

GREENFIELDS SCHOOL POLICY: CURRICULUM
(Re-Written September 2015)

This policy gives an overview of the curriculum provided by the school and is intended to be supported by appropriate plans and schemes of work in each subject area, which, together, make provision for the key points “a” to “i” specified herein.

Through its curriculum, the school aims to:

- 1) arm students with basic knowledge and skills for living, especially including an ability to study any subject for understanding using Study Technology (the technology of study as discovered and delineated by philosopher and educator L. Ron Hubbard)
- 2) deliver at primary level a formal broad education covering a full curriculum focusing on the “three R’s” as well as introducing children to the Study Technology
- 3) in the Senior School move over into tailor-made academic and pastoral programmes of study for each student so that the individual is enhanced and encouraged to blossom, more able to achieve ambitions in careers of their choice and to follow their interests
- 4) furnish a full educational solution from age 2 through to age 18, Preschool to A-Levels, so that parents have a complete pathway for their child, as has been voiced as needed by our parents
- 5) extend to parents the possibility of delivering an education to children whose prior school experience or progress may not have been adequate, on occasion and where feasible permitting such students to flourish and achieve results within their capabilities and within the resources of the school.

The plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC (Education, Health and Care) plan or an IEP (Individual Educational Plan); and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school’s curriculum:

- a) provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;

In Greenfields the intention is to always provide a broad and balanced curriculum in the Lower and Senior schools. Over the years, and to that end, there have been a number of ongoing programmes designed to upgrade and update the curriculum.

Greenfields has opted to use the Cambridge Curriculum, provided through CIE (Cambridge International Examinations) for a number of reasons in alignment with its aims as a school

- Cambridge provides a consistent high standard to act as a benchmark, while also permitting a range of students to succeed according to their abilities
- Its assessment systems allow detailed tracking of academic progress and value added for individuals, groups and the school as a whole
- Given Greenfields' high international intake, it provides opportunities for students to continue studying overseas and to use qualifications obtained at Greenfields to acquire university or career places in other countries
- Cambridge is relatively free of changing UK-based academic or other markers and thus provides an anchored and secure curriculum for cross-curricular and long term planning and development.

The Heads of Subject Departments at Greenfields are specialists in their fields and are expected to revise their curriculum continuously and when needed, and to oversee the continuity of their subject across the whole school. Assessment and recording then cuts in and ensures that all pupils' progress and attainment targets are met. The requirements of pupils with an EHC (Education, Health and Care) plan or an IEP (Individual Educational Plan) are also included in the schemes of work.

In the Infants and Junior classes the timetable is arranged with traditional emphasis on the three "R's" in the mornings and other project work, science, sport, art and music in the afternoons. Class teachers teach all of the infant and junior curriculum with input from senior specialist teachers for Science, ICT, Sport and Music. There are regular outings to places of interest to support the curriculum, such as to Hampton Court Palace and Battle for History and to the National Theatre Tate Gallery for Drama and Art. In the summer term, when academic targets have been met, the Lower School has its own drama production and all classes, including the Pre-School, are involved. Also in the summer term, the most senior class in the Lower School, Year 6, helps organise and timetable events, shop, cook and manage the whole of the Lower School Sports Day.

Testing and monitoring of progress is essential in the Lower School. With the introduction of Cambridge University Curriculum across the whole school, regular assessment against the attainment targets thereof ensures that children needing assistance at any time can be given help or individual tuition in the Qualifications Division (a unique feature of Greenfields described in more detail later in this policy) to enable them to reach their targets.

Pupils in the Lower Senior School are in Years 7, 8 and 9. They follow a more structured timetable and a broad and balanced curriculum. This provides a fundamental understanding in all the subjects taught and a foundation for GCSE/IGCSE studies in years 10 and 11. The Core Curriculum, English, Mathematics, ICT and three sciences, is taught by specialist and/or experienced teachers. So also are

Art, Modern Foreign Languages, Drama, Music, EFL (English as a Foreign Language), History, Geography and Sport.

Over the years there have been a number of experiments with the timetable format in an effort to provide sufficient lesson time for Key Stage Four pupils to study at least 10 GCSE/IGCSE subjects. Currently the timetable is a five-lesson day for five days. The core curriculum is scheduled for the mornings as much as possible and Year 10 pupils are able to choose at least 10 GCSE/IGCSE subjects.

There is a small but vital Sixth Form at the school. Entry is by invitation and principally depends on grades gained in GCSE/IGCSE examinations, as good grades are essential for successful study at Advanced Level. Sixth Form pupils are normally expected to take at least three advanced subjects; Cambridge English at Advanced level can be counted as one of the three if the pupil is a graduate of English as a Second Language. An individual pupil's career intentions, level of responsibility and the potential contribution the student can make to the ethos of the school are all considered before a pupil is accepted.

(b) ensures that pupils acquire speaking, listening, literacy and numeracy skills;

Beginning in the Foundation area (2 to five years), the EYFS Framework, aligned and combined with Montessori principles, forms the curriculum for teaching in this area. They are introduced to and begin developing their literacy and numeracy skills with the additional benefit of the Montessori materials. Communication skills are also enhanced

The learning of English as a Second Language is strongly encouraged at this level to enable young children from overseas to be able to enter the mainstream school competent in English at five years of age.

In the Lower School, the aims of the English Curriculum are:

- To provide a framework within which each child can improve his own understanding of the English language.
- To produce students who are capable in the areas of reading, writing, listening and verbal English.
- To encourage enjoyment of reading.
- To encourage an enjoyment of creating with the English language.
- To encourage pride in presentation of work.

There is an extensive Cambridge University-based English curriculum. It covers phonics, spelling and vocabulary, grammar and punctuation, reading, writing, presentation speaking and listening.

With regard to numeracy, the Lower School Maths curriculum aims to:

- To provide structured maths schemes which will allow each child to work at his optimum pace.
- To produce students who are adept at basic arithmetic.

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- To introduce other mathematical concepts in forms which will appeal to the age ranges and thus be remembered and used in problem solving and life.
- To instil in children a lasting enjoyment of maths and problem solving.

As for English, there is an extensive Cambridge University-based Maths curriculum in the Lower School. Between them, these areas of the school's curriculum provide a firm foundation for the continued acquisition of speaking, listening, literacy and numeracy skills by students as they progress in to the senior school.

(c) provides lessons in written and spoken English;

One of the strengths of the school is that it has an extensive English as a Second Language Programme to prepare pupils from overseas for study in the mainstream school. A separate Department is provided in both the Lower School and the Senior School for this purpose. We expect all of our students to be studying for understanding not simply to achieve examination grades. The English as a Second Language Curriculum is also Cambridge University based. In addition, English as a Second Language students are taught the principles of Study Technology as early as possible in order to enhance their ability to study more effectively not just in English, but in their own language too.

The Cambridge University-based English Curriculum throughout the school for native English speaking students also includes lessons in written and spoken English.

(d) provides personal, social, health and economic education which (i) reflects the school's aims and ethos and (ii) encourages respect for other people;

In addition to the academic subjects taught, there is provision for enhancement of character through discussion and teaching within the discipline of PSHEE (Personal, Social, Health and Economic Education), for which a separate policy exists delineating the PSHEE provision throughout the school. Assembly and tutor time are scheduled into the timetables and these are the main time slots that are used for PSHEE, along with Careers lectures from visiting speakers, interviews, instruction in Religious Education, Drug lectures and the exercise of pastoral care by the tutors. The promotion of fundamental British Values is woven in to tutor times and assemblies – for example, talks on human rights, a mock election held on election day, how democracy and parliament operate.

For the moral and spiritual guidance given to young people, the school uses the moral code called "The Way to Happiness". Every year in the school there is a changing pattern of races and creeds in the pupil body and instruction for correction or guidance cannot contradict or cross any of the religious beliefs that the students may have. By using the Way to Happiness code there is no intolerance of religious belief for all of the precepts agree broadly with the commandments to be found in the greatest religions of the world.

(e) provides access to accurate, up-to-date careers guidance for pupils receiving secondary education, that (i) is presented in an impartial manner (ii) enables them to

make informed choices about a broad range of career options and (iii) helps to encourage them to fulfil their potential;

Pupils are given Careers interviews and are invited to attend a meeting with their parents and teachers in the summer term of Year 9 when they can discuss their options for the following year. From a career point of view, one of the strengths of the school is that, each year, the Years 10 timetable is a starting point for the overall timetabling of the school and aims to accommodate the individual subject choices of the students beginning in Year 10. They have available a full range of GCSE and IGCSE subjects to align with their career choices. All pupils are expected to take GCSE/IGCSE Mathematics and English, though students from overseas take the Cambridge English examinations instead.

Careers advice is made available via UCAS Events, visits to major local libraries such as Crawley, and visiting speakers at Assembly, who have been invited to speak about their specific career. (For example, one of our students had a father who was an officer in the Royal Navy – who spoke to the pupil body about training in seamanship.)

(f) provides, for pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

From the age of two years, children are taught using the Montessori educational method. Staff are Montessori trained and introduce the first steps in writing, reading, creative skills and hand and eye co-ordination to the pre-school children. These pupils are encouraged to meet certain academic targets to be ready to enter the Reception class where they continue to learn basic skills in readiness for the Infant classes.

(g) provides, for all other pupils, a programme of activities which is appropriate to their needs;

The curriculum is designed to accommodate a range of abilities. As part of their professional duties, all subject teachers are expected to include extension and stretch work in their curriculum and prepare challenging curriculum for those who fall into the category of Able, Gifted and Talented. Pupils with an EHC (Education, Health and Care) plan are given extra individual tuition/assistance and can sometimes be placed in an earlier year group according to their ability. Individual needs are identified through assessment, previous school records and any other information that is available and relevant. Each has an individual educational programme (IEP) written specially for them that is challenging yet within their personal capabilities.

(h) ensures that all pupils have the opportunity to learn and make progress;

A unique aspect of the school, and perhaps the most important one, is that all students learn *how* to study. This is achieved through the application of Study Technology and was discovered by the philosopher and educator, L Ron Hubbard. Mr Hubbard has other discoveries to his name but the Study Technology is a unique

part of his works that can be used in school. Staff and students are familiar with the Study Technology and senior students become adept in its use by the time they start their GCSE/IGCSE studies. By knowing this technology, students are aware of the barriers to study and how to overcome them. Armed with this information they become more competent students because they study in order to be able to understand and use what they learn – glib recitation of data becomes a thing of the past. This is a more honest and ethical way to study and is encouraged. There is no doubt that its use contributes to better results.

Another feature unique to this school is the Qualifications Division. The function of this division is to cover medical duties, give individual tuition to students where necessary, to carry out much of the testing and assessment in the school and oversee it when it is done. When a student is having trouble with study or with personal problems that cannot be resolved with their tutor, a student can ask to come to “Qual” and be helped through whatever it is that is troubling him or her.

(i) provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society or, in the case of EFL Students, in their own countries.

Pupils at Greenfields are prepared in no small way for life in British society – or any other for that matter – through Study Technology, which provides the individual with the means to learn any subject with full understanding, thus enabling an individual to become competent and versatile. The twenty-one common sense precepts of the non-religious moral code *The Way to Happiness* provides an individual with a clear framework for distinguishing between right and wrong conduct and the precepts embody, reinforce and promote British values and indeed those of most other free and democratic nations.

There are various ways in which the school provides opportunities for individual pupils to take on the sort of responsibilities they will need to become accustomed to in later life. These include the duties required of House captains, prefects and monitors – where it is necessary to get others to comply in order and get things done.

Where feasible, work experience opportunities are made available. For example, the school’s charity – the HELP (Hollywood Education and Literacy Programme) Centre in East Grinstead – provides pupils with an opportunity to train as a tutor to help young people in the local area who have difficulty reading or writing or with study in general.

Further details about the school’s curriculum can be found in the Curriculum Handbook and individual department handbooks and documentation.

Jeff Smith – Executive Head Teacher
September 2015

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