

**Ysgol Greenfield School**



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

## **GREENFIELD SCHOOL**

### **GREENFIELD CURRICULUM**

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**‘ Opening Doors To The Future ’  
‘ Agor drysau i’r dyfodol’**

**Original Completion Date**

February 2015

**Author**

Rachel Faulkner, Deputy Head- Standards

## **MONITORING THE POLICY**

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: ..... Date: .....

Headteacher

Signed: ..... Date: .....

Chair of Governors

**Review Date**

**Author**

## **Our Vision**

'To open doors to the future'

## **Our Mission Statement**

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

## **Aims**

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

## **Our Values**

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

### **Everyone has the right to:**

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

### **Everyone is expected to:**

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

## **A Curriculum Policy Statement – The Whole Curriculum**

We are committed to provide access to a broad and balanced curriculum for all of our pupils. The curriculum is meaningful, relevant and motivating ensuring that pupils needs are met. Alongside this we recognise that the curriculum must be relevant to pupils' individual needs and there must be in-built flexibility in order to ensure continued relevance for all pupils at the various stages of their time at Greenfield. This will mean that not all of our pupils will experience all aspects of the curriculum all of the time, but rather that a balance in the whole curriculum will be reflected in pupils' individual experiences according to the various age related stages of their school life. For example, children in the Foundation Phase Classes will regularly experience various aspects of play while those in the post 16 age group will participate in accredited learning; College and work experience.

Balance across the curriculum will also be dictated by the diverse and complex individual needs of our pupils. We recognise that our pupils benefit from a wide variety of sensory activities and the many forms of therapy which are offered to them and that some of our pupils with very challenging behaviours will need an even greater degree of flexibility in their learning and social programmes.

All of our pupils where appropriate, have access to the full range of subjects in the National Curriculum, alongside Religious Education. All of our learning experiences stimulate the senses and promote personal and social development.

At Greenfield the core curriculum consists of English, Mathematics, Science, PSHE and ICT. These core subjects form the basis of our whole school curriculum and are taught in appropriate ways for all of our pupils. Planning documentation for each of these core subjects have been developed after full consultation with staff and have been written in such a way that shows progression towards and within the early levels of the National Curriculum.

Welsh, as a language to be learned and spoken, is offered through Curriculum Cymreig and designated lessons as appropriate. This involves many aspects of the Welsh culture: the music/songs of Wales, simple Welsh greetings. Welsh legends and folk tales, Welsh places, artists and people, along with the food of Wales. These year-long celebrations culminate in a Welsh Week including St David's Day. The many aspects of Curriculum Cymreig are reflected in teachers' termly planning, ensuring that all pupils have access to the particular features and culture of Wales. Second language welsh is taught at levels appropriate to pupils development.

However, standing alone, the National Curriculum cannot provide the necessary balance, breadth and relevance for all of our pupils. We aim to overcome this by providing a range of other experiences which include access to multi-sensory stimulation, cross curricular activities, and extra-curricular experiences, such as visits and trips to local shops, parks, places of interest to practise social skills and develop independence.

These valuable learning opportunities are delivered through planning documents including Personal, Social and Health education, Science and Geography. Pupils also have regular access to therapies provided by our colleagues from health and social services. These therapies include: physiotherapy, speech and language therapy and occupational therapy. Other therapies include music, touch therapy and rebound therapy.

The nature of the balance between the various components of the whole curriculum will vary between individual pupils. The process will involve meeting individual needs, as identified at the pupil's Annual Review and also the curriculum plans devised by class teachers to meet the more common needs of pupils at the different stages of development in any one class.

Approaches to planning and recording are consistent throughout the school. Staff meet regularly to discuss approaches, assessment and the learning outcome of classes and of individuals within a class.

## Curriculum Access

Due to the diverse and complex needs of our pupils we need to provide additional support in order for the whole curriculum to be accessible to them. With this in mind, we will continue to maintain the conditions most likely to facilitate learning for all of our pupils through:

- The provision of appropriate information technology resources – computers, relevant software, switches and emerging technologies.
- Appropriate use of mobility and aids for positioning – standing frames, specialist seating, adapted wheelchairs.
- An environment which supports total communication using signs, speech, symbols, objects of reference, communication aids, Picture Exchange Communication System (PECS)
- Consistent and sensitive use of programmes to moderate challenging behaviours
- Our commitment to essential therapeutic activities – speech and language, physiotherapy, occupational therapy, hydrotherapy, music therapy
- The use of strategies to minimise or alleviate sensory impairments, such as access to the sensory areas, specialist equipment such as sound enhancement systems and the use of sensory integration strategies
- Our commitment to collaboration with parents, professionals and agencies, with the community and with the pupils themselves.

The teaching experiences/activities which are detailed in our school curriculum and accompanying planning documents reflect the programmes of study from Foundation Phase for 3-7 year olds and KS2 and KS3 of the National Curriculum and for KS4 & 5 accredited units and modules.

The activities have been developed in detail to allow for continuity and progression as well as to provide age appropriate experiences for our pupils working at the earliest levels of the Curriculum across the entire age range.

Our curriculum plans present a carefully considered view of the relevance, breadth and depth of study appropriate to the current school population, with all teachers providing individually targeted programmes for all pupils in their class.

Some of our pupils will need to revisit fresh interpretations of the same programmes of study, in addition to having regular opportunities to consolidate skills, which have been already acquired throughout their time at Greenfield. For some of our pupils the challenge to achieve will be difficult. It may be that in some cases certain aspects of work will remain inaccessible and in these cases pupils' individual statements and annual reviews will need to reflect the situation.

We also recognise that from time to time there may be other pupils whose achievements will go beyond the level of the activities in our programmes of study. These pupils will be offered a range of individual enrichment opportunities based upon programmes of studies from each of the Key Stages utilising Equals, IPC and Edexcel Schemes of Work and where necessary upon other priorities from within the whole curriculum. Where possible arrangements will be made for pupils to access local mainstream type activities for particular aspects of their curriculum development.

This policy should be read in conjunction with the following:

- A Policy for Teaching and Learning
- A Whole School Policy for Assessment, Recording and Reporting
- A Policy for the Development of Skills Across the curriculum

### International Primary Curriculum

It is a comprehensive curriculum with a clear process of learning and with specific learning goals for every subject, for personal learning and for international mindedness. It supports teachers to make all learning exciting, active and meaningful for children.

### Literacy and Numeracy Framework

The framework is part of the statutory curriculum for learners age 5-14. Within the 14-19 department staff continue to use the LNF to support pupils in further developing the skills that they require in line with their ability level and needs. This has been developed alongside the accreditation. The LNF has been used as a tool to support planning in order to progress literacy and numeracy skills development across the curriculum. Teachers have ensured that the LNF skills are the primary focus in their planning. Ongoing processes are in place such as the moderation of LNF skills and target setting enable staff to have clear assessments and tracking of individual pupils.

## Foundation Phase

Within the Foundation Phase classes their planning is in line with the 7 areas of learning. Pupils are encouraged to explore the world around them, understand how things work by taking part in practical activities relevant to their developmental stage. Pupils are encouraged to use continuous provision and the outdoor learning environment to master their educational targets. For learners with more complex needs, the less formal approach

## Key stage 2

The full range of National curriculum subjects, PSHE and RE are delivered thematically with the support of the International primary curriculum and Equals schemes of work. The principals of the Foundation phase are continued within KS2 due to the pupil's needs and levels of achievement within Greenfield. The outdoor learning environment provides opportunities for teachers to ensure that continuous provision is available for the pupils; the provision can also be enhanced to support thematic planning. This is an expectation that provision will be enhanced and age appropriate with the learners within that setting.

## Key stage 3

The full range of National Curriculum subjects, Careers, PSHE and RE are delivered discreetly to mixed ability pupils. The class groups are organised in years 7,8 and 9 wherever possible. International Primary Curriculum, Equals and Wheels forever turning planning guidance are used to help support the thematic planning in the department. Read Write Inc. and Little Big Maths/ Big Maths schemes are used in all classes to support learning. Pupils access the local community such as cycling and shopping to acquire and apply skills that promote independence. Outdoor education activities for a discreet group of learners who will be able to gain accreditation for the skills that are being delivered.

## Key Stage 4

The focus in KS4 is towards preparing and completing work for National Accreditation and in preparing pupils for post 16 provision. The full range of National Curriculum subjects are delivered within the department. Careers education is an important element in the curriculum with regular input from Careers advisor and additional transition planning through a Person Centred Planning approach to support this. RE is taught thematically in KS4 through PSHE and multi-cultural events and activities. Edexcel is our main qualification provider within the department. Pupils follow the Edexcel Personal Progress planning document and accreditation guidance in order to achieve external accreditation. Pupils access the local community such as cycling and shopping to acquire and apply skills that promote independence. 14-19 pathways are offered to learners, these qualifications are vocational qualifications delivered with mainstream schools. Accreditation such as motor vehicle and Hair and Beauty is offered.

## Post 16 (16-19)

Within the Post 16 department all pupils have clear pathways for accreditation. This is based on previous accreditations achieved and destinations for the future. All pupils have a pathway which will include Basic skill accreditation and an element of vocational qualifications. Qualifications offered are Edexcel Entry Level 1 and Entry Level 3 qualifications in Personal Progress and Vocational Studies. Also Essential Skills Wales is being delivered at Entry Level 2, 3 and Level 1 in Communication, Applications of Number and ICT. Careers education and guidance is key at this crucial stage in a pupils school, therefore close links continue to develop with the careers advisor, local colleges and day services. Pupils access Merthyr College one day per week as part of the curriculum; they receive accreditation in various subjects such as Art, Food preparation and ESDGC. 14-19 pathways are offered to learners, these qualifications are vocational qualifications delivered alongside mainstream schools. Accreditation such as motor vehicle and Hair and Beauty is offered. Pupils also take part in yearly work experience linking in with pupils learning pathways and personal centred planning documentation.

Within all of the classes there are additional wellbeing interventions that take place on a daily basis. This includes Touch Therapy, Drama Therapy, Hydro-therapy, Rebound Therapy and school based counsellor session. These therapies are vital in supporting pupils with complex learning and behavioural difficulties, this promotes pupils readiness for learning and helps raise pupil's self-esteem in order to be able to achieve their very best.

## **Partnerships**

At Greenfield the curriculum is founded on a principle of partnership involving all staff/pupils within the school as well as parents, the governing body, other professional and agencies. All work together for the benefit of the pupils. For example, teachers plan co-operatively and advise each other according to their expertise. Parents are regularly consulted and their involvement is sought in the learning process.

Parents also receive a termly topic/unit programme so that they are fully aware of the learning opportunities being offered to their child. Pupils where appropriate contribute towards their next learning objective through AFL strategies. When appropriate, advice is sought from outside agencies and the LEA advisers who visit the school on a regular basis. The governing body exercises overall responsibility for the curriculum and members have particular subject interests. An open invitation exists for governors to visit the school at their convenience. Learning walks are used to allow Governors to observe the curriculum in action.

### **Curriculum Management and Organisation**

The governing body exercises the responsibility for the curriculum. The Head teacher has responsibility for the planning process and the day-to-day implementation of the curriculum. All teachers have subject responsibilities; this includes policy development and review, developing appropriate planning, advising at the planning stage, assessing resources and monitoring the learning, teaching and standards in the subject, which is supported by the Senior Leadership Team. Wherever possible staff are allocated subjects which match their qualifications and expertise, although this is not always practicable. The curriculum in all primary classes is delivered through topics and units based on the Foundation Phase and the National Curriculum. In secondary classes the curriculum is thematically taught linking units together as appropriate. In some classes the TEACCH philosophy underpins the delivery of the curriculum. The 14-19 curriculum is based on accredited units and modules. Cross-curricular opportunities are sought but the learning objectives for the individual subjects are not neglected. A variety of teaching and learning methods are employed in the delivery of the curriculum, including group work, and at times, whole class teaching. The curriculum is based around the development of the key skills communication, numeracy, ICT and thinking skills and these are embedded across the subjects.

The timetable for each class is drawn up to ensure that there is appropriate balance between the Foundation Phase Areas of Learning, National Curriculum, as well as taking account of the sensory/development curricula. The head teacher ensures that each class has a timetable which provides appropriate breadth and balance.

### **The Planning Process**

The following structure of the school's curriculum planning process.

- Overall curriculum policy
- The National Literacy & Numeracy framework and key skills form the basis for teaching and learning and has a clear policy. Policies are developed by relevant subject leaders in consultation with the staff team and Governing Body.
- Programmes of Study – these are taken from the Foundation Phase Areas of Learning/National Curriculum for each subject within the context of the whole curriculum and cover the whole school age range; accredited qualifications.
- Schemes of Work – these demonstrate long, medium and short term planning based on key skills and subject skills as appropriate. They document the knowledge and skills concepts to be promoted through specific activities/lessons or half term blocks.
- Teachers will develop medium term planning from Schemes of Work appropriate to the particular needs of the class. Teachers will record short term weekly/ daily plans, appropriate to the particular needs of the class which include:-
  - Assessment and recording opportunities related to the Programmes of Study
  - Resources, access issues and differentiation strategies
  - Evaluation criteria
- IEP's are written and reviewed three times a year with targets based on the priorities for individual pupils linked to their statements of education. These targets are generally focussed on the key skills of communication, numeracy; Personal and Social Development and physical development. They may also include an objective to improve a particular aspect of a pupils wellbeing.
- Assessment and recording – teachers and pupils monitor and record responses and progress. This evidence will be recorded in the child's Record of Achievement as part of the process of every day teacher assessment. Samples of pupils work are maintained as evidence of progress in Maths, English and Science where appropriate as well as evidence for Foundation subjects
- Review and Evaluation – this will involve a review and evaluation of: Short term targets – child's individual education plan. Short, medium and long term planning. Policies and guidelines

## **Continuity and Progression**

At Greenfield School it is our aim to ensure continuity and progression across the curriculum. To ensure this, all teachers are involved in planning and teaching the curriculum. Continuity and progression is matched to the attainment targets and programmes of study for the appropriate key stage of the National Curriculum and Areas of Learning in the Foundation Phase. Curriculum meetings are held on a regular basis to discuss aspects of the curriculum and to ensure consistency of approach and of standards.

## **Modifications and Disapplications from the National Curriculum**

Any modifications will be reflected within the child's statement of special educational need and supporting annual review documentation.

## **Assessment, Recording and Reporting**

Assessment, recording and reporting are considered to be an integral part of the curriculum. All aspects of this work are regularly monitored by members of the Senior Leadership Team. Assessment informs the teaching and learning process so that tasks can be attached to the individuals' needs and abilities. Assessment is both formative and summative. Records are kept of a child's progress, not only as a matter of reference, but also to inform teachers' future planning. Where relevant pupils are encouraged to review their own achievements and discuss with their teacher appropriate future learning objectives.

Staff at Greenfield School will:-

- Provide a baseline view of pupils' strengths and weaknesses as a starting point in planning for individual pupil priorities and class priorities
- Develop individual education plans showing termly goal and anticipating progress
- Identify termly targets and priorities for individual pupil's learning to be pursued across the whole curriculum
- Maintain a record of achievement and experience, showing the learning opportunities skills which pupils have achieved.
- Note significant new responses, wherever they occur so that progress and achievement can be assessed.
- Generate information that can be used to:
  1. Define new short term targets
  2. Review and evaluate curriculum plans and policy
  3. Report achievement
  4. Define whole school targets

For further details see the school's separate policies on Assessment, Recording and Reporting and where appropriate.

## **Review and Evaluation**

Our planning process is subject to ongoing scrutiny. The following questions help to focus our review and evaluation

- Are individual pupils needs being met?
- Does planning ensure continuity for individual pupils over the time and across the whole curriculum?
- Are the curriculum requirements being met?
- Is there progression across the years?
- How do the curricular areas relate to each other?
- Is there balanced coverage of all areas of the curriculum?
- Are there adequate opportunities for practical work and problem solving?

## **Time Allocation**

Planning will take account of the teaching time available during the week. The basic child management tasks of daily life e.g. moving from place to place, transport, effects of medication, management of seizures, time it takes for a child to complete a meal or be tube fed, concentration span, positioning, time it may take for a child to respond etc. These routines which address personal needs are viewed as learning opportunities within the whole curriculum. Any routine such as toileting and meal times is recognised as a teaching opportunity and in the context of high quality interaction will not be rushed.



## **Pupil Grouping**

At present pupils are predominantly based in age-related class groups. We acknowledge that some children require a unique setting offering predominantly sensory and therapeutic approaches to access the curriculum and the school is, therefore, committed to sustaining resource bases for those children. Class sizes may vary. The school adopts a policy of inclusion for many of our pupils who may spend time in different classes/areas of learning.

## **Environment**

Our planning will ensure our pupils experience a wide range of environments in order to motivate their interest and encourage generalisation of skills. Indoor and outdoor settings are included.

## **Role and Responsibilities**

Planning is a collective responsibility taking into account staff expertise, subject knowledge and experience. The Governors and Senior Leadership Team assume overall responsibility for leading planning and ensuring links with school development planning, professional review and staff development. Members of the school's teaching staff acts as subject leaders for the whole school. In consultation with the whole staff they are responsible for:-

- Leading the development of a subject policy statement which is reviewed regularly and amended as necessary
- Providing advice, support and training opportunities for staff
- Supporting curriculum working parties
- Providing guidelines for curricular implementation with specific reference to the Programmes of Study, the development of planning documentation.
- Ordering and maintaining resources and equipment for the subject
- Managing their curriculum area action plan in the School Development Plan and produce an annual report to inform future school development planning
- Monitoring of the delivery of the curriculum through all key stages
- Keeping up to date with developments in the subject and passing on relevant information to colleagues.

## **Pupil Involvement**

The need to involve pupils in planning, assessment, recording and reporting is well recognised. Staff provide opportunities for pupils to be involved in planning their learning to be made aware of why they are doing an activity, what they are expected to achieve and in the evaluation of their work. Records of achievement create meaningful access to this process and we guard against giving too little credit for a response or indiscriminately praising everything the pupil does resulting in insufficient challenge. Assessment for learning is actively promoted throughout all classes within Greenfield.

## **School Development Planning**

School Development planning provides the context for evaluating the planning process in the school. It provides the focus within which the curriculum development informs school management, organisation and policy making. Planning priorities are identified through an audit of current curriculum practice and pupils' needs.

## **Resourcing the Curriculum**

It is the responsibility of each curriculum leader to ensure that the resources of the subject are adequate and up to date. Resource requirements are passed to the senior leadership team and a budget allocated accordingly. A general audit of resources is undertaken regularly. This takes the form of an annual co-ordinator's report. These in turn help to inform the school development planning process.

## **Monitoring and Evaluating the Curriculum**

All aspects of the school's work, that is the curriculum, teaching and learning, continuing professional development, finance, buildings etc. are monitored and evaluated regularly. Evidence from this process is incorporated into the school's self-evaluation report and into the school development plan. The monitoring cycle is set out in the School Development Plan.

## **The Role of the Curriculum Leader**

- Advising and discussing with colleagues
- Supporting colleagues in their planning, selection of activities, resources and evaluation

- Using co-ordination time to monitor and develop aspects of their subjects, look at data and agree areas of strength and development with SLT
- Attending LEA training and that provided by outside bodies and providing feedback and support to staff
- Produce a written report on work completed and aspects for development

**Role of Individual Teachers**

Through monitoring and evaluating their own teaching plans on a regular basis

**The Role of the Senior Leadership Team**

- Observing lessons and producing a written report
- Examining samples of IEPs, mid-term, short term planning, schemes of work and discussing continuity and progression during staff meetings
- Analysing data with Co-ordinators to agree strengths and areas for development
- Responsibility for standards in subjects

**Governors**

Through discussion with the head teacher and curriculum co-ordinators for specific subjects and through the co-ordinators’ annual report. All governors are linked to curriculum areas; see “Governors Curriculum Responsibilities” for further details in the School Development Plan.

**Policy Review**

This policy will be reviewed and amended on an annual basis to take account of any local and national initiatives, changed in the curriculum, developments in technology or changes to the physical environment of the school. Amendments will only be made after full consultation with staff and governors.

(Head teacher ) ..... Date .....  
 (Chair of Governors) ..... Date .....