

Newfield School Curriculum Policy 2026

Review September 2027

Newfield Curriculum Policy

Core Curriculum Aims of Newfield School

The aim of our curriculum is that all pupils who attend Newfield School become:

- Successful pupils, who enjoy coming to school to learn, make progress and reach their full potential.
- Curious independent learners, who are excited to understand key concepts in greater depth both inside and outside of school.
- Confident and resilient individuals who are able to live safe, healthy and fulfilling lives.
- Responsible and respectful citizens who make a positive contribution to society and modern Britain.

RATIONALE

All pupils who attend Newfield School have an Education Health Care Plan. The vast majority have Social, Emotional and Mental Health difficulties as their primary need, although most of them have additional Special Educational Needs. Pupils often arrive at school with a negative attitude to learning and themselves. With good quality curriculum planning and outstanding teaching we aim to help pupils overcome their barriers to learning by filling in the gaps of missed education and promote a positive attitude towards learning and the pupils themselves.

Newfield School on Edge Lane in Thornton is divided into two areas Lower School (Years 2 – 7) and Upper School (Year 8 – 11). Newfield Primary Schools based in Birkdale and Litherland are KS1 and 2 (Years 1-6).

Core Values are promoted in all aspects of the curriculum to help the pupils enjoy learning, widen their knowledge and skills set to help ensure they become healthy and active citizens in today's society. The school is divided into two areas Lower School (Years 1 – 7) and Upper School (Year 8 – 11). Core Values are promoted in all aspects of the curriculum to help the pupils enjoy learning, widen their knowledge and skills set to help ensure they become healthy and active citizens in today's society.

Lower School Values – Key Stage 2 and LKS3	Upper School Values. Key Stage UP KS 3 - 4
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TACTIC	ACTION
• Teamwork • Adventure • Confidence • Talent • Independence • Curiosity	• Ambition • Confidence • Teamwork • Independent • Optimism • Negotiation

Cultural Capital: What does Cultural Capital mean at Newfield

Culture Capital at Newfield aims to broaden pupil horizons by exposing them to inspiring opportunities that ordinarily they may not have access to. It is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.

Summary of the key areas of coverage for each area of Cultural Capital Development:

Personal development:	Social Development:	Physical Development:
Careers and Information, advice and guidance provision; Employability skills, including work experience; Citizenship, Personal, Social and Health Education provision; Growth mind set and metacognition - Resilience development strategies; Transition support; Work to develop confidence e.g. public speaking and interview skills;	Citizenship, Personal, Social and Health Education provision; Student volunteering and charitable works; Student Voice – Year Group and School Council; Provisions linked to the school's Healthy Schools' Accreditation; In school and wider community engagement /charitable days; Work experience.	The Physical Education curriculum; Healthy Eating policies and catering provision; Anti-bullying and safeguarding policies and strategies, including the student-friendly policy. The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol; The extra-curricular programme related to sports and well-being;

Activities focused on building self-esteem; Mental Health & well-being provision.	Access to counselling and other therapy.	Cycling proficiency training and Cycling to School Safely protocol; Activities available for unstructured time, including lunch and break times; The curricular programme related to food preparation and nutrition; Advice & Guidance to parents on all aspects of student lifestyle; The promotion of walking or cycling to school.
Spiritual Development:	Moral Development:	Cultural Development:
Our collective acts of worship and reflection; Support for the expression of individual faiths; Inter-faith and faith-specific activities and speakers; Visits to religious buildings and centres; External speakers invited into school to focus on spiritual issues; School-linking activities – locally, nationally and internationally; The Assembly programme.	The behaviour policy framework underpinning the school's Behaviour Management policies; Contributions to local, national and international charitable projects. Assembly programme.	Citizenship Education; Access to the Arts, including working towards the Arts Awards qualification. Access to the languages and cultures of other countries through the curriculum and trips and visits.

Each subject area makes its own contribution to students' cultural capital development. Please see individual policies for further information.

INTENT.

Newfield School offers a broad, balanced, bespoke and exciting curriculum which helps to develop the knowledge and skills of the National Curriculum and other areas of learning for every individual pupil.

At Newfield we encourage and develop a strong sense of achievement within all our pupils that will stay with them throughout their lives. We provide a pupil centred curriculum which is adapted to their individual needs, engages them, enables them to thrive, achieve their potential and prepares them for independent living and the world of work.

The wide range of subjects, learning experiences, and accreditation on offer aims to develop pupils socially, academically, emotionally and personally. The learning opportunities and assessment criteria for each year group are set out to ensure progression in terms of embedding key learning, knowledge, skills and addressing any gaps in their learning. We place a great emphasis on our pupils having a careers programme in place to ensure they are well equipped to prepare them for adulthood.

IMPLEMENTATION:

Key Stage 1 – Appendix 1

In Years 1 and 2, pupils will be taught the compulsory National Curriculum subjects. In order to support pupils accessing the curriculum, adaptive teaching and play based learning will be incorporated throughout all subjects. In addition to this, pupils will benefit from specific play based lessons in order to support their wellbeing, social and cognitive skills such as improving attention and sharing with peers. Pupils will learn through a wide range of activities including individual and group work, utilising both the indoor and outdoor environments.

At the end of Year 1, pupils will complete a phonics screening check. The check will take place in June when the pupils will read 40 words out loud to a teacher. Results will be shared with parents/carers, and the teacher will assess whether reading interventions will be necessary. If any pupil does not pass the check they will be given the opportunity to retake it in Year 2.

Key Stage 2 – Appendix 2

All pupils are taught the compulsory National Curriculum Subjects. In order to close any gaps in learning, we have a high premium on literacy and reading, which assist in refining reading, writing, speaking and listening skills throughout the whole curriculum. We prioritise PSHE, SMSC and RSE in implementing our curriculum, in order to develop positive social, emotional and mental health wellbeing with our students. Our core values (TACTIC) underpin the implementation of our curriculum and assist into the holistic development of our students.

Key Stage 3 – Appendix 3

By the end of Key Stage 2, the vast majority of pupils are ready for the next stage of learning and development. During Year 7, SATS interventions are a priority to bridge any gaps in education. The full range of National Curriculum subjects are planned and delivered to all pupils at Key Stage 3. ASDAN, SMSC, and Careers are also taught each week either as part of a formalised timetable lesson or discretely across other subject areas. As part of personal development pupils are encouraged to complete their Newfield Passport of '50 things to do passport to the future' before reaching Key Stage 4.

Key Stage 4 – Appendix 4

In Key Stage 4 pupils are introduced to a more formal study options which are directed by their personal pathways and linked to their career aspirations, interest and skills. The vast majority of pupils study a range of GCSE/ Functional Skills/ Entry Level formal qualifications.

- GCSE English Language
- GCSE English Literature
- GCSE Maths
- GCSE Science
- ECDL
- Duke of Edinburgh.
- GCSE Art
- GCSE Music
- WJEC Technical Award in Sports and Coaching principles.
- BTEC in Travel and Tourism
- BTEC Level 1 Work skills

A range of accredited short courses are also available at Key Stage 4 including Level 1 and 2 Functional, Entry level courses and Careers.

Some of our pupil's access vocational qualifications at local training providers. These are tracked and monitored by a Learning mentor.

All Key Stage 4 pupils participate in 2-week work experience in both years 10 and 11 to develop their skills for independence, further study and employability.

The Key Stage 4 curriculum is planned and differentiated each year depending on the cohort of pupils and their skills set.

Our Careers Programme

The School has successfully completed the "Quality in Careers Standard National Quality Award" and is currently in the reaccreditation process. This award certifies the excellent 'Careers Education, Information, Advice and Guidance' (CEIAG) provided by Newfield. As part of the award, Newfield had to show full achievement of the 8 Government guidelines defining the best careers provision in secondary schools - The Gatsby Benchmarks.

We also work in partnership with Elevate, Liverpool City Region Enterprise Partnership and Connexions to ensure we provide a high quality programme of careers education. Students at Key Stage 3 use the Skills Builder Framework, which is a child centred skills based programme that promotes the improvement of eight key employability skills. At Key Stage 4 students work towards a level 1 in BTEC Work Skills, which provides a solid grounding for next steps and the world of work.

- Individual Careers guidance is offered from Year 9 through our careers connect adviser.
- All Year 10 and 11 pupils completed a 1-week work experience placement, which enables them to experience the 'world of work.'
- We plan college taster days for all Year 11 pupils.
- We comply with Provider Access Legislation and students have many encounters with a range of employability/apprenticeship/education providers
- We make every effort to ensure that all pupils reach a destination at Post 16.
- Year 10 and 11 work towards a Level 1 in BTEC Work Skills

Extra-Curricular/ SMSC/British Values/ Personal Development

We know what pupil's personal development is as important as their academic success. Weekly PSHE lessons help all of our pupils develop as individuals in a wider society. Our pupils learn to understand themselves, physically, emotionally, socially and sexually to understand their relationships with others. We support our pupils to help them have an understanding and opinion of British Values as part of our SMSC activity passports and across the timetabled lessons.

A variety of enrichment activities take place at Newfield across all key stages. Forest and Coastal school activities, residential and local trips, community projects, learning celebrations, themed lunches, fundraising activities are some of the discrete lessons that take place in Newfield. Visits from external stakeholders in the community are often and very well received by both pupils and staff. All of these learning experiences help pupils develop their social skills and leave to become more active citizens within the school community and beyond.

MFL

MFL is not taught as a stand-alone subject however is embedded into the Humanities curriculum, encouraging pupils to learn about language and culture. All teachers are expected to evidence cross curricular links for MFL in their planning and assessments for pupils.

At key Stage 3 or 4 if pupils are showing a keen interest in learning a secondary language then we ensure they have access to the appropriate teaching resources to help them achieve qualifications

IMPACT

All teachers have high expectations for all pupils and are expected to set ambitious target

Academic and pastoral information are received from pupils' past schools regarding progress and targets. All pupils are baselined upon entry using GL assessment, Lexplore for reading, PASS (Pupil Attitudes to Self and School).

We use a variety of measures to assess how well our pupils are making progress and to judge the impact on the curriculum.

- Termly formative assessments which is monitored and tracked on SIMS
- Teacher assessments
- Pass – (Pupil Attitudes to Self and School)
- Pupil Questionnaires.
- Case Studies

- Outcomes
- Interventions both therapeutic and academic.
- Attendance to school and lessons
- Teachers are encouraged to use retrieval practises within lessons to help consolidate learning into pupil's short term memory by embedding this into the knowledge and skill acquisition of pupils This is monitored through lesson observations, drop in and learning walks.

Pupil progress is discussed on a termly basis by all staff to ensure that all pupils are working towards or reaching their targets. Interventions are a key area which all staff are responsible for implementing, monitoring and reviewing.

The curriculum is monitored and tracked by the Senior Leadership team at Newfield School and progress is regularly discussed with all staff. It is important to recognise that as the cohorts are ever changing in Newfield, we are able to adapt our curriculum to meet the individual aims of the pupils.

Core Curriculum at Key Stage 2 – Appendix 1

Lower School Core Values: **T**eamwork **A**dventure **C**onfidence **T**alent **I**ndependence **C**uriosity

English

Maths

Science

Geography

DT

PE

History

Art

Music

Reading

RE

Computing

PSHE/ RSE and

Interventions/ Enrichment to support pupils Social, emotional and mental health.

MUSIC SERVICE

ELSA

Mental Health
Support team

MABLE
THERAPY

SCHOOL
NURSE AND
HEALTH

EDUCATION
PSYCHOLOGIST

SPORTS

ART THERAPIST

PASS – Mentor

WITH YOU

LEGO

CAMHS

ELSA

Curriculum at Key Stage 3 – Appendix 2

Upper School Core Values:

Ambition **C**onfidence **T**eamwork **I**ndependent **O**ptimism **N**egotiate

English

Maths

Science

Geography

DT

PE

History

Art

Music

Reading

RE

Computing

Life Skills Curriculum – Compulsory

Careers

ASDAN

PSHE/RSE

External providers for alternative education

CST

Level 1 and 2 Construction

Educare

Motor Mechanics, Art, Sport

Reform

Re engagement/Life Skills

Extended work experience

Various placements

External Agencies supporting our pupils

MUSIC SERVICE

MUSIC SERVICE

Everyman
theatre

Active Soccer

Careers connect

ART THERAPIST

With you

ELEVATE

SCHOOL
NURSE AND
HEALTH

EDUCATION
PYSCHOLOGIST

CAMHS

ELSA

Curriculum at Key Stage 4 –Compulsory –Appendix 3

Upper School Core Values:

Ambition Confidence Teamwork Independent Optimism Negotiate

English

GCSE

Functional skills Level 1 and 2
and Entry Level

Maths

GCSE

Functional skills Level 1 and 2
and Entry Level

Science

GCSE Science

Level 1 and 2/Entry Level

Computing

ECDL

Life Skills Curriculum – Compulsory

Careers

Preparation for working life Entry Level

DofE

Duke of Edinburgh Bronze

PSHE/RSE

Entry Level AQA Awards

Options

PE

Technical Award in Sports
& Coaching principles

Travel and Tourism

BTEC Travel and Tourism

Art

GCSE Art

Music

GCSE and Arts Award

External providers for alternative education

Pathways

Functional English and
Maths

CST

Level 1 and 2 Construction

Educate

Motor Mechanics, Art, Sport

Motivate

Sport

Extended work experience

Various placements

External Agencies supporting our pupils

MHST

MUSIC SERVICE

Everyman
Theatre

With you

SCHOOL
NURSE AND
HEALTH

EDUCATION
PSYCHOLOGIST

CAMHS

Everton in the
Community

Career Connect

ART THERAPIST

ELEVATE

POLICE