



## 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 provide a positive journey on to post-16 education and prepare them for adulthood. Our tutors provide motivation, support, and guidance to our learners in every way possible to cater for their educational, social, and emotional needs whilst raising their aspirations and personal self-esteem overall.

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 previously experienced difficulty or failure in the past. Such practices, 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 accessibility 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 and collaborative 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 adaptive 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. Our weekly The Orchard in the Community gives learners the opportunity to practise these 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 adapted to ensure that all learners have the opportunity to stretch and challenge beyond their current working level. To achieve this, 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 by utilising the NCFE Functional Skills learning outcomes in English, Math's, and ICT. (*Appendices 1&4*) GCSE programmes in Mathematics and English are provided for those more able to be able to grow and achieve at a higher level.

## 2. Assessment, Progress Tracking, Monitoring and Review

Upon joining The Orchard, learners undertake formal initial assessments in Reading, Writing and Mathematics. 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. In order to effectively monitor/evaluate learners' progress and identify/close gaps in learning, there are three assessment windows (Autumn 1, Spring 1, and Summer 1) throughout the academic year.

At the end of each term, progress is updated and analyzed by SLT to ensure that every learner is making progress consistently with their flight path. Any identified inconsistency with the predicted flight path is highlighted in termly Supervision Meetings whereupon either a bespoke in-class focus is suggested or an internal specialist intervention referral made if necessary. This supports strategies to enable individuals to get back on track. (*Appendix 6*).

During timetabled lessons, learners are assessed using a variety of formative and summative methods (*Appendix 1*). Summative assessment is captured within bespoke subject specific workbooks, assessed by the tutor, and recorded on a progress tracker at their level using a rating system, with specific developmental feedback provided in the form of an EBI (*See Marking and Feedback Policy*).

For non-core subjects, learners will complete a pre and post unit quiz (in a variety of formats) to track progress and attainment in all areas of our curriculum. Such quizzes are subject specific and include planned content for the unit of work. Learners are supported to develop in specific areas through timetabled personalised provision / in-class interventions in the form of a weekly POOLS (**P**racticing **O**ur **O**utstanding **L**earning **S**teps) lesson. (*Appendix 3*)

At KS4, learners will complete an NCFE paper-based controlled-assessment (E1-E3)/ paper-based or online external assessment (L1/L2) in Mathematics and English (Reading, Writing, and Speaking, Listening & Communication). Also, Digital Skills qualification at E3 or L1. Learners 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.

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 adaptation of the learners' classroom work. Parents receive termly reports providing an overview of their child's learning and progress.

### **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 centrally, and from these, specific schemes of work (*Appendix 1*) and resources produced. We utilise a shared planning approach at The 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 and balanced offer, appropriate to supporting progression and achievement of personal targets, and that planning itself is, wherever possible, hands on, collaborative 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. Where key stages have Foundation classes, work is adapted accordingly to meet the needs of the learner and ensure fully participation. 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 exposure to local colleges and businesses for post-16 and career opportunities to broaden their experience of different locations and situations and glean learning from real life experience. Within Mathematics and English, the KS3 curriculum will identify a suitable pathway moving into KS4 whether this is Functional Skills or GCSE.

### **4. Curriculum Areas** (Please refer to Curriculum Maps and Long-Term Plans for subject specific areas and content).

#### **a) English**

At The Orchard we recognise the importance of reading to prepare our learners for adulthood, therefore, reading has its own stand-alone daily session on the timetable via RISE and/or RWI Phonics. (*See Reading Policy*)

#### 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.

#### 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 in their next stage of development and educational journey. 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.

### 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 (Digital Skills)**

Digital Skills develop the learners' knowledge, skills and understanding with a key focus on five broad areas:

- Using devices and handling information
- Creating and editing
- Communicating
- Transacting
- Being safe and responsible online

Digital Skills 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) Science**

The 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 several key areas.

### **e) 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. The core themes studied are Health and Wellbeing, Relationships and the Wider World. (*See PSHE Policy*).

### **f) Human and Social**

Encompassing both History and Geography, the Human and Social curriculum helps learners to recognise the world they live in by understanding past events that brought about change in the context of people/places, resources and environments across the globe. It also aims to enable learners to retain previously taught historical fact and gain a solid understanding of substantive and disciplinary knowledge to allow learners the opportunity to become historians and/or geographers.

### **g) People and Communities**

Our People and Communities curriculum incorporates all elements of Religious Education and British Values deemed suitable for our learners. The aim is to enhance the exposure of our learners to different religions, cultures and ways of life to mould our learners in becoming a more accepting and tolerant adult. This is achieved by providing a multi-disciplinary approach which includes three elements:

- Believing – theology and the study of religious faith
- Living – human and social science
- Thinking – philosophy

### **i) Preparation for Adulthood**

The preparation for adulthood themes (below) are integrated into our curriculum offer.

- Higher education or employment - This involves exploring various employment options, including support for self-employment and assistance from supported employment agencies.
- Independent living- This emphasizes enabling young people to have choice, control, and freedom over their lives, including decisions about their support, accommodation, and living arrangements, such as supported living
- Participation in Society - This includes having friends, forming supportive relationships, and engaging in and contributing to the local community.
- Health - Ensuring young people are as healthy as possible in adult life.

This fosters our learners' ability to make decisions and involve them in shaping their educational experiences during the secondary education and beyond.

## j) Careers

All learners will be prepared for their next steps into post-16 as a careers programme is embedded into the curriculum linked to the Gatsby Benchmark framework. This supports the learners to be prepared with the skills and knowledge required for their future careers.

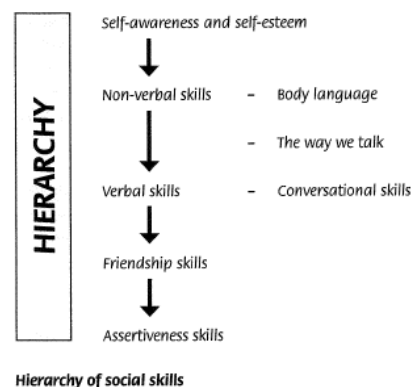
- Timetabled career workshop lessons for both key stages where learners explore different occupations and gain an understanding of the different roles and what they involve
- Visits to sixth form colleges including Grimsby Institute, Franklin College and Linkage College to speak to staff members about the courses they are interested in. (This will include bespoke visits for learners who attend from out of area).
- Work experience opportunities are offered to all KS4 learners to allow them to gain an insight into the world of work
- Guest speakers from local businesses and apprenticeship providers talk to the learners about different career paths and opportunities for post-16. Visits will also be arranged for KS4 learners to allow them to observe and seek information about apprenticeships that businesses can offer young people.
- Support with transitions to their next step provisions ensures that all learners will feel comfortable with the move to their next destination. From the transition visit it allows the post-16 provider to put a support package into place which accommodates and supports each learners' needs.

## k) 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.

## l) 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

## m) 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.

## n) 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.

**o) BTEC Level 1 Introductory Home Cooking Skills**

These qualifications are available to our Key Stage 4 cohort only. The qualifications puts learning into the context of the world we live and work in, 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. The current BTEC qualifications on offer are as follows:

- Home Cooking (L1 for Y10 and L2 for Y11)
- Art and Design
- Performing Arts
- Sport

**p) 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 spaces 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. STEP Overview Template
3. POOLS Session Plan Template
4. Stepping Stones Intervention Referral

## Appendix 1

### STEP - Lesson Plan (SOW)

Session Aim	Learner Initials & Level of Support				Learning Outcomes	Learning Activities	Resources	Assessment																																									
	S	T	E	P																																													
Week 1  L 1  Learning Outcome					Bronze learners will:  1.	Starter –		<table><tr><td>QA</td><td>Observation</td><td>Written</td><td>Witness</td><td>Essay</td><td>Summative</td><td>Final</td><td>Assignment</td></tr><tr><td>Discussion</td><td>Debate</td><td>Peer</td><td>Stimpack</td><td>Portfolio</td><td>Assessment</td><td>Checklist</td><td>Workbook</td></tr><tr><td>Case Study</td><td>Roleplay</td><td>Worksheet</td><td>Video</td><td>Learn</td><td>Group Work</td><td>Checklist</td><td>Other</td></tr><tr><td></td><td></td><td></td><td>Audio</td><td>Interactive</td><td>Simulation</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	QA	Observation	Written	Witness	Essay	Summative	Final	Assignment	Discussion	Debate	Peer	Stimpack	Portfolio	Assessment	Checklist	Workbook	Case Study	Roleplay	Worksheet	Video	Learn	Group Work	Checklist	Other				Audio	Interactive	Simulation											
	QA	Observation	Written	Witness	Essay	Summative	Final		Assignment																																								
	Discussion	Debate	Peer	Stimpack	Portfolio	Assessment	Checklist		Workbook																																								
	Case Study	Roleplay	Worksheet	Video	Learn	Group Work	Checklist		Other																																								
			Audio	Interactive	Simulation																																												
					Silver learners will:  2.	Underpinning –																																											
					Gold learners will:  3.	Formative –																																											
					Platinum learners will:  4.	Summative –  Plenary –																																											



Appendix 2

STEP – Overview (SOW)

STEP Overview						
Wk/Lesson		Adaptation	Supported	Tentative	Excelling	Perfecting
Wk 1	L 1					
	L 2					
	L 3					
Wk 2	L 1					
	L 2					
	L 3					
Wk 3	L 1					
	L 2					
	L 3					
Wk 4	L 1					

## Appendix 3

### **POOLS (Practising Our Outstanding Learning Steps)**

[illegible]

## Appendix 4

### 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:
