



orchard
Education

Curriculum Policy

Orchard Education Ltd
1 Sargon Way
Great Grimsby Business Park
GRIMSBY
North East Lincolnshire
DN37 9PH

01472 898498

Curriculum Policy

CONTENTS

1. Introduction/Background
2. Assessment, progress tracking, monitoring and review
3. Curriculum planning, teaching and learning
4. Curriculum areas

1. Introduction/Background

At Orchard we pride ourselves on providing education that is engaging and innovative. We will always consider the SEMH and SEN needs of our learners and understand that they have not all had the best educational experience previously. We aim to inspire our learners to believe in their full potential, build confidence and resilience, and where appropriate provide a pathway to reintegrate back into mainstream education. Our tutors provide motivation, support and guidance to our learners in every way possible to cater for their educational, social and emotional needs whilst overall raising their aspirations and personal self-esteem.

The school's restorative culture underpins all aspects of planning including curriculum intent, implementation and assessment supporting individuals to reach their full potential. Practices ensure that learners are fully supported with diverse opportunities to succeed where they have experienced difficulty or failure in the past; examples of these are our stepping stones programme and POOLS sessions, timetabled "Myspace" and "Aspire" sessions that facilitate reflection and creates opportunities to develop resilience to aid progression and achievement. This enables a virtuous circle of reflection, action, achievement, resilience and increased confidence promoting engagement and the love of learning.

Through a varied and differentiated curriculum we aim to teach learners how to grow into positive, responsible young people that can not only have a positive impact on our local community but can successfully transition into further education, employment, volunteering and adulthood. We value the spiritual and moral development of each person, as well as their intellectual and physical growth – the ability to participate positively in society is also at the heart of our planning. The development of social skills is promoted through our "Talkabout" programme where elements such as self-esteem and self-awareness, body language, the way we talk, conversation and assertiveness are explored and progress evidenced. Academic social rewards outings give learners the opportunity to practise their skills in external situations with the support and care of our skilled staff team.

The curriculum promotes achievement and success regardless of starting point to build confidence and engagement, the core curriculum is differentiated to ensure that all learners have the opportunity to achieve fully at their level and we use a **Foundation** (pre entry/entry level 1) **Bronze** (Entry Level 2), **Silver** (Entry Level 3), **Gold** (Level 1) and **Platinum** (Level 2) system to distinguish expectations with the opportunity for those most able to grow and achieve at a higher level to access a GCSE programme in both Maths and English. We also support progress and achievement through our "Stepping stones" programme where individual learners master their current level through **S**(upported) **T**(entative) **E** (xcel) **P**(erfection) stages with their development monitored closely and recorded regularly prior to advancing to the next level when fully mastered.

(Appendix 1)

2. Assessment, progress tracking, monitoring and review

Upon joining Orchard learners undertake formal initial assessments in English, mathematics and ICT. The results from these assessments are used to enable the school to plot an expected progression “flight path” calculated by using their starting point as a pre-cursor to previous educational attainment. This enables us to plot individualised developmental targets in each of the core subjects based on learners’ individual need and starting point.

Considering learners’ previous educational experiences, it is also important that the class team holistically assess learners as a continuation of the initial assessment process. The combination of the formal initial assessment and the holistic view are used to inform differentiation of the learners' classroom work.

During timetabled lessons, learners are assessed using a variety of formative and summative methods. Summative assessment is captured within bespoke subject specific workbooks, assessed by the tutor and recorded on a progress tracker at their level using a RAG rating system, with specific developmental feedback provided (WWW/EBI). (*Appendix 6*) For core subjects (maths, English and ICT) every learner has a “stepping stones” workbook where specific outcomes are tracked in relation to level of support needed/mastery for each outcome before a learner progresses to the next level. Learners are supported to develop in specific areas through timetabled personalised provision in the form POOLS (**P**racticing **o**ur **o**utstanding **l**earning **s**teps) lessons.

At the end of each term progress is updated and analysed by SMT to ensure that every learner is making progress consistent with their flight path. Any identified inconsistency with the predicted flight path is highlighted and an internal specialist intervention referral made if necessary. This supports strategies to enable individuals to get back on track. (*Appendices 3, 4 & 5*)

At KS4 learners will complete an NCFE paper-based exam (E1-E3)/electronic based (L1/L2) in Maths, ICT and English reading, writing and speaking and listening. They have the opportunity to undertake exams three times a year whilst at the Orchard to support progression, exam confidence and preparation for further education.

Learners undertaking the schools GCSE programme will engage with a 2-year bespoke curriculum that has periodic internal assessments and summative national exams in the summer of year 2, resulting in an external numerical grade from 1 – 9.

3. Curriculum planning, teaching and learning

The long term plan for the school is reviewed annually in consultation with the tutor team, taking into consideration any global/environmental/technical/policy changes and feedback/reflection from delivery of each subject area. From the LTP, school bespoke schemes are developed, and from these, specific lesson plans and resources produced. We utilise a shared planning approach at Orchard where subject specialists work on a particular area to plan and share with colleagues. The approach to planning for teaching and learning is to ensure that all learners receive a broad offer, appropriate to supporting progression and achievement of personal targets, and that the planning itself is wherever possible hands on and experiential. This approach also enables teaching staff to maintain a manageable workload and facilitates a positive work/life balance. The KS3 & KS4 curriculums are planned together to facilitate an offer that supports learners to build upon prior knowledge. Through a creative curriculum, learners will face the challenge of debate and study that will foster recognition and sympathetic awareness of the beliefs and values of others, improving all learners' awareness of the world in which we live. Where relevant and possible, learners take part in a wide variety of educational visits and field trips to broaden their experience of different locations and situations and glean learning from real life experience.

Within Maths and English the KS3 curriculum prepares learners for their own pathway at KS4 – either functional skills or GCSE dependent upon ability.

4. Curriculum Areas

Please refer to the Long-term plans for subject specific areas and content.

a) English

English is a subject in its own right, and it is an essential foundation for success in all subjects. Developing the core skills of reading and writing, vocabulary development and spoken language is essential for a learner's chance to progress.

KS3 curriculum aims – To instil the core skills of reading and writing, vocabulary development and spoken language. This aims to compliment previous knowledge and work towards skills needed to succeed at KS4. Reading a variety of increasingly challenging texts will enable learners to access either pathway of Functional Skills English, or GCSE English Language. The curriculum will support learners to:

- Develop reading skills.
- Write accurately and effectively using Standard English and level appropriate spelling and grammar – plan, draft, edit and proof-read.
- Build on their vocabulary and understanding of more complex words.
- Speak and listen confidently and effectively.

KS4 curriculum aims – To expand on and further their knowledge of the key skills covered in KS3 to support learners to:

- Develop reading skills.

- Write accurately, fluently and effectively at length using Standard English and level appropriate spelling grammar – plan, draft, edit and proof-read.
- Write using an informed personal response.
- Build on their vocabulary from KS3 and use it effectively.
- Speak and listen confidently and effectively using personal opinions and the opinions of others.

b) Mathematics

Functional Skills Maths

A key aim for Functional Skills mathematics is that it enables learners to gain confidence and fluency in, and a positive attitude towards, mathematics. Learners will convey their confidence in using mathematics when they can demonstrate a sound grasp of mathematical knowledge and skills and apply it to solve mathematical problems. It develops behaviours such as persistence, resilience and logical thinking as learners apply mathematical tools and approaches.

The Functional Skills qualifications provide a foundation for progression into employment or further technical education and develop skills for everyday life.

The content will introduce learners to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life. It enables learners to develop an appreciation of the role played by mathematics in the world of work and in life generally.

GCSE Maths

It encourages learners to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. It also provides a strong mathematical foundation for learners who go on to study mathematics at a higher level post-16.

This planning enables learners to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The problem solving at the heart of mathematics learning, helps learners tackle everyday mathematical problems whilst studying and after obtaining the qualification. It encourages the teaching of links between different areas of the curriculum by targeting questions that cover the content from different subject areas within mathematics.

c) ICT

ICT develops the learners' knowledge, skills and understanding with a key focus on the development of effective communication skills and encourages them to demonstrate their skills in using ICT systems, finding and selecting information, developing, presenting and communicating information in a range of contexts and for various purposes. Based on the digital skills guidance, ICT planning provides learners with a solid understanding of types of hardware, common software, staying safe on-line and appropriate use, in addition to using technology to undertake key practical functions such as job applications, on-line banking and transactions and communication.

d) Stepping Stones/POOLS (*Appendix 2*)

To support individual learners improve on specific Maths, English and ICT skills and techniques and enable them to progress through stages (supported, tentative, excelling, perfection) and ultimately advance onto the next level. The sessions comprise POOLS (Practising Our Outstanding Learning Steps) with activities planned and executed in a creative, engaging and multi-functional way. Stepping stones is interwoven into all curriculum subject areas.

e) Science

Orchard's science offer is broad and varied and reflects the interests and capabilities of the learner cohort. Learners can access a wide variety of science curriculum topics ranging from cellular development to space and the solar system. All the topics are relevant to the learner understanding of scientific theory, evidence and analysis comprehension. In addition, there are multiple practical investigations to encourage scientific thought and engagement.

We have strategically invested in resources and planning expertise to ensure that learners receive a quality experience in a number of key areas. Wherever the opportunity presents, planning for scientific topics embeds key outcomes for NCFE accreditation enabling learners to work towards either an Award or Certificate at Entry level 3 (Occupational Studies for the Workplace)

f) PHSE

The aim of our PHSE offer is to educate and support individuals to lead safe and healthy lives, make informed choices regarding social and personal issues and develops the necessary skills to manage their next step, lives and aspirations. Our PHSE curriculum includes a robust RSE offer and learners are able to work towards accreditation at both KS3 and KS4. For more detail please refer to the [RSE-PSHE policy](#).

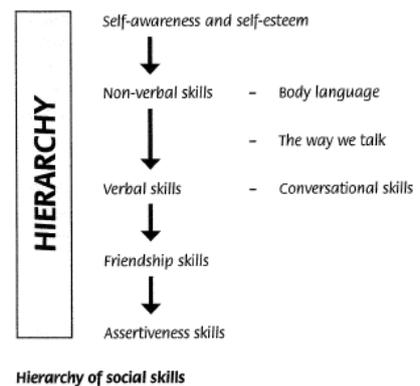
g) Human and Social

Encompassing both History and Geography, the Human and Social curriculum helps learners to understand their world in the context of people and places, resources and environments across the globe, and gain a solid knowledge around key historical events, locally and internationally that have effected changes in society over time.

h) Social Skills (Talkabout)

A significant part of a young person's life is spent interacting with other young people. However, not all young people develop social skills naturally.

The Talkabout programme uses a hierarchical approach to teach these skills as shown in the graphic below.



The programme uses a baseline assessment followed by structured classroom activities to develop a young person's social skills. A simple assessment method also measures the impact of the intervention.

We aim to develop young people's self-awareness and self-esteem so that they build core skills for maintaining friendships, resilience and emotional wellbeing.

i) PE

Physical education includes a wide range of individual, paired and team activities, to promote physical health and wellbeing, teamwork and spirit and problem-solving skills.

j) Aspire/Choosing Time

This is time within the timetable ringfenced to provide learners with an opportunity to catch up on any academic work and enable them to achieve their weekly social/academic reward. Where all work is fully completed to the standard at their level, they can choose a social activity to take part in with their peers.

k) Personalised learning programme (PLP)

We offer a variety of vocational based options that learner can select on a half-termly basis to explore own interests and potential career options. These include:

- Joinery
- Brickwork
- Hairdressing and Beauty
- Outdoor physical education
- Animal Care
- Basic Horticulture
- Tech-club
- Basic cookery skills
- Music
- Creative art

l) Therapeutic interventions

There are a number of therapeutic interventions planned and embedded within bespoke timetables for learners such as Lego therapy, Art therapy, CBT, one to one counselling sessions, access to safe faces and quiet working provision with the aim of underpinning educational activities and access to different aspects of the curriculum.

This policy will be reviewed annually by SMT/SLT member or area specific school advisory panel member

	Initial	Review 1	Review 2	Review 3	Review 4
Signed		Mike Burton	Mike Burton	Mike Burton	Becky Genney
Position		Director	Director	Principal/Director	Principal
Date		06/09/18	05/09/19	19/8/20	28/08/21

Appendices

1. STEP lesson plan template
2. POOLS session plan template
3. STEP tracker template
4. Example flight path
5. Stepping Stones intervention referral
6. Orchard Marking and Feedback Policy

Lesson Plan

Title:		Module:		Topic:		Tutor:				
Date:	Day:	Time:	Duration:	Venue/Room:		No of Learners:				
Lesson Learning aims:										
Learning Objectives:						Learner initials	S	T	E	P
All learners will be able to: (Bronze)										
Most learners will be able to: (Silver)										
Some learners will be able to: (Gold)										

Individual learners will be able to: (Platinum)

Group Profile:

Stage/ Time	Tutor / main learning activity	Support role	Learner outcomes	Resources	Assessment Methods	Links to wider curriculum areas
1	<u>Introduction - Aim & Objectives</u>					
2	<u>Starter</u>					
3	<u>Underpinning Knowledge</u>					
4	<u>Formative Assessment</u>					
5	<u>Summative Assessment (Workbook)</u>					
6	<u>Plenary</u>					

Links to wider curriculum areas:

GENERAL

PSD – Personal social development

E&D – Equality and Diversity

BV – British Values

ENGLISH

RE – Reading

WT – Writing

SL – Speaking and listening

MATHS

N – Number

MSS – Measure shape and space

HD – Handling data

POOLS (Practising Our Outstanding Learning Steps)

Date: _____

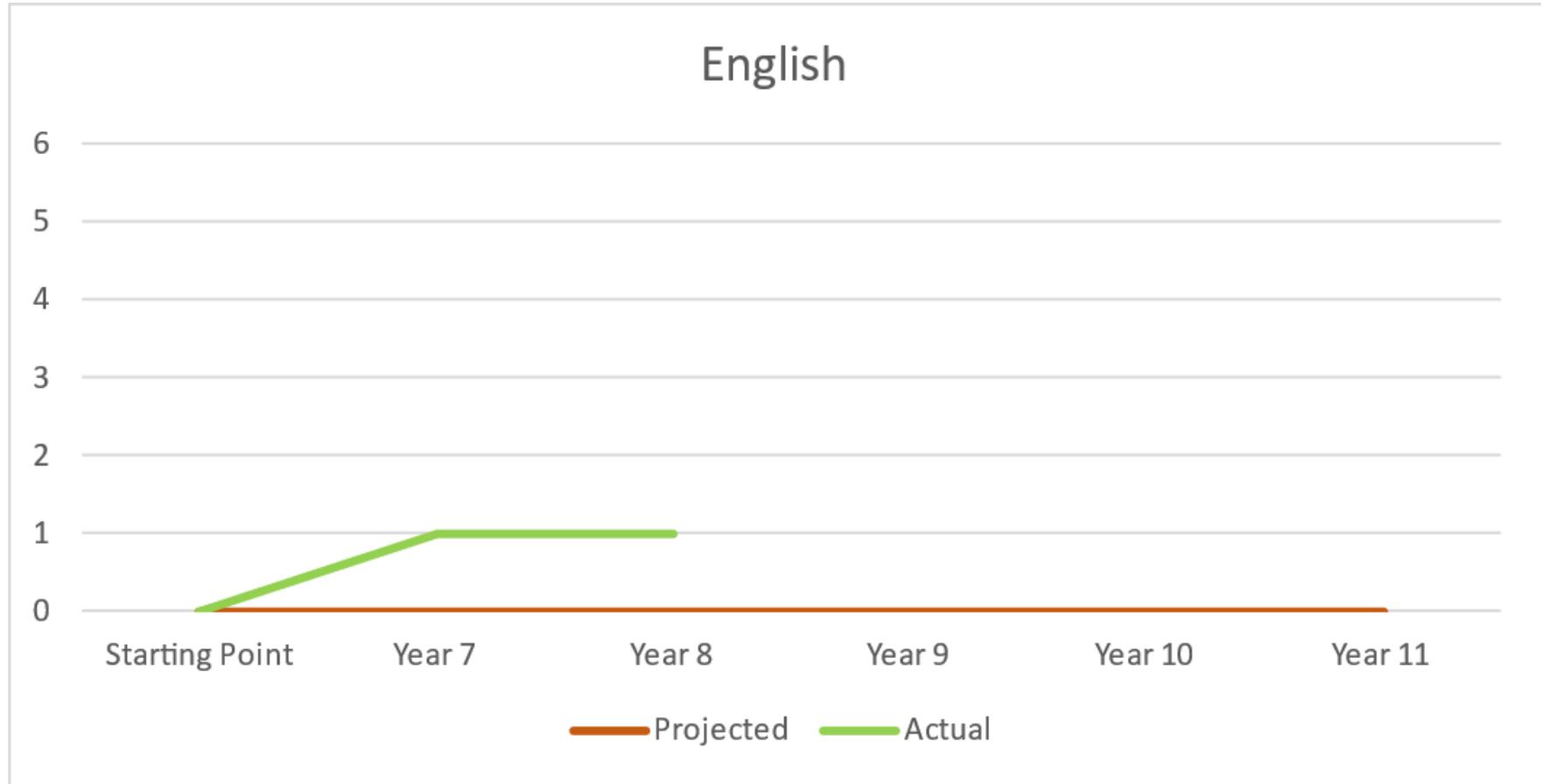
Learner Name	Theme	Support Level	Task

(Appendix 3)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH										
1	 <h2 style="text-align: center;">Topic Tracker</h2>																																											
2	S				T				E				P																															
3	Stepping Stones - English																																											
4	Year 2021																																											
5	Learner Name																																											
6	FOUNDATION																																											
7		Use full stops correctly at the end of a sentence	Use capital letters at the start of a sentence	Use a capital letter for the personal pronoun 'I'	Use lower case letters correctly	Write the letters of the alphabet in sequence in lower case	Write the letters of the alphabet in sequence in upper case	Spell words correctly from the expectations list (appendix 1)	Write simple sentences	Read words correctly from the expectations list (appendix 1)	Read simple sentences containing one clause	Read a short piece of text on a simple subject	Answer simple questions after reading a short text	Say the names of the letters of the alphabet	Extract the main information from short statements	Follow single step instructions	Ask for an instruction to be repeated	Ask straightforward questions, using the correct language	Respond to questions about a specific topic	Make clear statements about own opinions	Participate in a simple discussion with another person																							
8	Bronze																																											
9		Use full stops correctly	Use capital letters at the start of a sentence	Use capital letters for proper nouns (e.g. names, places, days of the week, months of the year)	Use question marks correctly	Use exclamation marks correctly	Form regular plurals (add an -s)	Spell words correctly from the expectations list (appendix 2)	Write compound sentences using common conjunctions (e.g. and, because)	Use adjectives (describing words)	Read words correctly from the expectations list (appendix 2)	Identify the main point of a text	Answer multiple choice questions after reading and understanding a text	Use a dictionary to find the meaning of words (appropriate to the level)	Read sentences with more than one clause (more than one group of words with a subject and verb)	Use illustrations, images and captions to locate information	Ask questions	Respond appropriately to a question someone asks me	Communicate my feelings about a topic	Communicate my opinions about a topic	Make appropriate contributions to a group discussion																							
10	Silver																																											
11		Use commas correctly	Form irregular plurals	Use correct subject-verb agreement	Use tenses consistently	Use the definite and indefinite articles correctly	Spell words correctly from the expectations list (appendix 3)	Sequence writing logically	Include appropriate level of detail	Write to a specified length	Use headings	Use bullet points	Write in compound sentences	Write in paragraphs	Use the correct format and structure for a written text (e.g. a letter, email)	Read words correctly from the expectations list (appendix 3)	Use the first, second and third place letters to sequence words in alphabetical order	Identify the purpose of a text	Answer multiple choice questions from comprehension of a text	Write in simple and compound sentences in response to questions about a text	Use a dictionary to find the meaning of words (appropriate to the level)	Use a contents page	Use an index page	Extract information from straightforward explanations	Ask concise questions	Communicate information about a topic	Communicate my opinions clearly about a topic	Respond appropriately to questions on a range of topics	Make relevant contributions to a group discussion	Respect turn-taking	Respond to other people's points of view													
12	Gold																																											
13		Use possessive apostrophes correctly	Use apostrophes for contractions correctly	Use different tenses consistently	Spell words used most often in work, study and daily life, including specialist words	Communicate information and opinions coherently	Write to a specified length (a maximum of 200 words)	Write for a given purpose and audience by using appropriate vocabulary and features	Write in complex sentences	Write in paragraphs	Use correct format and structure for a written text (e.g. a formal letter, report)	Use a paper-based or online thesaurus to widen vocabulary in writing	Identify the main points of a text	Recognise instructional texts and identify the vocabulary and features of this type of text	Recognise descriptive texts and identify the vocabulary and features of this type of text	Recognise explanatory texts and identify the vocabulary and features of this type of text	Recognise persuasive texts and identify the vocabulary and features of this type of text	Infer meaning from images in texts	Compare information, ideas and opinions	Distinguish between fact and opinion	Use a range of reference materials	Use an index page	Use subheadings to locate information	Identify lines of argument in a presentation	Ask questions to obtain specific information	Give a detailed response to a question	Communicate my opinions accurately about a range of topics	Express my opinions and support them with evidence	Use appropriate phrases, dependent on the audience and purpose	Respect turn-taking	Use language to interject													
14	Platinum																																											
15		Use colons correctly	Use inverted commas correctly	Use quotation marks correctly	Consistently use a range of tenses correctly	Use modal verbs to express probability or desirability (e.g. could, should, may, might)	Spell words used in work, study and daily life, including a range of specialist words	Communicate information, ideas and opinions clearly, coherently and effectively	Write text of an appropriate level of detail and of appropriate length (about 250 words) to a specified purpose and audience	Use appropriate format and structure (e.g. bullet points, tables, templates)	Use organisational markers (e.g. next, finally, however)	Use language and register appropriate to evidence persuasive techniques	Use specialist words when necessary	Identify the different situations when the main points are sufficient and when it is important to elaborate	Compare information, ideas and opinions in different texts, including how they are presented	Identify implicit and inferred meaning in texts	Identify the relationship between textual features and devices	Use a range of reference materials	Use organisational features and to locate relevant information	Analyse texts, recognising their use of vocabulary and identifying levels of formality	Identify different styles of writing and writer's voice	Use research skills to prepare for a discussion or presentation on a given topic	Identify relevant information from extended explanations or presentations	Follow narratives and lines of argument	Respond effectively to detailed or extended questions and feedback	Make requests and ask detailed and pertinent questions to obtain specific information	Communicate information, ideas and opinions clearly and effectively, providing further information	Express opinions and arguments and support them with relevant and persuasive evidence	Make relevant and constructive contributions to move discussion forward	Adapt contributions to suit audience, purpose and medium	Interject and redirect discussion using appropriate language and register													
16																																												
17																																												
18																																												
19																																												
20																																												
21																																												
22																																												

(Appendix 4)

Example Flight Path



Intervention Referral

Learner name:

Class tutor:

Date:

The learner is being referred for (please tick the relevant box/es):

English intervention	
Mathematics intervention	

Why does the learner need an intervention?

Reason:
Evidence:

Stepping Stones outcome/s to be covered:

Strategies already implemented:



Marking and Feedback Policy

Orchard Education Ltd
1 Sargon Way
Great Grimsby Business Park
GRIMSBY
North East Lincolnshire
DN37 9PH

01472 898498

Rationale

Every member of staff working with Orchard students is responsible and accountable for correcting and developing English language skills across all subjects. We have a policy of marking 100% of learner work completed and provide accurate, relevant, personal and developmental feedback to support progression.

Writing, Speaking & Listening & Reading

Writing – we encourage:

- Correct grammar
- Correct punctuation
- Planning of written work
- Correct sentence structures
- Solid spelling
- Using the correct tense (past, present, future)
- Correct subject-verb agreement e.g. verb 'to be' = I am, it is, you are, we are, they are, etc.

Speaking & Listening – we encourage:

- Speaking formally (how, when and where)
- Speaking informally (how, when and where)
- Speaking in a group
- Listening to others' opinions without interrupting
- Contributing appropriately to a discussion
- Asking questions based on information presented
- Answering questions with a thought-out response
- Presenting independently (this could be in the form of 'show and tell')

Reading – we encourage:

- Use of phonics to support reading development
- Reading aloud
- Reading independently
- Strategies to deal with difficult words
- Making sense of whole texts
- Summarising whole texts in their own words
- Developing opinions of texts
- Extending vocabulary

Marking Guidance

How will we evidence the marking of written English?

We will use the Orchard marking codes indicated on the **English Marking Codes** sheet provided. Each student will have access to the marking codes through classroom displays/handouts.

We will mark positive achievements and areas for development in **Green** ink.

How will we show improvement of students' written English in their workbooks?

Students will be given the opportunity to correct any mistakes that have been highlighted by the teacher/tutor within three areas –

1. Evidence over time throughout learner's workbooks
2. Completion of targeted work/task setting
3. End of half term subject specific assessments (Orchard internal assessment tool)

Assessment & Feedback

How will we evidence, regularly assess and provide feedback of students' work?

Students work will be regularly assessed in many different formats to ensure appropriate progress and feedback is given to ensure all learners achieve their full potential. Assessment will be in 3 different forms –

1. Daily throughout workbooks, task sheets & vocational booklets.
2. Half termly through subject specific internal assessment tool.
3. Termly assessment of the core elements of our curriculum, Maths, English & ICT.

Additional strategies we will utilise where appropriate:

- a) Self-assessment to encourage active learner involvement in assessing own strengths and steps needed to achieve learning outcomes and progress. Specific displays are placed in each classroom.
- b) Peer assessment to develop understanding of what is required to be successful and how to make judgements that are fair and accurate.
- c) Online resources to engage learners in an alternative form of learning that provides instant and visual feedback.
- d) Tailored 1:1 interventions with SENCO/Subject Specialist to bridge the gap.

Orchard Mark Scheme

Marking Symbol	Explanation
O	Circle incorrect or missing punctuation points, give examples of correct punctuation.
Sp	Incorrect spelling
<u>We was wrong</u>	Underline a word or phrase showing grammatical mistake
?	Meaning unclear
//	New paragraph
Cp	Capital Letter (missing)
Lc	Capital letter incorrectly used – to be changed to lower case

Orchard Feedback Scheme

We will further give personalised written feedback to learners specific to the piece of work assessed through:

- **WWW** – What went well... detailing positive feedback on the work completed.
- **EBI** – Even better if ... detailing developmental feedback so learners are clear on how they can improve.
- **PP** – Positive Progression... Detailing achievement of work at a higher level than expected/assessed (to be given in purple Ink)

