaching that removes barriers without lowering expectations.
- Pupils applying their learning independently before being appropriately challenged.
- Effective questioning and responsive formative assessment.
- Strategic deployment of teaching assistants to promote independence.
- Pupils reflecting on, consolidating and celebrating their learning and progress.

## **2.7 Lesson Planning**

Curriculum planning at Greenfields Academy ensures that learning is coherent, carefully sequenced and responsive to pupils' needs whilst supporting staff wellbeing through proportionate planning expectations.

### **Long-Term Planning**

Long-Term Plans provide an overview of curriculum coverage and progression across the academic year. Developed collaboratively by Trust subject leaders and academy staff, these plans ensure consistency, appropriate sequencing and alignment with National Curriculum expectations and accredited qualifications.

Long-Term Plans are reviewed annually in response to:

- Curriculum evaluation
- Assessment information
- Subject developments and research
- Changes to statutory guidance or accreditation requirements
- Pupil outcomes and destinations.

### **Medium-Term Planning**

Medium-Term Plans translate curriculum intent into carefully sequenced units of learning. They identify:

- Key knowledge and concepts
- Disciplinary knowledge and subject-specific skills
- Subject vocabulary
- Opportunities for retrieval and assessment
- Appropriate adaptations for curriculum pathways.

These plans provide consistency across the academy whilst allowing teachers the professional flexibility to respond to pupils' needs.

### **Lesson Preparation**

Teachers prepare lessons using curriculum plans, assessment information and their knowledge of individual pupils. Effective lesson preparation considers:

- Intended learning outcomes
- Prior knowledge and likely misconceptions
- Modelling and guided practice
- Resources and adaptive strategies
- Opportunities for independent application
- Assessment opportunities throughout the lesson.

Short-term written lesson plans are not routinely required. Teachers are trusted to use professional judgement when preparing lessons, allowing them to focus on responsive teaching rather than unnecessary administrative tasks.

Where appropriate, additional planning may be required for Early Career Teachers, staff receiving targeted support, specialist programmes such as Read Write Inc., or other contexts identified by school leaders.

Planning expectations and curriculum deadlines are communicated at the start of each academic year. Leaders ensure that planning processes remain purposeful, proportionate and supportive of staff wellbeing whilst maintaining consistently high standards of curriculum delivery.

## **2.8 Quality Assurance**

At Greenfields Academy, quality assurance is a continuous and collaborative process that evaluates the implementation and impact of the curriculum, teaching and learning. Its purpose is to ensure that every pupil experiences consistently high-quality education and that leaders have an accurate understanding of strengths, priorities and the effectiveness of curriculum provision.

Quality assurance is developmental rather than judgemental. Leaders work alongside teachers and support staff to celebrate effective practice, identify opportunities for improvement and provide high-quality professional development that strengthens classroom practice and improves outcomes for pupils.

### **Monitoring Curriculum Implementation**

Leaders evaluate the quality of education through a range of evidence-informed activities, including:

- Learning walks and lesson visits.
- Spotlight reviews.
- Curriculum and subject leader discussions.
- Work scrutiny and learning record reviews.
- Pupil voice.
- Staff feedback.
- Review of curriculum planning and implementation.
- Analysis of assessment information.
- Review of accreditation outcomes and pupil destinations.

Monitoring focuses on the extent to which the intended curriculum is implemented consistently, learning is appropriately ambitious, adaptive teaching removes barriers and pupils are acquiring the knowledge, skills and behaviours identified within curriculum plans.

### Assessment and Curriculum Evaluation

Assessment plays a key role in evaluating curriculum effectiveness and informing future improvements. Assessment processes are undertaken in accordance with the academy's Achievement Policy, ensuring consistency in the collection, moderation and use of assessment information.

Leaders use assessment evidence to:

- Evaluate pupil progress over time
- Identify pupils requiring additional support or intervention
- Review curriculum sequencing and effectiveness
- Inform professional development priorities
- Evaluate the impact of curriculum developments.

Assessment information is considered alongside professional judgement, learning records and wider evidence to provide an accurate picture of pupil achievement and curriculum impact.

### Spotlight Quality Assurance

The academy's Spotlight Tool provides a structured and evidence-informed review of curriculum implementation, teaching and learning. Every teacher participates in a dedicated Spotlight review during the academic year, led by a member of the Senior Leadership Team or an appropriate reviewer. The process is designed to evaluate the quality of education through multiple sources of evidence, ensuring that professional dialogue is collaborative, developmental and focused on improving outcomes for pupils.

The Spotlight process includes:

- **Triangulation Activity** – Leaders review attendance, behaviour, assessment information and the implementation of EHCP adaptations to develop an individual narrative for each pupil. This enables strengths, barriers to learning and priorities for development to be identified, with clear actions agreed to improve pupil outcomes.
- **Planning and Work Scrutiny** – Evaluation of curriculum planning, learning records and pupils' work to ensure learning is carefully sequenced, ambitious and reflects curriculum expectations.
- **Adaptive Teaching Review** – Consideration of how effectively teachers implement adaptive teaching strategies, ensuring learning is accessible, ambitious and responsive to pupils' individual needs.
- **Behaviour Expectations Review** – Evaluation of classroom routines, relationships and the consistent implementation of the academy's Behaviour Curriculum, ensuring pupils experience calm, purposeful and emotionally safe learning environments.
- **Lesson Visit** – Focused lesson visits evaluate the implementation of the Greenfields Teaching Model, including curriculum delivery, adaptive teaching, pupil engagement, communication and assessment for learning.
- **Spotlight Feedback Letter** – Following the review, teachers receive a written summary recognising effective practice, identifying agreed development priorities and outlining actions to support continued professional growth.

Spotlight is not a standalone observation but a triangulated quality assurance process that draws together multiple sources of evidence to provide an accurate evaluation of curriculum implementation and classroom practice. Outcomes inform professional development, coaching, curriculum refinement and whole-school improvement priorities.

### Moderation and Continuous Improvement

Internal and external moderation processes ensure that professional judgements are accurate, reliable and consistent across the academy and Trust.

These include:

- Subject moderation.
- Trust-wide moderation activities.
- External validation where appropriate.
- Collaborative curriculum reviews.
- Professional dialogue between leaders and teachers.

The Local School Board supports quality assurance through strategic challenge, review of curriculum implementation and oversight of pupil outcomes. Through a rigorous, supportive and evidence-informed quality assurance cycle, Greenfields Academy continually strengthens the quality of education, ensuring curriculum implementation remains ambitious, adaptive and responsive to the needs of every pupil.

## **2.9 Learning Environment**

At Greenfields Academy, the learning environment is carefully designed to support pupils' academic progress, emotional wellbeing and personal development. We recognise that for pupils, the environment plays a significant role in promoting safety, belonging, confidence and readiness to learn.

Classrooms and wider learning spaces are purposeful, calm and welcoming environments that support engagement and independence. Teachers ensure classrooms are organised, accessible and reflective of current learning, with displays and resources used strategically to enhance learning, celebrate achievement and provide meaningful prompts to support pupils' understanding.

Displays are purposeful and may include examples of high-quality pupil work, key vocabulary, knowledge organisers, working walls and resources that support independent learning. The environment reflects pupils' achievements, helping to build self-esteem, confidence and pride in their learning.

Resources are carefully organised, clearly labelled and accessible to pupils, enabling learners to develop independence and take ownership of their learning environment. Classroom layouts and seating arrangements are adapted to support individual needs, including opportunities for collaboration, independent learning, sensory regulation and effective curriculum delivery. Staff consider pupils' sensory, emotional and social needs when developing learning spaces. Consistent routines, predictable environments and carefully planned adaptations help pupils feel safe and supported, reducing barriers to engagement and learning.

### **A Trauma-Informed Approach to the Environment**

Greenfields Academy recognises the importance of creating environments that support emotional regulation, positive relationships and recovery from previous adverse experiences. Learning spaces are designed to promote connection, trust and a sense of belonging, enabling pupils to develop confidence and resilience.

The academy provides opportunities for pupils to access appropriate sensory experiences and regulation strategies, including sensory resources, planned breaks and activities that support emotional wellbeing. Where appropriate, learning extends beyond the classroom through outdoor education, practical experiences and community-based opportunities.

Relational approaches are embedded throughout the environment, with staff recognising the importance of positive interactions, attachment-informed practice and opportunities to strengthen relationships. These approaches support pupils to develop emotional regulation, independence and the confidence to engage successfully with learning.

Wellbeing spaces are available throughout the academy and are carefully resourced to support pupils when they require additional opportunities for regulation or reflection. Pupils are taught how to use these spaces appropriately, developing increasing awareness of their own needs and strategies that support their wellbeing.

Through a carefully considered learning environment, Greenfields Academy ensures pupils experience spaces that are safe, inclusive and aspirational, enabling them to engage positively with learning and develop the skills needed for future success.

## **2.10 Parents & Carers**

At Greenfields Academy, we recognise that positive relationships with parents and carers are fundamental to supporting pupils' learning, wellbeing and personal development. Effective partnership working enables the academy to develop a deeper understanding of each pupil and ensures that support, expectations and approaches are consistent between home and school.

Parents and carers are valued as essential partners in the Greenfields Voyage. Families provide valuable knowledge about their child's strengths, interests, experiences and needs, helping staff to

develop personalised approaches that support progress, emotional wellbeing and preparation for adulthood.

The academy works collaboratively with parents and carers through:

- Regular communication with wellbeing mentors, tutors and class teams.
- Annual reviews of Education, Health and Care Plans (EHCPs), ensuring family and pupil voice informs future provision.
- Parent consultations and progress discussions.
- Collaborative meetings with families and external professionals where appropriate.
- Sharing information regarding academic progress, wellbeing, attendance, behaviour and preparation for future pathways.

- Working together to identify and remove barriers to learning and engagement.

Parents and carers are encouraged to support their child's learning and development by:

- Promoting positive attitudes towards education, attendance and engagement.
- Supporting reading and learning opportunities beyond the academy.
- Ensuring pupils arrive ready and equipped for learning.
- Sharing information about circumstances or changes that may impact their child's wellbeing, behaviour, attendance or readiness to learn.
- Reinforcing agreed strategies and approaches that support communication, emotional regulation and independence.
- Celebrating achievements and encouraging pupils to recognise their own progress.

Greenfields Academy recognises that strong relationships between home and school create the foundations for pupil success. Through open communication, trust and shared understanding, families and staff work together to overcome barriers, celebrate achievements and support every pupil to achieve their aspirations.

### 2.11 Lost Learning

Greenfields Academy recognises that pupils may experience interruptions to learning as a result of absence, emotional wellbeing, changes in personal circumstances, transitions or other barriers that affect engagement and readiness to learn.

Lost learning is identified through ongoing assessment, learning records, RISE profiling and professional knowledge of each pupil. Rather than seeking to replicate missed lessons, teachers identify the essential knowledge, skills and understanding required for pupils to successfully re-engage with the curriculum.

Support may include:

- Revisiting essential knowledge through planned retrieval opportunities
- Targeted intervention or additional teaching
- Adaptive classroom strategies and scaffolded learning
- Personalised wellbeing support where emotional barriers affect learning
- Opportunities to rebuild confidence, relationships and readiness to learn.

Recovery approaches are personalised and informed by each pupil's RISE profile, curriculum pathway and EHCP outcomes. Leaders recognise that, for some pupils, emotional regulation and wellbeing must be successfully addressed before academic learning can be fully re-established. The impact of recovery strategies is reviewed regularly to ensure pupils successfully reconnect with learning, close gaps in knowledge and continue to make meaningful progress whilst maintaining ambitious expectations.

### 3.0 Impact

The impact of the Greenfields curriculum is reflected in the knowledge, skills, behaviours and personal qualities that pupils develop throughout their educational journey. Through an ambitious, carefully sequenced and personalised curriculum, pupils make meaningful progress from their individual starting points and are well prepared for the next stage of education, employment and adult life.

The impact of our curriculum is demonstrated through:

- Pupils acquiring secure knowledge, skills and understanding across academic, vocational and personal development pathways.
- Pupils developing increasing confidence, resilience, independence and self-belief.
- Improved literacy, communication and numeracy, enabling pupils to access learning successfully across the curriculum.
- Strong progress from individual starting points through ambitious, adaptive teaching.
- Improved engagement, attendance, behaviour and attitudes towards learning.
- Pupils developing the knowledge, skills and behaviours required for successful preparation for adulthood, including employability, independence and positive participation within their communities.
- High-quality accredited outcomes that reflect pupils' aspirations, strengths and intended destinations.
- Successful progression into further education, employment, training and independent living.
- A curriculum that continually evolves through evidence-informed evaluation, assessment and quality assurance.
- Families, governors and stakeholders having confidence in the quality of education and the positive impact of the Greenfields Voyage.

Through this approach, pupils leave Greenfields Academy as confident, resilient and aspirational young people who possess the knowledge, skills and character to thrive in the next stage of their lives, however and whenever future opportunities arise.

#### 4.0 Review

Reviewed: July 2026

Next Review Date: July 2027

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                     |
| English               | Constructed                     | Constructed             | GCSE (Edexcel)<br>Functional skills     |
| Maths                 | Adapted White Rose/ Early Maths | White Rose Maths        | GCSE (Edexcel)                          |
| Science               | White Rose Science              | White Rose Science      | White Rose Science/Triple Science (AQA) |
| PSHE                  | PSHE association                | PSHE association        | PSHE association                        |
| Geography             | Kapow                           | Active learn            | GCSE (Edexcel)                          |
| History               | Kapow                           | Hodder                  | GCSE (Edexcel)                          |
| PE                    | PE Hub                          | Constructed             | GCSE<br>NCFE Level 1                    |
| Art                   | Kapow                           | Constructed             | GCSE Art<br>NCFE Level 1                |
| Music                 | Kapow/SparkYard                 | Oak Academy             | GCSE Music                              |
| 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             | Duke of Edinburgh                       |
| Food & Cooking        |                                 |                         | NCFE Level 1 & 2                        |
| Land based studies    |                                 |                         | NCFE level 1 & 2                        |
| PE                    | PE Hub                          | Constructed             | NCFE level 1 & 2                        |
| Occupational Studies  |                                 |                         | NCFE level 1                            |
| Careers & Life Skills | Constructed                     | Constructed             | Constructed                             |
| Animal care           |                                 |                         | ASDAN                                   |
| Child Care            |                                 |                         | NCFE Level 1                            |

## Appendix 2 – Teaching expectations

|                     | Explicit instruction                                                                                                                          | Cognitive and metacognitive strategies                                                                                           | Flexible grouping                                                                                                               | Scaffolding                                                                                                | Using technology                                                                                                        |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Personalised</b> | Recognise each pupils processing time and ensure that instructions are accessible for each pupil's level of written and verbal understanding. | Model thinking aloud to help pupils understanding. Provide personalised feedback through hinge questions and use of purple pens. | Group pupils together for those that need additional instruction to carry out a skill, remember a fact or understand a concept. | Provide individualised approaches to scaffold learning including pre teaching, visual aids, manipulatives, | Ensure that each pupil has the necessary digital adaptations to access the curriculum.                                  |
| <b>Aspirational</b> | Anticipate and plan for misconceptions whilst setting high expectations of outcomes.                                                          | Support pupils to develop their knowledge and skills in self-reflection, predicting, clarifying and summarising over time        | Set up opportunities for collaborative learning within a group, for example pupils with a range of attainment levels            | Show high quality WAGOLs. Give sentence starters to support pupils with responding to reasoning questions. | If pupils have a difficulty with writing, provide technology to support pupils to demonstrate high knowledge and skill. |
| <b>Caring</b>       | Ensure that pupils are ready to learn. Apply the model 'I do, we do, you do' to build confidence and persistence to achieve                   | When questioning do so with emotional intelligence, provide pupils with encouragement and praise.                                | Group pupils in a way that reduces stigma and that groupings are not fixed and inflexible.                                      | Model making mistakes and modifying ideas. Develop independence by planned slow removal of scaffolds.      | Teach the importance of safe use of devices and the importance of safe and considerate use online.                      |
| <b>Engaging</b>     | Highlighting essential content and remove distracting information to keep pupils engaged.                                                     | Provide Mnemonics, Graphical organisers that are linked to pupil's interests to support pupils with memorising.                  | Provide opportunities for grouping to be based on interests.                                                                    | Use a mastery approach starting with a concrete approach to engage, moving to pictorial and then abstract  | Use online resources to engage e.g. quiz, virtual experiences, multimedia elements for presentations                    |

|                         | Repair                                                                                                                                       | Improve                                                                                                                                                        | Sustain                                                                                                                                                     | Share                                                                                                                                           | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Get curious</b>      | Provides little or no meaningful stimulus at the start of the lesson, resulting in weak curiosity and limited pupil engagement.              | Introduces a basic but relevant stimulus and some simple curiosity-building activities to begin drawing pupils into the learning.                              | Uses a high-impact, life-relevant stimulus and an engaging environment to hook pupils while providing opportunities that spark strong, sustained curiosity. | Enables pupils to lead aspects of the hook by contributing stimuli, shaping the environment, and modelling curiosity strategies.                | <ul style="list-style-type: none"> <li>Pupils show visible signs of curiosity</li> <li>Pupils' attention is captured within the first 10–20 seconds.</li> <li>Pupils begin thinking before the teacher explains.</li> <li>The prompt is accessible for all ability levels.</li> <li>Duration: typically, 2–4 minutes</li> <li>Low-level behaviour issues are minimal</li> <li>The transition from hook to learning is smooth, quick, and meaningful.</li> </ul>               |
| <b>Focus</b>            | Vague or incomplete explanations of what pupils need to know and do, leaving them unclear about the intended learning and expected outcomes. | Introduces the key knowledge more clearly with basic explanations and simple examples so pupils begin to understand what they are learning and why it matters. | Clearly introduces learning using pupil-friendly dual-coded intended outcomes, showing worked examples of what success looks like.                          | Using success criteria to model how to predict and apply the substantive and disciplinary knowledge confidently.                                | <ul style="list-style-type: none"> <li>Pupils know the key knowledge they need to learn.</li> <li>Pupils understand how the subject works and can use its methods.</li> <li>The adult clearly connects the content to the processes used.</li> <li>Pupils know what the end goal should look like (success criteria)</li> </ul>                                                                                                                                               |
| <b>Connections</b>      | No clear explanation of the learning outcome, real-life relevance, or links to prior learning                                                | There is inconsistency in the explanation of outcomes and connections giving students only a partial sense of purpose.                                         | Clear explanation of the learning outcome, its relevance, and how it builds on prior learning                                                               | Strong, meaningful connections mean that pupils see the purpose and relevance and are motivated to engage.                                      | <ul style="list-style-type: none"> <li>The recap deliberately brings forward the specific knowledge pupils need for the new learning</li> <li>Prior knowledge is not only recalled but evaluated to ensure it is accurate before new learning is added.</li> <li>The teacher clearly explains how today's lesson builds on previous content</li> <li>The teacher helps pupils connect the new concept to real-world examples.</li> </ul>                                      |
| <b>Teach vocabulary</b> | There is no introduction or explanation of key vocabulary, leaving pupils uncertain about essential terms.                                   | Key vocabulary is superficially introduced without ensuring pupils understand.                                                                                 | Clear explanation and modelling of priority vocabulary so pupils can understand and apply it confidently.                                                   | Vocabulary is explicitly taught, enabling pupils to use key terms accurately, independently, and across contexts.                               | <ul style="list-style-type: none"> <li>Adults explicitly teach key words with simple, pupil-friendly explanations.</li> <li>Adults model the word using examples, non-examples, and correct pronunciation.</li> <li>Pupils meet the word repeatedly in different contexts.</li> <li>Pupils use the word in talk and writing.</li> <li>Pupils learn strategies to understand unfamiliar words.</li> </ul>                                                                      |
| <b>I do</b>             | There is little or no modelling, leaving pupils unsure how to approach the learning task.                                                    | The task is modelled but does so briefly or inaccurately, giving pupils only a partial understanding of the process.                                           | There is a clear, step-by-step modelling that shows pupils exactly how to succeed in the learning task.                                                     | Highly effective, insightful modelling that empowers pupils to apply the process independently and confidently.                                 | <ul style="list-style-type: none"> <li>Teacher accurately models all steps slowly, clearly, and deliberately.</li> <li>The teacher narrates their thought process ("thinking aloud") so pupils understand how and why decisions are made.</li> <li>The teacher shows what success looks like.</li> <li>Pupils watch, listen, and process.</li> </ul>                                                                                                                          |
| <b>We do</b>            | There is little or no opportunity for pupils to practise the technique, leaving them without the support needed to improve.                  | Pupils have some practice time, but support and scaffolding are inconsistent or only partly effective.                                                         | There are opportunities for structured practice with clear support and scaffolding so pupils can apply the technique with growing confidence.               | Purposeful, well-matched practice with responsive scaffolding that enables pupils to refine the technique and move towards independent mastery. | <ul style="list-style-type: none"> <li>Adult and pupils work through the task together using clear steps to success.</li> <li>Tasks require guidance but are achievable with support.</li> <li>The adult provides prompts, cues, questions, and partial models.</li> <li>Support is adjusted based on pupil need.</li> <li>Pupils are encouraged to explain their thinking and ask questions.</li> <li>Support is gradually reduced as pupils grow more confident.</li> </ul> |
| <b>You do</b>           | There are no clear steps to success or meaningful                                                                                            | Some opportunities to practice, but they are inconsistently applied                                                                                            | There is structured practice with clear steps to success and opportunities for self-,                                                                       | Purposeful practice where steps to success and high-quality assessment enable                                                                   | <ul style="list-style-type: none"> <li>Pupils complete the task on their own, with reduced prompts, scaffolds, or adult guidance.</li> </ul>                                                                                                                                                                                                                                                                                                                                  |

|                                  |                                                                                                                       |                                                                                                                                                        |                                                                                                                                         |                                                                                                                                                           |                                                                                                                                                                                                                                                                                      |
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|                                  | opportunities for pupils to practise or assess, leaving them unsure how to improve.                                   | or insufficiently explained, so pupils only partially understand how to develop their work.                                                            | peer-, or adult assessment so pupils can improve with growing independence.                                                             | pupils to evaluate, refine, and extend their work.                                                                                                        | <ul style="list-style-type: none"><li>• Errors are minimal</li><li>• Pupils can recall the key steps or ideas without prompts.</li><li>• They can apply the learning to similar tasks or slightly varied contexts.</li><li>• Pupils use success criteria to judge progress</li></ul> |
| <b>Consolidate and Challenge</b> | There is limited or unfocused consolidation, resulting in gaps or misconceptions that are not effectively addressed.” | There are some opportunities for consolidation, but they are uneven or not clearly linked to the learning, leading to partial or uneven understanding. | There are well-planned consolidation activities that reinforce key learning and enable pupils to apply their knowledge with confidence. | There are rich, responsive consolidation that deepens understanding, challenges pupils to apply learning in new contexts, and secures long-term retention | <ul style="list-style-type: none"><li>• Pupils recall key knowledge</li><li>• Tasks are effortful but manageable.</li><li>• Adults check understanding based on unassisted recall.</li><li>• Gaps are identified and corrected quickly.</li></ul>                                    |

