



*Greenfields School*

**Curriculum Policy  
September 2026**

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|                                   | Date        | Approved By |
| Date Reviewed                     | August 2026 | Headteacher |
| Ratified by the Board of Trustees |             |             |
| Date of Next Review               | August 2027 |             |

## **Purpose**

Mr Hubbard gave the following purpose when writing directions for the education of his own children in 1961. Greenfields School follows the same purpose with its curriculum.

"To educate each of the children so as to improve their survival in life, to make study seem desirable and to open the world of knowledge to them."

## **The National Curriculum**

<https://www.gov.uk/government/collections/national-curriculum>

Greenfields School broadly follows the National Curriculum, although guidance is given here that ensures the school's character is reflected in planning and teaching.

The National Curriculum creates a benchmark against which students at Greenfields may be compared nationally, and provides sequenced stages which lead from Early Years to GCSE and A Level.

The school uses these stages of learning to fulfil the requirements of ISI to provide a curriculum that covers linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative learning, and speaking, listening, literacy and numeracy.

In the future, it is intended that the school develop its own detailed curriculum objectives, and its own resources to support this.

## **What the National Curriculum is not:**

The National Curriculum is not what is set out in the various textbooks created by publishers on the various subjects. These can be useful, but if used as the only source of teaching material, can lead to lessons that are not presented in an interesting way, or do not actually cover the required content. The school takes a much more creative and holistic approach.

## **GCSE and A Level curriculum:**

The National Curriculum sets out the objectives for English, Maths and Science, because these are the core subjects that all students must study. The other subjects do not have content mapped out beyond key stage 3. The school is not limited by the content of the GCSE curriculum as to what is taught.

In years 10 and 11, there is an opportunity for teachers to broaden the students' study beyond merely what is needed to pass the exam. And this is often where the creativity in a subject will enter in, both in the sense of the students being able to make and do, and in the sense of the students being able to explore original ideas of their own.

## **Understanding and Application**

Greenfields School values understanding and application highly. The use of Mr Hubbard's Study Technology is core to the teaching approach of the school. The concept that students should truly understand what they have learnt in order

that they can use it is a vital part of this. More information regarding this subject is available in the school's Qualifications department.

## **Creativity**

The school has a long association with the subject of creativity, and rightly so. Mr Hubbard was highly creative himself, and wrote on many occasions regarding the value of creativity and the artist. For example:

"A culture is as rich and capable of surviving as it has imaginative artists, skilled men of science, a high ethic level, workable government, land and natural resources, in about that order of importance." – L. Ron Hubbard, 1951.

Creativity: the ability to produce or use original ideas, or to make something new or imaginative. (Cambridge Online Dictionary)

The creativity we wish to develop has two distinct parts:

- 1) The use of skill to produce something. eg: "The student created a model using building blocks."
- 2) The production and exploration of ideas that are new and original eg: "The student found a creative solution to the problem."

Clearly there can be many situations where both parts apply to one activity. Greenfields School values and emphasizes both aspects of creativity, and the curriculum should give many opportunities for them to be developed.

Creativity is not making something unusual for the sake of it. Creativity includes the ability to think for oneself, to solve problems and to apply information to new situations.

A keynote of this is that those things that are created by the student are validated greatly. Care is taken not to squash any creative ambition at any stage. Feedback for improvement is usually focused on improving technical ability.

## **How the National Curriculum is used**

The National Curriculum contains many valid and useful objectives which the school follows. This section provides a guide to the emphasis on what is to be learned and how these subject can be developed creatively.

## **English**

The primary purpose of learning English is as a communication skill. Acquiring the skills of reading fluently and writing well for a range of reasons are the key things that the English curriculum should emphasise. Students should also be taught to speak clearly and listen well in a range of situations, and the drama curriculum goes hand in hand with this.

The key parts of the English curriculum are:

- hearing and saying sounds and words
- phonics: recognising letters and the sounds they make, including groups of letters and unusual words that do not follow the usual rules

- verbally retelling stories
- building words
- reading sentences and understanding them
- writing words
- writing sentences
- clear handwriting
- speaking to a group
- reading picture books and understanding them
- writing paragraphs
- writing stories
- reading books and understanding them
- writing for different reasons
- correct spelling of words
- correct use of grammar
- Clear semi-cursive handwriting
- the correct structure of writing
- reading a wide range of books and other texts and understanding them
- responding to what they have read with written answers
- writing fluently for a wide range of purposes
- speaking clearly in a range of different situations

This is a simplification, but it is a useful one. Teaching focuses on students acquiring these skills above all else. It is easy to get involved in lessons that cover objectives on grammar, spelling rules, text structure and so on, and lose sight of the fact that students need lots of practice at reading, writing, speaking and listening. Grammar and text structure are best taught in context. This does not mean that lessons are not taught on these things, but they are not a goal in themselves. With this in mind, teachers are able to rapidly cover many areas of the English curriculum without spending unnecessary time on them.

The school has an agreed system of phonics which is based on the original phonics course used by the school, but also utilizes the developments in phonics by the government, and the resources that go with this.

Students write at length every week in their English lessons. Year 3 should be able to write up to a page fluently in a lesson. Year 6 should be able to write a page and a half to two pages fluently in a lesson. Year 9 should be able to write two to four pages fluently in a lesson.

Students are expected to read frequently, at first on the schools reading scheme, and later choosing from a wider range of books. The school runs a 'Reading Game' to encourage students to read widely and often.

#### A note on 'class books' for English lessons:

Sharing and reading books aloud is a useful way to teach younger students. However, books chosen for English lessons are 'pre-read' by students from around year 5 upwards, to avoid the accumulation of misunderstood words that arises from reading more challenging books together for the first time.

#### Marking Writing

Writing is always first and foremost treated as a communication and acknowledged as such. Praise for the writing comes before improvement.

One main person must build a relationship with the students where it is understood that their writing will regularly be corrected, and this is not criticism, but help.

Marking should not identify every mistake, but find the most important things to correct that will bring the most improvement.

#### Creativity in English includes:

- Curiosity about stories, inventiveness
- Knowing every child is an author
- The personal interests of the child being fostered
- Knowing there is an audience

#### **Mathematics**

"Modern education apparently neglects the firmness in which elementary subjects should be commanded by the child. For instance, many engineers modernly have much trouble with calculus only because they have the weakest command of elementary addition and subtraction. A thorough command of the elementary is what I would like them to have." L. Ron Hubbard 1961 (Writing about his own children.)

The National Curriculum in Maths is generally followed by the school, However, in line with Mr. Hubbard's advice on the subject above, it's important, particularly in the early years of a student's education, that they gain a very good grasp of the fundamentals of the subject. This includes numbers, sequences, multiplication tables, the four operations, and in particular, an understanding of place value and how this operates.

The school uses the Dienes/Place Value Blocks system of apparatus for showing place value, and these are useful up to year 7 and beyond. A great many other mathematical resources can be used as well, but this is the principle method by which students are helped to visualize and understand place value.

Also extremely important is the exploration of mathematical principles. This is started at a very young age with problem solving, logic activities and maths games, and continues right through to the GCSE years. Problem solving is not limited to word problems and exam type questions, but regularly includes investigation and discovery in order to foster mathematical creativity.

As students move up through the school, there is an importance that the maths curriculum includes a range of practical skills, which are not necessarily listed in the national curriculum. These include calculating interest on loans, understanding tax, the mathematics involved with area in a practical sense for activities such as carpeting, and a range of other areas. These should not be overlooked in favour of a national curriculum and the requirements for GCSE.

## **Science**

Science presents the ideal opportunity to develop the creativity that the school values highly. The opportunity to both do and make things, and also to come up with original ideas and test them, is inherent in scientific methodology.

In the primary school, the Science National Curriculum very clearly maps out sections of the curriculum to be studied at each year group, and this is followed closely. This will give students a good foundation in the range of science topics that they need to understand. The primary age is an ideal age to instill a love of investigation and exploration scientifically, and around 50% of science lessons have a practical element to them where students are investigating, hypothesizing, and testing their ideas.

In addition, year 7 should be given a very thorough basic grounding in the three scientific areas. In chemistry, they should have a clear understanding of what the periodic table is and how it works, and its relationship to atomic weight and so forth.

In physics, we should understand the laws of motion and the concepts of forces and energy. In biology, the function of cells, the function of plants, and the functions of animals should be well understood.

Significant time is spent at the beginning of Year 7 ensuring that all students understand these concepts well. These are taught lessons where students are engaged in dialogue that aids their understanding of these key concepts.

Year 7, 8, and 9 begin to conduct more structured and traditional science experiments, having access to the school's labs. The correct recording and writing up of these experiments is a key aspect of this study.

## **Geography**

In geography, students develop a good practical knowledge of the UK and the world, its cities, rivers, countries, and continents. They are able to talk about them and name them. This is started in the primary school and continues into years 7, 8 and 9.

The challenge of making Geography genuinely practical is acknowledged. Fieldwork often requires significant organization to undertake. That said, years 3-9 should aim for fieldwork beyond the school grounds at least annually.

## **History**

In history, the primary curriculum offers a good overview of a range of historical periods, both based in the UK and internationally. Opportunities should be taken for role play and creativity within the history curriculum.

In Key Stage 3, Year 7, 8, and 9, the history curriculum at Greenfields broadens significantly from that outlined in the national curriculum. The British-centric nature is broadened to be more international. Year 7 cover the local history study as outlined in the National Curriculum. The study of the USA in the 20th century is conducted in Year 9. This study includes the war in the pacific, life in 1950 and 60s USA (including basic geography of the United States needed to understand this), the cold war, and what life was like in different areas such as Washington DC, New Jersey, Kansas and Arizona.

## **Music**

Music is of special importance in fostering the creativity of students. It allows exploration of a unique form of creativity accessible all, and a shared creative experience.

In music, a primary school gives opportunities for listening, singing, playing together, and composing in line with the National Curriculum. The emphasis here is on developing children's love of music and their creativity.

In years 3 to 9, the school teaches music partly through a whole class instrumental tuition approach. This approach means that students use instruments regularly in their lessons in order to create together, and cover the whole music curriculum.

Students can access high quality individual music tuition in a range of instruments. They are encouraged to take music grades in these. This is the school's preferred route rather than music GCSE, as it gives them a secure basis for the use of their music skills.

## **Art, Drama and Photography**

The value of art, drama and photography as creative subjects cannot be underestimated. Students develop a love of creativity through practical application.

## **The Greenfields Theatre Company**

In the last 4 weeks of the summer term, Greenfields School offers a unique opportunity to all students in the form of the Greenfields Theatre Company. GTC productions take place simultaneously in both the Senior School and the Primary School. Particularly in the Senior School, as many aspects as possible are managed by the students. Ticket sales and promotion, technical aspects of theatre, set and costumes, dance and singing, and of course acting.

This offers a tangible way for the students to work together as a team to create a complete product from start to finish. It allows both the expression of new ideas, and the opportunity to craft something they are proud of.

## **Computing**

Computing is taught as a subject, and students also make use of computers and other devices as a tool to enhance other subjects. Practical application is emphasized, and students are encouraged to become competent users of technology. Touch typing is a specific skill that is developed.

The impact of screen use in young people's lives is acknowledged as a growing concern in education. Self-control and moderation is a key part of that is taught, and teachers make moderate use of screen based resources on interactive whiteboards in order to model this. Most academic lessons are 'pen and paper' based, and the ability to produce high quality, well presented work is valued.

### **PSHE**

The school's PSHE curriculum is called 'Greenfields Values'. This encompasses RSE education, British Values, The Way to Happiness', Human Rights and all other aspects of PSHE including online, fire and water safety, and safeguarding.

A separate document outlines this more fully.

### **English as an Additional Language**

The school offers specialized English as an Additional Language classes for both long term students and those visiting for short term courses.

For long term students an range of Cambridge qualifications are available to suit all abilities.

### **Challenge**

At Greenfields, all students are challenged to succeed, and to improve their abilities at a gradient appropriate for them. Personal improvement is understood as a key part of the purpose of Mr Hubbard's writing on education, and as such is valued highly.

Teachers ensure lesson material is sufficiently challenging for all students and will enable students of any ability to make good progress. Students are also responsible for their attitude to study and challenging themselves.

### **Equality of Access**

The school creates the opportunity for all students to succeed regardless of their starting points and ability. Correct use of Mr Hubbard's Study Technology allows both the recovery of students who are falling behind, and the opportunity for excellence to be supported.

Teachers use ongoing assessment to tailor lessons to the needs of the group and individuals. The qualifications department offers tailored 1:1 support for ANY student who needs it.

Any student who is able to access the school's curriculum, with reasonable adjustments if required, is welcome at Greenfields. The ability to pass GCSEs is not a criterion, but the willingness to study them needs to be present when they reach that stage of education. Students are generally expected to choose at least six GCSE subjects.

### **Curriculum Enhancement**

Teachers make use of the creative freedom given to them by the school to enhance subject learning in a range of ways. This includes trips, visiting events and speakers, creative activities and special days. These have a high value within the curriculum and are often among the most memorable parts of a student's education.

The school also encourages the pursuit of personal interests by students such as instrumental lessons, dance, drama, sporting activities and religious studies. Some timetable flexibility is offered for educational activities chosen by students and their families.

The school offers a range of high quality clubs for Primary School students that enhance the range of activities that students can access.

## **Assessment**

The school uses different types of assessment to inform teaching and judge the progress of students.

### **Subject Tests**

Some subject tests are taken from the various published materials available such as 'end of unit' tests, or teachers can create their own. These are generally '100% pass' tests where students who have done well in a particular area of study can answer everything correctly. Extensive survey of the school's parents and staff has shown that they value this type of test highly as an indicator of student's success.

In other subjects, such as extended writing, teachers make a judgement from a range of samples of work.

For younger students, teachers make judgements from their day to day work, and testing is not used as frequently.

This information is used to make termly teacher assessment judgements on a 9-1 scale across the school from Year 1 upwards.

Teachers identify students in need of assistance from their assessments, and also uses 9-1 grades to spot students falling behind and target assistance.

### **Cognitive Ability Testing (CATs)**

The school carries out annual Cognitive Ability Testing on all students from Year 3 upwards. This allows gathering of impartial and nationally standardised information on student's ability and predictions of their future progress. It is also used for testing students during the process of application to the school.

### **Mock GCSEs**

As students enter the higher years of the school they begin to sit mock GCSEs. These allow students and teachers to identify areas to work on to achieve good grades in their actual exams. Students and their parents are helped to understand the nature of these tests and how they differ from the '100% pass' model.

### **Creativity Assessment**

In the future the school will develop it's own creativity assessment profile in order to track the progress of this important curriculum aspect, and its impact on students.

### **Review**

The curriculum is reviewed regularly by the school's Senior Leadership Team and adapted accordingly.