

GREENFIELD SCHOOL



"Opening doors to the future"

GREENFIELD CURRICULUM 2023

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' Opening Doors To The Future ' **' Agor drysau i'r dyfodol '**

Completion Date

January 2023

Author

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MONITORING THE POLICY

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

Signed:

Date:

Head teacher

Signed:

Date:

Chair of Governors

Review Date

January 2025

Author

Our Vision

'To open the doors to the future'

Our Mission Statement

In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.





Aims

- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

We Value

- Communication
- Kindness
- Creativity
- Respect
- Effort
- Well-being

Our vision and values have been developed using the [UN Convention on the Rights of the Child \(UNCRC\)](#) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become;

Ambitious Capable Learners 	Healthy Confident Individuals 	Enterprising Creative Contributors 	Ethical Informed Citizens 
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Greenfield Curriculum Design and Policy Statement

Curriculum design and development

Over the last four years the school has been in a transition period where we have worked towards the full implementation of the new Curriculum for Wales. In 2019 the school's Senior Leadership Team (SLT) started working closely with staff, pupils, parents, governors and stakeholders to update the vision, aims and values of the school so that they reflect the future direction of the school and embody the 4 purposes of learning which underpin Curriculum for Wales.

The Curriculum for Wales guidance aims to enable learners to develop towards the four purposes of the curriculum – the starting point and aspiration for every child and young person in Wales.

The four purposes aim to develop:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Pupils played a key role in creating the school's values and made sure that they are expressed in language that they can understand. Although much of this work was carried out during the pandemic the school found ways of involving parents through the use of surveys and discussion during parent Grwp sessions via virtual meetings. Once this work had been completed the school mapped the four purposes against the newly developed vision, aims and values for the school which allowed the school to focus upon the four purposes that are most relevant and important for Greenfield pupils. All teachers in the school were allocated an Area of Learning and Experience (AOLE) and each AOLE was asked to complete an enquiry looking at the readiness and progress of each AOLE within the school. At the end of the academic year 2019-20 each AOLE gave a presentation of their enquiry outlining what stage the school was at in terms of how the school's curriculum met the new curriculum demands and what needed to be done next. All AOLEs worked collaboratively with the school council to develop the vision for their AOLE which focuses on the needs of Greenfield pupils, especially in preparing them for as much independence as possible for life beyond school.

AOLE Curriculum Vision

Health and wellbeing

These six principles underpin our vision for health and wellbeing at Greenfield school:

- Get up and go
- Eat well
- Positivity plus
- Confidence and challenge
- Nurture and belonging
- Healthy relationships

These statements were decided upon by the school council.

Language, literacy and communication

What- Connect and communicate with others in the best way that they can, to enable them to understand the world around them, express needs, wants, desires and make informed choices. Provide rich content for developing the four curriculum purposes using a purposeful cross curricular approach.

How- The needs of each individual student will central. Progressive, functional and meaningful interventions will be used to develop communication skills and increase knowledge and understanding of the world across the curriculum.

Why- Develop purposeful and functional communication skills that improve the quality of learners lives, support independence & life skills in a modern world, increase understanding of the wider world and enhance well-being.

Mathematics and Numeracy

Makes Maths Matter to me

What - Our aim is to enhance the quality of teaching in Maths by reducing the curriculum to small, progressive, functional steps that allows us to deepen understanding based on pupils individual needs. We will decide which statements to include in our schools Maths curriculum and work through a PCP approach.

How - Teachers will choose and use the most appropriate and effective pedagogical approach using the “Principles of Progression” ensuring the development of the five connected and interdependent proficiencies.

Why - To enable our learners to use their depth of mathematical knowledge; to apply their Numeracy skills as independently as possible in the modern and mathematical world in which we live.

Science and Technology

To be curious and explore the world using technology to help

What - To develop skills and knowledge to gain a deeper understanding of the world around us using science and the latest technology available. We will provide authentic learning opportunities across the curriculum to develop curiosity within our learners as they search for answers and explore the world around them.

How - We will encourage our learners to take risks in their learning and will give them the skills to become critical thinkers, innovative problem solvers and designers.

Why - To be confident and innovative in developing solutions to challenges faced in future. Make full use of science and technology to access and contribute the world and to live independent and healthy lives.

Expressive Arts

In Expressive Arts at Greenfield we perform, create and communicate.

What - Expressive Arts are dynamic and they motivate and engage us through Art, Dance, Drama, Film and Digital Media and Music. Learners gain skills, knowledge and experiences of the disciplines in expressive arts.

How - Teachers deliver expressive arts through theme based approaches appropriate for our learners' needs. This includes cross curricular experiences that focus upon individual disciplines and the integration of combinations of these, in rich tasks. Wider skills and experiences are enriched through participation led by external specialists and in the celebration of cultural festivals and performances.

Why - We communicate our ideas to enjoy a sense of achievement and improve the quality of our lives as we work towards the Four Purposes and celebrate our rich, cultural diversity. These include us all and can develop our physical, social and emotional well being.

Humanities

Learners at Greenfield will develop a knowledge and understanding of the environment, world, culture, and current affairs on their journey as global citizens. They will have a positive impact on the world and will develop a sense of "Cynefin".

- I will experience my environment, world and cultures.

- I will encounter relevant current affairs.

- I will try to be the best global citizen I can be.

- I will have a positive impact on the world.

- I will develop a sense of belonging (Cynefin).

What - Our aim is to enhance the quality of teaching in Humanities by reducing the curriculum to small, progressive, functional steps that allows us to deepen understanding based on pupils' individual needs. Every child will need a secure understanding of belonging before attempting other skills. We will decide which statements to include in our schools Humanities curriculum and work

through a PCP approach.

How - Teachers will choose and use the most appropriate and effective pedagogical approach using the “Principles of Progression” ensuring the development of the five connected and interdependent proficiencies. We expect pupils to gain knowledge, understanding and experience both inside and outside the classroom, encouraging links with local community.

Why - To enable our learners to use their understanding of Humanities; to develop a sense of Cynefin to become ethical informed citizen

The SLT then worked closely with all teachers to develop a curriculum map and planning model for the next year 2020-21. From September 2020, there was a focus AOLE for each half term. The AOLE coordinators identified a theme that was cross- curricular and the ‘What Matters Statement’ that was linked to the theme. The AOLE coordinators also chose two of the ‘Four Purposes’ that drove the planning for that half term. The What Matters Statement based on the theme ensured a cross curricular approach. Teachers then decided upon the content of each of the supporting AOLEs as part of their mid-term plans which gave them autonomy and flexibility to meet the needs of their individual learners which is essential within a Special School.

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 /or 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 areas of learning, alongside Religion, Values and Ethics.

At Greenfield we have been working on the new Curriculum for Wales and implementation. There are 6 AOLE’s

- Expressive Art
- Health and Well-being
- Humanities
- Language, Literacy and communication
- Mathematics and Numeracy
- Science and Technology

A school’s curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

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.

We also 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, the gym, places of interest to practise social skills and develop independence.

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 IDP 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. 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 difficulties, 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.

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.

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 outcomes and IDP 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 curriculum. These pupils will be offered a range of individual enrichment opportunities based upon programmes of studies from each of the Key Stages utilising Edexcel. Where possible arrangements will be made for pupils to access local mainstream type activities for particular aspects of their curriculum development.

Camau

We recognise that our learning needs to be developmentally led and, as a result, we have split the classes by stages and created 'camau's'.

Camau Gwyrdd are our pre progression steps 1, 2 and 3 learners.

Camau Melyn are our pre progression steps 4.5 and 6 learners.

Camau Coch are progression steps 1 and 2 learners.

Camau Glas are progression step 3 learners,

Cross Curricular Skills Framework

The framework is part of the statutory curriculum for learners age 5-14. Within the 14-19 department staff continue to use the CCSF 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 CCSF has been used as a tool to support planning in order to progress literacy and numeracy skills development across the curriculum.

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 Curriculum for Wales AOLE's are delivered within the department. Careers and Work Related Experience (CWRE) is an important element in the curriculum with regular input from the Careers advisor and additional transition planning through a Person Centred Planning approach to support this. RVE is taught thematically in KS4 through PSHE and multi-cultural events and activities. Edexcel is our main qualification provider within the department. Pupils follow a range of Edexcel qualifications 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.

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. Most pupils in years 13 and 14 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.

Within all of the classes there are additional wellbeing interventions that take place on a daily basis. This includes ELSA, Hydrotherapy, 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 LA 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 areas of learning 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 Curriculum for Wales. 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 Curriculum for Wales areas of learning 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.
- Curriculum for Wales guidance
- 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 two 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 pupil's 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.
- 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. Curriculum meetings are held on a regular basis to discuss aspects of the curriculum and to ensure consistency of approach and of standards.

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. Routes for Learning and B2 are used to assess progress and to inform plans. 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. Informal information is gathered throughout the year from agencies, parents, staff and pupils and through more formal records such as reading tests, POPAT, daily reading records and evidence of work through physical books and ebooks.

Staff at Greenfield School will:-

- Baseline new pupils within eight weeks of arrival at Greenfield School.
- Provide a baseline view of pupils' strengths and weaknesses as a starting point in planning for individual pupil priorities and class priorities
- Develop IDPs showing the outcomes that are being worked towards
- Identify termly targets and priorities for individual pupil's learning to be pursued across the whole curriculum
- Maintain the pupils' My Learning Journey, showing the learning opportunities and 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
 - Provide an annual written report to parents.

- Arrange and attend parent meetings twice per school year to discuss progress.
- Prepare and attend an annual meeting to develop/review Individual Development Plans.

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 AOLEs 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 where appropriate. 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.

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 AOLE leaders for the whole school. In consultation with the whole staff they are responsible for:-

- Leading the development of an AOLE 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 Curriculum for Wales

- Ordering and maintaining resources and equipment for the subject
- 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. The 'My Learning Journeys' create meaningful access to this process. Assessment for learning is actively promoted throughout all classes within Greenfield.

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 SIP monitoring document.

The Role of the AOLE Leads

- 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 AOLE, look at data and agree areas of strength and development with SLT
- Attending LA 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 IDPs, mid-term, 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 AOLEs and through the co-ordinators' annual report. All governors are linked to curriculum areas; see "Governors Curriculum Responsibilities" for further details in the School Improvement Plan.

Policy Review

This policy will be reviewed and amended on a biannual basis to take account of any local and national initiatives, changes 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.

