



orchard
EDUCATION

Curriculum Policy

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1. Introduction/Background

At The 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 Steppingstones 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.

The school prioritises class groupings by social accessibilities and the ability to interact with the class, create and maintain flourishing friendships with the aim that each learner placed in a class can access the environment both socially and educationally complemented by a consistent classroom delivery model. Cohorts are grouped KS3 and KS4. At KS3 learners access a 3-year rolling curriculum and KS4 access a 2-year rolling curriculum.

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. Social academic 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 Language. 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 The 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 "Steppingstones" booklet 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-class interventions in the form of POOLS (Practicing Our Outstanding Learning Steps) 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 controlled-assessment (E1-E3)/ paper-based or online external assessment (L1/L2) in Mathematics, ICT and English reading, writing, and speaking, listening and communication. 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 long-term plan, bespoke schemes of work 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 Mathematics and English, the KS3 curriculum prepares learners for preparation of 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

Functional Skills 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.

Phonics

At The Orchard, learners will undertake an initial baseline assessment which will outline the set 1, 2 and 3 sounds secured, and next steps for learning.

Read Write Inc phonics sessions are delivered to learners whose phonics baseline assessments identify they require phonic support to be continued into their secondary education journey. Learners will follow the *Read Write Inc* phonics programme which supports the application of phonics to reading, spelling and writing.

The *Read Write Inc* phonics programme has been tailored to the individual needs of The Orchard's learners; sequential teaching through set 1, 2 and 3 sounds is delivered through short, repetitive sessions to plug gaps in learners' phonological knowledge, enabling progression through the scheme at their own pace.

The Orchard's phonics sessions focus on 5 key elements:

- A recap of previously learned sound.
- An introduction of a new sound (identified from phonic assessment).
- Reading words containing identified sound.
- Writing words containing identified sound.
- Retrieval and recall.

The development of vocabulary and language comprehension is implicitly interwoven into the Literacy curriculum to support all aspects of reading. Research outlined within *The Reading Framework* supports the importance of non-fiction texts in relation to vocabulary development, positive development of children's beliefs and attitudes and offering experiences beyond the immediate and local. As part of The Orchard's approach to teaching phonics and early reading, learners read both fiction and non-fiction *Read Write Inc Ditty Books*.

Learners who do not require phonics input will participate in RISE (reading, inference, SPAG experience) where teaching staff will tailor bespoke delivery and activities to the individual needs of the learner.

GCSE English Language

GCSE English language is designed on the basis that learners should read challenging texts from the 19th, 20th and 21st centuries. Each text will represent a substantial piece of writing, making significant demands on learners in terms of content, structure and the quality of language. The texts, across a range of genres and types, will support learners in developing their own writing by providing effective models. The texts will include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism.

It enables learners to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately

- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language, and use spoken Standard English effectively.

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, transactions and communication.

d) Stepping Stones/POOLS (Appendix 2)

To support individual learners to 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/RSE

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 to become responsible and productive members of society. 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.

The programme uses a baseline assessment followed by structured classroom activities to develop a young person's social skills. Social skills are put into practice during school social time and social academic reward trips such as ordering a meal, participating in a social sporting activity. 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 developing confidence and competence in a wide range of individual, paired and team activities, to promote physical health and wellbeing, positive mental health, teamwork and problem-solving skills.

j) Aesthetic and Creative Art

The aesthetic and creative arts curriculum will give learners experiential involvement with different art mediums including, drawing, painting, printing, collage, sculpture and photography. Learners will study a variety of artists with a different focus, embedding historical, geographical, cultural, personal and social development. This provides knowledge and skills to support progression into further education and adulthood to develop a lifelong love of the creative arts and potential careers within the sector of art.

k) BTEC Home Cooking Skills

This qualification is available to our Key Stage 4 cohort at level 1 and level 2. The qualification puts learning into the context of the world of work, giving learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical

approach means learners build the knowledge, understanding and skills they need for career progression or further study.

Learners will develop:

- knowledge, understanding and confidence to cook meals at home
- an understanding of how to economise when planning a meal
- an ability to transfer skills learned to different recipes
- an ability to inspire others by transferring that knowledge.

l) 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.

m) Personalised Learning Programme (PLP)

Each class team will tailor a bespoke PLP offer to meet the needs of learners in the class. The offer will be a variety of vocational based options where learners can explore own interests, potential career options and life skills. These may include:

- Outdoor physical education
- Road safety skills
- Managing a home
- Caring for an infant
- Hairdressing and beauty
- Animal care
- Basic horticulture
- Tech-club
- Basic cookery skills
- Music
- Creative art

n) 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.

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

(Appendix 1)
Lesson Plan



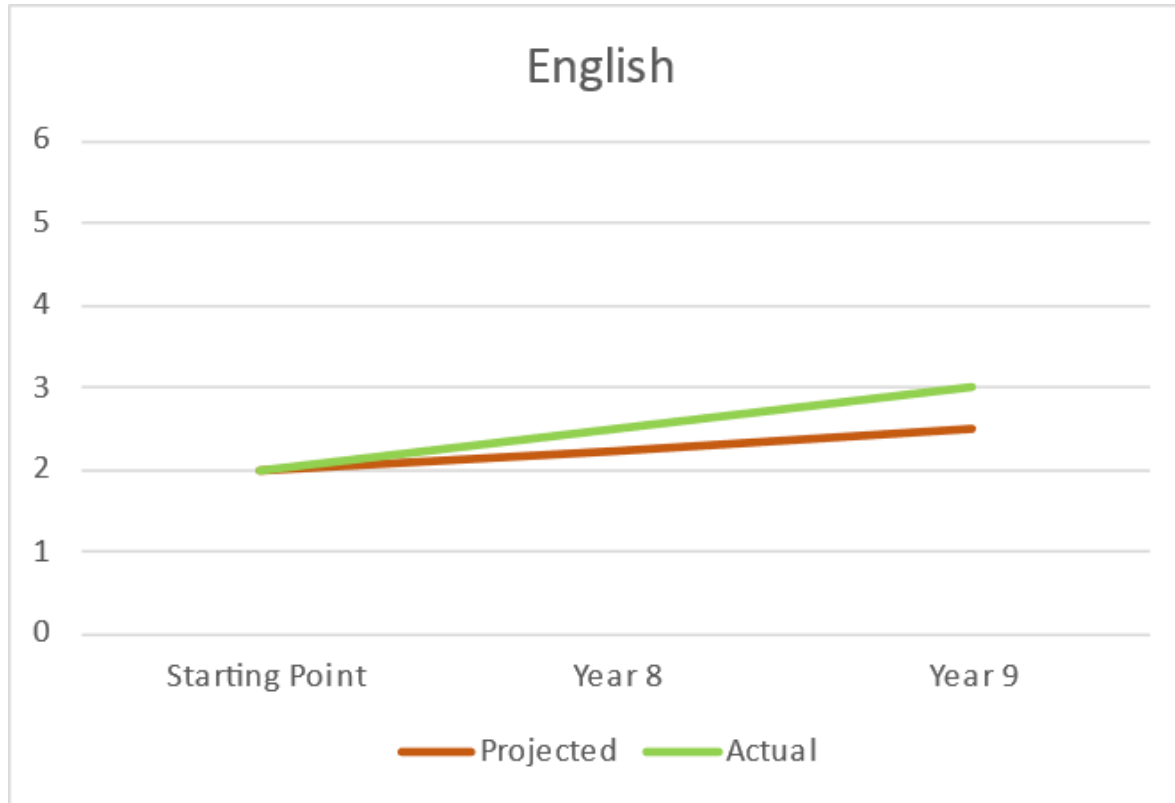
| | | | | | | | | | | | |
|--|-------------|--------------------|-------------|-----------|-----------------------|-------------------------|----------------------|-------------------------|------------|----------|----------|
| Subject: | | Unit Title: | | | Tutor/Teacher: | | | No. of Learners | | | |
| Date: | Day: | Time: | | | Duration: | | | Venue/Classroom: | | | |
| Lesson Learning aims: | | | | | | | | | | | |
| Learning Objectives: | | | | | | Learner initials | | S | T | E | P |
| All learners will be able to: 1. | | | | | | | | | | | |
| Most learners will be able to: 2. | | | | | | | | | | | |
| Some learners will be able to: 3. | | | | | | | | | | | |
| Individual learners will be able to: 4. | | | | | | | | | | | |
| Assessment Methods: | | QA | Observation | Written | Witness Statement | Essay | Summative Assessment | Poster | Assignment | | |
| | | Discussion | Debate | Peer obs | Picture | Exam | Group Work | Checklist | Workbook | | |
| | | Case Study | Roleplay | Worksheet | Video | Audio | Interactive resource | Simulation | Other | | |

(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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | <h3 style="text-align: center;">Stepping Stones - English</h3> <p style="text-align: center;">Year 20/21</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Learner Name | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | <p>FOUNDATION</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 expectation list (appendix 1) | Write simple sentences | Read words correctly from the expectation 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 | <p>BRONZE</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 expectation list (appendix 2) | Write compound sentences using common conjunctions (e.g. and, because) | Use adjectives (describing words) | Read words correctly from the expectation 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | <p>SILVER</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | | 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 expectation 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 expectation 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 | | | |
| 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | <p>GOLD</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | | 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 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 interact | | | | |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | <p>PLATINUM</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | | 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 suit the purpose | 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 be more detailed | 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 where appropriate | 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 | | | |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

(Appendix 4)

Example Flight Path



Intervention Referral

| | |
|---------------------|--|
| Learner Name | |
| Class Tutor/Teacher | |
| 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:

| |
|--|
| |
| |
| |

(Appendix 6)

Marking and Feedback Policy

Rationale

Marking should provide constructive feedback to every learner, focusing on success and improvement needs against learning outcomes: enabling learners to become reflective and helping them close the gap between current and desired performance.

The marking policy should be seen as part of the cycle of effective assessment which includes using learning objectives, quality questioning and quality feedback both oral and written.

Marking is most effective when it is:

- Simple
- Appropriate to age and ability
- Helps learners know what they have done well against learning objectives
- Clearly shows how to improve
- Supports self-assessment
- Is timely for learners to act on feedback

The aim of the school policy is to ensure that learners are encouraged to value feedback, and to know that it is addressed to them individually and specifically tailored to help them learn, improve, and achieve.

To help achieve this aim, the marking policy will be applied consistently across all the school sites and all subjects.

The objective of the policy is to raise learner achievement and accelerate rates of progress against individualised targets.

The judgement on the effectiveness of the marking policy rests on the impact that marking and feedback have on learners' progress. The following points are considered as indicators of effective marking and feedback:

- learners showed that they understood the purpose of the marking or feedback was individually tailored to their needs in order to help them develop academically.
- teachers' handwriting is easy to read, and all spelling, grammar and punctuation is correct.
- marking recognises successes against the learning objective and helps learners understand what they have done well.
- teachers provide constructive feedback to learners so that they can identify and understand how they can improve their learning.
- action points for improvement are given, that specifically relate to instances in the marked work and give opportunities for learners to close the gap to have a positive impact on their personalised Steppingstones targets.
- teachers use assessment to check on how well their teaching is achieving the learning objectives and adjust their teaching accordingly.
- learners will be able to articulate what they need to do in order to progress.

Every member of staff working with Orchard learners 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 providing accurate, relevant, personal, and developmental feedback to support progression.

Writing, Speaking, and Listening and 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 learner 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 learners' written English?

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

- Evidence over time throughout learner's workbooks
- Completion of targeted work/task setting during lessons
- Individualised learning activities in POOLS sessions/STEP tracker

Assessment and Feedback

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

Learners' 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 three different forms –

1. Verbal and written daily feedback through workbooks, task sheets, and vocational booklets.
2. Live marking - teachers' movement around the classroom to routinely, systematically check learners' completion of work in relation to the learning outcomes and the opportunities for 'in the moment' feedback that this provides. The teacher should circulate around the room as learners are working in order to:
 - check that all tasks are completed.
 - check that the quality of work is at the required standard.
 - provide verbal feedback or make notes to correct misconceptions and/or guide learners on next steps.
3. Termly through the Steppingstones assessment tool.

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 intervention with SENDCo/Subject Specialist to bridge the gap.

The Orchard Mark Scheme

| Marking Symbol | Explanation |
|---------------------|---|
| ○ | 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).