



Fieldstone

SCHOOL

Owner: Isobel Harben

Approved By: Alex Kirkbride

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Fieldstone School Curriculum Policy

1. Curriculum Vision and Values

Fieldstone School exists to care, nurture and inspire pupils to be the best they can be. Our curriculum is designed to support pupils with Social, Emotional and Mental Health needs and associated special educational needs and disabilities to achieve success academically, socially and emotionally through ambitious educational experiences, strong relationships and personalised support.

We believe every pupil can succeed. Learning outcomes are never capped by previous experiences or barriers to learning. Instead, we work from a strengths-based approach, recognising and developing the unique talents, interests and aspirations of every pupil.

Our curriculum reflects the school's core commitment to developing confident, resilient and independent young people who are prepared for successful adult lives.

2. School Context

Fieldstone School is an independent day school for pupils aged 5 to 16 with Education, Health and Care Plans. Pupils typically present with Social, Emotional and Mental Health needs and may have experienced disrupted educational journeys, trauma, adverse childhood experiences and barriers to learning.

The school operates across two sites: College House and Place House

The curriculum is delivered through a four-phase model designed to provide a coherent learning journey from admission through to post-16 transition.

3. Curriculum Intent

Our curriculum is underpinned by the school vision to care for, nurture and inspire pupils to be the best they can be. Learning is delivered through a trauma-informed, relational approach which recognises that emotional regulation, wellbeing and readiness to learn are fundamental to educational success.

- Provide a broad and balanced curriculum adapted from the National Curriculum.
- Address gaps in learning whilst maintaining ambition for all pupils.
- Develop literacy, communication and numeracy across the curriculum.
- Promote personal development, British Values, SMSC and positive wellbeing.
- Prepare pupils for their next stage of education, employment and adult life.
- Enable pupils to discover talents, interests and future aspirations through enrichment and careers education.

Through this curriculum, we intend that pupils leave Fieldstone as confident, resilient and aspirational young people who are equipped with the knowledge, qualifications, personal qualities and life skills required to thrive in further education, employment and adult life.

4. Curriculum Principles

Our curriculum:

- Is ambitious for every learner.
- Reflects the National Curriculum while meeting individual needs.
- Is sequenced to build knowledge and skills over time.
- Promotes literacy, numeracy and communication across all subjects.
- Develops personal development alongside academic achievement.
- Embeds Preparation for Adulthood from admission onwards.
- Promotes inclusion and equality of opportunity.
- Supports pupils to engage positively with their communities.
- Develops resilience, responsibility and independence.

5. Curriculum Structure

The curriculum is organised across four phases and two school sites. College House supports younger pupils, whilst Place House supports older pupils as they prepare for qualifications, transition and adulthood.

Each subject leader maintains:

- Curriculum intent statement
- Long-term plan
- Progression model
- Assessment framework
- Curriculum overview
- Quality assurance evidence

Area	Provision
Linguistic	Reading (Whole Class and Individual), Writing and Oracy. Interventions as needed.
Mathematical	Maths Interventions as needed.
Scientific	Science (delivered through discrete and project-based learning opportunities at Phases 1-3 and through accredited qualifications at Phase 4).
Technological	Computing (taught by a subject specialist), Food Preparation and Nutrition (taught by a subject specialist), Design Technology (taught within PBL).
Human and Social	Project Based Learning (including History and Geography)
Physical	Physical Education (taught by a subject specialist), Forest School, Personal Development (where students have a choice of activity including active options).
Aesthetic / Creative Education	Art (taught within PBL for Phase 1-3, and by a subject specialist as a BTEC option for Phase 4), Music, Food Preparation and Nutrition and wider creative opportunities.
PSHE	PSHE is taught to all students for a minimum of two 30 minute lessons a week.
Careers and Futures	Enrichment day once a week for all students, focusing on real-world learning developing skills needed for adulthood. Careers education, employer encounters, work-related learning and transition planning

Student Choice	All students have two afternoons of Personal Development – where they focus on working towards their individual EHCP targets through a variety of activities.
Recreation	Relationships, emotional regulation, wellbeing, SMSC and British Values

6. Curriculum Implementation

The curriculum is delivered through carefully sequenced subject pathways supported by:

- Small class sizes
- Relational practice
- Adaptive teaching
- Therapeutic support
- Interdisciplinary working
- Enrichment opportunities

Drawing upon established research relating to child development, attachment, trauma and neuroscience, we recognise that pupils must feel safe, regulated and connected before they are able to fully engage in learning.

At all times our expert staff show students that they really care, making this explicit – nurturing relationships, building trust and safety. This, therefore, is at the centre of the spiral, always underpinning our curriculum, whatever tier of the TRM a student is operating at.

We want our students to experience and learn as much as possible during their time with us. To do so we enable students to form subject schema within their long-term memories that are relevant to their personal interests and aspirations.

Due to this, our curriculum is based on, but not limited to, the core skills and programmes of study outlined in the National Curriculum, building over time as a student moves through the tiers of the TRM and thus along the curriculum curves continuum. This enables students the opportunity to access a broad, balanced, connected and dynamic offer, at all levels; and in time, become successful learners.

At all times a student's bespoke provision will be outlined in depth within their 'My Plan'. This folder is made up of four key documents:

- EHCP
- Trauma Profile
- Relational Support Plan
- Risk Assessment

The My Plan process ensures that educational, therapeutic and safeguarding information is integrated into curriculum planning, enabling staff to make informed decisions about how best to support each pupil's academic progress, personal development and emotional wellbeing.

7. Teaching and Learning

Teaching is delivered through consistent routines, clear expectations and strong relationships. Adaptive teaching ensures pupils can access learning successfully whilst remaining appropriately challenged. Staff use modelling, scaffolding, retrieval practice and regular checks for understanding to support progress over time.

7. The Four-Phase Curriculum Journey

Phase 1

Phase 1 provides the foundation for each pupil's educational journey at Fieldstone School. The curriculum prioritises safety, belonging, communication and engagement, recognising that many pupils arrive with significant gaps in learning and varying levels of readiness for

education. Through nurturing relationships, consistent routines and carefully structured learning experiences, pupils begin to develop confidence as learners and members of the school community.

The curriculum focuses on the development of early literacy, communication, numeracy, emotional regulation and independence skills, alongside a broad range of practical, creative and outdoor learning opportunities. Play, exploration, curiosity and hands-on learning are used to foster engagement and develop the fundamental knowledge, skills and behaviours that underpin future success. Personal development, communication and social interaction are embedded throughout the day, helping pupils to build resilience, self-awareness and positive relationships.

Phase 2

Phase 2 builds upon the foundations established in Phase 1 by strengthening pupils' academic knowledge, learning behaviours and personal development. The curriculum broadens pupils' experiences while continuing to provide the nurture, structure and support required for successful engagement in education.

Pupils access a broad and balanced curriculum that promotes increasing independence, responsibility and confidence across a range of subjects. Literacy, numeracy and communication remain central to learning, while greater opportunities are provided for pupils to apply their knowledge and skills across different contexts. Enrichment, outdoor learning, creative opportunities and community engagement support the development of cultural capital and personal interests.

As pupils progress through Phase 2, they are encouraged to become increasingly reflective learners, developing the confidence to take learning risks, solve problems, work collaboratively and contribute positively to their school community.

Phase 3

Phase 3 acts as a bridge between the lower phases and the more specialised pathways available within Phase 4. The curriculum becomes increasingly focused on preparing pupils for qualifications, future pathways and the wider demands of adulthood, whilst maintaining a strong emphasis on wellbeing, relationships and personal development.

Pupils continue to access a broad curriculum, with increasing opportunities to explore personal interests, career aspirations and areas of strength. Learning is designed to deepen subject knowledge, improve independence and strengthen the resilience required for successful transition into Key Stage 4 study. Careers education, Preparation for Adulthood and employability skills become increasingly visible throughout the curriculum, helping pupils understand how their learning connects to future opportunities.

Through enrichment, leadership opportunities, community engagement and wider experiences, pupils develop confidence, aspiration and a growing understanding of their own strengths, interests and ambitions.

Phase 4

Phase 4 represents the final stage of a pupil's journey at Fieldstone School and focuses on ensuring every young person is prepared for successful transition into further education, employment, training and adult life. The curriculum combines academic achievement, personal development and Preparation for Adulthood to ensure pupils leave Fieldstone with the knowledge, skills and confidence required for their next steps.

Pupils access a personalised pathway of accredited qualifications and vocational learning opportunities, including Functional Skills, GCSEs, BTECs and Entry Level qualifications, where appropriate. Learning is carefully tailored to individual aspirations, strengths and future goals, whilst maintaining high expectations and ambition for all pupils.

Preparation for Adulthood is central to the curriculum and is embedded through all aspects of school life. Pupils develop employability skills, financial awareness, communication skills, independence, decision-making and self-advocacy through both formal learning and real-world experiences. Careers education is delivered through the Futures curriculum and supported by employer engagement, college visits, work-related learning, enterprise activities and personalised transition planning.

The enrichment programme continues to play a significant role in broadening horizons and developing cultural capital, with opportunities designed to increase independence, community participation, leadership and personal responsibility. Pupils are encouraged to reflect on

their achievements, celebrate their progress and develop a clear understanding of the pathways and opportunities available to them beyond Fieldstone School.

By the end of Phase 4, pupils will be equipped not only with qualifications, but with the confidence, resilience, self-awareness and practical life skills needed to thrive in their chosen post-16 destination and to become active, successful members of their communities.

8. Literacy, Numeracy and Communication

Literacy, communication and numeracy are developed across all subjects.

Reading sits at the heart of our curriculum.

We aim to:

- Develop fluent readers
- Extend vocabulary
- Improve comprehension
- Promote reading for pleasure
- Support communication confidence

Intervention programmes are used where appropriate, including reading, phonics, communication and targeted academic support – we use the Read Write Inc scheme to support early reading.

9. Personal Development

Personal Development is integral to the Fieldstone curriculum. Through PSHE, enrichment, relational practice and wider curriculum experiences, pupils develop confidence, resilience, independence and social skills. The curriculum actively promotes British Values, SMSC development, online safety, healthy relationships and safeguarding awareness.

We also teach an explicit lesson named “Personal Development”, whereby students focus on their individual EHCP targets. At Phase 1 and 2, students work within their classes on a variety of activities. At Phase 3 and 4, students are able to choose from a range of activities that cater for a range of interests, working authentically towards their targets.

Personal Development is regarded as a curriculum entitlement for all pupils rather than an additional aspect of school life. Opportunities to develop confidence, independence, resilience and self-awareness are intentionally planned across all subjects, enrichment experiences and wider school activities.

10. Careers Education

Preparation for Adulthood begins from admission and is embedded throughout the curriculum – all of our students focus on Futures Education through our standalone subject “Enrichment” for one full day a week. Activities support personal development, community engagement, cultural capital, careers learning and wellbeing. Pupils participate in visits, outdoor learning, creative activities and experiences linked to their individual interests and aspirations. Pupils develop skills relating to independent living, community participation, employment and future education. Careers education is delivered through a structured curriculum aligned to the Gatsby Benchmarks, employer encounters, vocational learning, enrichment and transition planning.

The curriculum is mapped against the eight Gatsby Benchmarks and enables pupils to progressively develop career management skills, awareness of opportunities, employability skills and informed aspirations for the future.

Provision includes:

- Careers lessons
- Employer encounters
- FE encounters
- Workplace experiences
- Enterprise activities
- Labour Market Information
- Transition planning
- Alumni engagement

11. Assessment

Assessment is used to support learning and inform next steps. Baseline assessments, ongoing formative assessment, work scrutiny and pupil outcomes are used to monitor progress. Progress is recognised as individual and may be evidenced through academic achievement, engagement, attendance, independence, personal development and EHCP outcomes.

Reading is assessed through Read Write Inc, PM Benchmark Assessments, and STAR Reader.

Writing is assessed through No More Marking.

Mathematics is assessed through STAR Maths.

PSHE is assessed through bespoke start and end of topic baseline assessments using Kahoot.

Assessment information is used primarily to inform next steps in learning, evaluate curriculum effectiveness and identify where additional intervention or support may be required.

12. Enrichment, SMSC and British Values

The curriculum actively promotes:

Spiritual Development - Reflection, meaning and self-awareness.

Moral Development - Understanding right and wrong.

Social Development - Relationships, teamwork and participation.

Cultural Development - Understanding and respecting diversity.

British Values are embedded in all areas of school life (including assemblies, school council, and school parliament) through:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance

Enrichment forms a fundamental part of the Fieldstone curriculum and provides pupils with opportunities to apply their learning beyond the classroom. Through weekly enrichment experiences, educational visits, community participation, outdoor learning, enterprise activities and cultural experiences, pupils develop confidence, independence and Preparation for Adulthood skills.

The enrichment programme is carefully planned to complement the academic curriculum and is mapped against:

- Preparation for Adulthood outcomes
- Gatsby Benchmarks

- SMSC development
- British Values
- Personal Development objectives

Through these experiences, pupils develop cultural capital, broaden their aspirations and gain meaningful exposure to the wider world.

13. Safeguarding

Safeguarding is embedded throughout the curriculum. Pupils are taught how to keep themselves safe, recognise risk, seek support and develop healthy relationships. The curriculum reflects statutory safeguarding guidance and promotes a strong culture of safety and wellbeing.

Pupils learn about:

- Healthy relationships
- Mental health
- Online safety
- Personal safety
- Exploitation
- Risk management
- Help-seeking behaviours

14. Leadership, Quality Assurance and Review

Curriculum quality is monitored through a clearly defined annual quality assurance cycle. This includes subject reviews, phase reviews, learning walks, work scrutiny, assessment analysis, pupil voice and curriculum leadership meetings. Findings are used to inform school improvement priorities and curriculum development planning.

Leaders ensure curriculum quality through:

- Learning walks
- Work scrutiny
- Student voice
- Subject reviews
- Curriculum reviews
- Assessment analysis
- Staff coaching
- Governance reporting

Impact is evaluated through:

Academic Outcomes

- Progress
- Qualifications
- Reading outcomes

Personal Development Outcomes

- Attendance
- Behaviour
- Engagement
- Independence

Preparation for Adulthood Outcomes

- Destinations
- Careers readiness
- Employability skills

Stakeholder Feedback

- Pupil voice
- Parent feedback
- Staff feedback

15. Equality of Opportunity

All pupils have equal access to the curriculum regardless of need, background or starting point. Reasonable adjustments and adaptive approaches ensure pupils can participate fully and make meaningful progress.

16. Roles and Responsibilities

Headteacher and Governors - Strategic oversight.

Assistant Headteacher - Curriculum leadership and evaluation.

Site Leads - Implementation and monitoring.

Phase Leads - Phase-specific curriculum quality.

Subject Leaders - Subject development and monitoring.

Staff - Curriculum delivery and assessment.