



Curriculum Policy 2025-2026

Greenfield provides a caring and nurturing environment where pupils feel secure and confident in their abilities. The curriculum aims to offer variety and challenge in relation to age and ability throughout every aspect of the subjects we teach. The learning environment aims to develop the pupils' academic, physical, social, cultural, spiritual, moral and emotional potential from Pre-Prep to Year 6, as well as foster a love of learning and promote natural inquisition.

The Academic Curriculum

The academic curriculum is broadly based upon the National Curriculum and is reviewed regularly in accordance with the Curriculum Overview. A wide range of subjects is covered developing skills in speaking and listening, literacy, numeracy and independent thinking skills appropriate to age and ability.

- Art
- Character & Virtues Education (from Year 3)
- Design & Technology
- Drama
- English (including library skills, reading and handwriting in the lower parts of the school and where necessary)
- French (from Year 1)
- Geography
- History
- Information Technology, Digital Intelligence and AI (either as an individual subject or embedded in other subjects in the curriculum)
- Mathematics
- Music
- Physical Education
- Dance (Owls – Year 1)
- PSHE Education
- Religious Education
- Science
- Forest School (see separate Forest School Policy)
- STEM (Science, Technology, Engineering & Mathematics)
- Swimming (Year 1 and Year 2)
- Topic (Year 1 and 2)

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Early Years Foundation Stage

During the Early Years, staff continually observe and assess children in the seven areas of learning and development:

Prime Areas:

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

Specific Areas:

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

Greenfield School has chosen not to opt out of the Early Years Foundation Stage curriculum.

Special Educational Needs & Disability (SEND)

All subjects are taught in accordance, and with regard to, the school's SEND and English as an Additional Language (EAL) policy. Every child has different needs and therefore Schemes of Work and lessons are differentiated appropriately. Our aim is to ensure all children are suitably challenged, regardless of their specific needs, but not discouraged. It is the responsibility of those staff who work within their Department to ensure they have a secure understanding of the pupils' ages, aptitudes and needs, including those within a provision map or an Educational Health Care (EHC) plan.

Able, Gifted & Talented (A,G & T) – see Able, Gifted and Talented Policy

Greenfield also has a dedicated Able, Gifted and Talented Coordinator. Identified children are placed on the A, G & T register and are monitored/challenged on a provision map. The coordinator assists staff in providing children with exceptional capabilities with a challenging environment. These children are also invited to extension classes that stimulate their high cognitive ability as well as a club named 'Beyond the Curriculum' which works to extend the children's questioning and problem-solving skills.

PSHE Education

PSHE Education at Greenfield School aims to give pupils the confidence to lead, healthy and independent lives and to become informed, active and responsible citizens. Pupils are able to distinguish right from wrong and to respect the civil and criminal law.

Pupils will contribute positively to the lives of those living and working in the Woking locality and also to society in the wider community.

Pupils are encouraged to respect 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 above aims are strongly ingrained in all other curricular subjects.

Every child should:

- Be **safe** and have security and stability. Every child should be safe from bullying, discrimination and anti-social behaviour. Every child should be safe from neglect, violence and exploitation and accidental injury and death.
- Every child should be **healthy** physically, mentally and emotionally. Every child should be able to live a healthy lifestyle and should be able to choose not to take illegal drugs.

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- Every child should **enjoy and achieve** by attending school, achieving personal and social development and enjoy recreation.
- Every child should have **economic well-being**. They should be ready for employment, live in decent homes in sustainable communities and have access to transport and material goods.
- Every child should make a **positive contribution** by being involved in decision-making. Every child should build positive and worthwhile relationships and develop self-confidence.

There is a programme of trips for all ages at Greenfield.

Each area of the curriculum has a separate policy, and parents can view the curriculum overview on the website.

Signed: _____



Chair of the Board of Governors

Dates reviewed: September 2025

Next review date **September 2026**