



Greenfields Community School

CURRICULUM POLICY



December 2025



Curriculum Intent

At Greenfields, our curriculum is designed to inspire, challenge, and support every child to achieve their full potential. Rooted in our school values and tailored to the needs of our community, it provides a broad and balanced education that nurtures curiosity, creativity, and a lifelong love of learning.

We aim to:

- Deliver a curriculum that is **ambitious, inclusive,** and **engaging**
- Ensure all pupils develop strong foundations in **English, Mathematics,** and **critical thinking**
- Promote **personal development, wellbeing,** and **global citizenship**
- Provide opportunities for pupils to explore their interests and talents through a rich variety of subjects and experiences
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

These curriculum aims are underpinned by our values:

Be kind, be curious and be your best

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's maintained schools governance guide.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also make sure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets, in order to make informed decisions



- Proper provision is in place for pupils with different abilities and needs, including pupils with SEN

Other staff

- Other staff will make sure that the school curriculum is implemented in accordance with this policy.

Curriculum Implementation

At Greenfields, each year group follows a carefully designed, bespoke curriculum that ensures clear progression as pupils move through their learning journey.

Our curriculum is thoughtfully sequenced so that prior learning is revisited and built upon. This approach helps children make meaningful connections, deepening their understanding and supporting long-term retention of knowledge.

Early Years

All planning across EYFS is based on the objectives set out in the government's Statutory Framework, focusing on the 7 areas of learning including 3 prime areas and 4 specific. Alongside this, we also use the non-statutory documents 'Birth to 5 Matters' and 'Development Matters' to support planning a high-quality curriculum and learning environment.

The EYFS is made up of seven areas of learning:

Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

The Characteristics of Effective Teaching and Learning are incorporated within our planning to ensure that the children are involved in their own learning and personal development. Therefore, we ensure the children have opportunities to play and explore, actively learn and create and think critically.

Communication and Language is a prime area as it is one of the most important building blocks for all other areas of learning. Therefore, teachers plan to extend children's vocabulary by carefully choosing 5 new words each week that are linked to our book, song, rhyme or poem that week. These words are modelled, used within stem-sentences and repeated throughout the week to encourage and extend our children's range of vocabulary.



Long term planning is a combination of the knowledge and skills-based curriculum with a topic focus for each half term. Medium term planning is centred around our half termly theme 'I wonder...' to promote curiosity, awe and wonder. Short term planning is carried out on a weekly basis to incorporate both indoor and outdoor provision. Knowledge organisers are created each half term and shared with the children and parents to support the children to know 5 fabulous facts and key vocabulary linked to our half-termly topic. Children's interests and experiences, questions and events in school and the wider community are also considered to inform planning throughout each term.

Key Stage One and Two

Learning is organised into themed topic blocks each half term, centred around a humanities-based theme. These topics create purposeful links across subjects, allowing children to explore concepts in a rich and interconnected way. Where no meaningful link exists, subjects are taught discretely to ensure full coverage of the National Curriculum.

Each new topic begins with an immersion day, designed to introduce key substantive knowledge and spark curiosity. Throughout the term, teachers sustain curiosity and enthusiasm through enriching activities and holistic experiences, culminating in a final product that showcases pupils' depth of understanding.

Teachers work from well-structured medium-term plans that clearly outline the essential knowledge and skills for each subject. In some areas, bespoke planning developed by the school provides a tailored approach to meet the specific needs of our pupils. For other subjects, we adopt high-quality, nationally recognised schemes to ensure consistency and excellence. All statutory requirements of the National Curriculum are fully embedded. Our planning remains flexible and responsive, enabling teachers to adapt to pupils' interests and needs and to create a dynamic, inclusive, and engaging learning environment.

Ongoing assessment is embedded throughout teaching to identify and address misconceptions, ensuring that learning is continually moved forward. At the end of each unit, pupils complete an assessment task that enables teachers to evaluate what has been learned and to inform future planning. This approach ensures that every child receives the support and challenge they need to thrive.

To support learning, we use knowledge organisers that clearly set out the key knowledge and vocabulary for each topic. These tools help pupils focus on what's important and support parents in understanding what their children are learning.

Inclusion

Greenfields Community School is committed fully to inclusion and seeks to provide each child with opportunities to achieve his/her full potential. The governors and staff share the determination to create an inclusive, caring and stimulating learning environment, where pupils can feel safe, develop self-confidence and thrive in an atmosphere of mutual respect.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers may adapt the curriculum and learning environment to ensure all children can access a varied and stimulating curriculum. This could be through adapted work, visual and practical learning, small group work, visual timetables and opportunities to develop positive self-esteem and independent learning, enabling children to achieve to their full potential.

All staff value pupils of different abilities and fully support inclusion. We provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible and adaptive, to ensure effective provision for all.

Some children have a personalised curriculum. These are based around the children's likes, whilst skilfully ensuring that the children are achieving and making progress across the curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Monitoring arrangements

All subject leaders are expected to closely monitor standards within their area of responsibility. This monitoring will take place in a number of ways such as planning scrutinises, learning walks, book looks, drop ins, staff meeting, moderation etc. They also have responsibility for monitoring the way in which resources are stored and managed.

All subject leaders complete a subject action plan which is regularly reviewed and informs the School Improvement Plan

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through, school visits, meetings with subject leads, pupil voice, pupil and parent questionnaire outcomes etc

This policy will be reviewed every year by [the headteacher/Curriculum Lead/Curriculum governor. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Teaching and Learning Policy