



## Curriculum Policy

|                            |                            |
|----------------------------|----------------------------|
| <b>Reviewed by:</b>        | Steve Broderick, Principal |
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| <b>Approved by:</b>        | Tracey Storey, CEO         |

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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 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 '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 monitor, evaluate and analyze progress and attainment. This enables us to track individualised and collective progress 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 positive progress consistently. Any identified inconsistencies or gaps are addressed 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 4*).

During timetabled lessons, learners are assessed using a variety of formative and summative methods. Formative assessment is captured through high quality first teaching, assessment for learning through collaborative structures and annotated on our Schemes of Work (*Appendix 1*) and STEP Overviews (*Appendix 2*). 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 in the form of an EBI (See *Marking and Feedback Policy*).

For non-core subjects, learners will complete a pre and post unit quiz 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 multi-sensory. 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 to ensure full 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 (alongside a Year 9 assessment) 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**

##### Reading

At 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. We understand that Reading is vital because it's the foundation for all learning, enabling students to access information, develop crucial skills, and build upon a foundation for future success. To support those learners struggling with early reading, RWI Phonics is delivered through trained tutors in accordance with RWI standards and expectations. Those learners no longer requirement phonics delivery are taught reading through RISE sessions (Reading, Inference, SPaG, Extracting); and Reading for Pleasure, through class readers and national events.

### 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 and adaptive 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 through the use of the Microsoft Office and Google Classroom platforms.

#### **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 covering elements of Physics, Chemistry and Biology. 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 using relevant STEM and CREST activities. We have strategically invested in resources and planning expertise to ensure that learners receive a quality experience in several key areas.

#### **e) PSHE/RSE**

The aim of our PSHE 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 in addition to covering the necessary content of the new PSHE Framework 2026. (See PSHE Policy).

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

Encompassing both History and Geography, the Human and Social curriculum (through radial questioning) 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 and regular educational visits which includes the following 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.

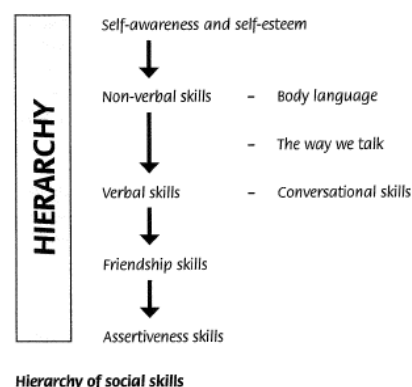
- Timetabled career workshop lessons for both key stages where learners explore different occupations and gain an understanding of the different roles and what they involve
- Visits to sixth form colleges including Grimsby Institute, Franklin College, and Linkage College to speak to staff members about 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 Targets (PLT)

To ensure learners are provided with all the necessary skills, knowledge, and experiences to be able to fully access the curriculum, all learners are set bespoke termly PLT targets based on the 4 four areas of need (Communication & Interaction, Cognition & Learning, Sensory & Physical, Social, Emotional & Mental Health) as stated in each learner's EHCP.

## 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**

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) - option
- Art and Design (L1 introductory) - option
- Performing Arts (L1 introductory) - option
- Sport (L1 introductory) - option
- BTEC life Skills (L1 introductory) – compulsory

**p) Personalised Learning Programme (PLP)**

Each KS3 class will collectively tailor a bespoke PLP offer to meet the needs of learners in the class/group. The offer will be a variety of vocational based options where learners can explore their own interests, potential career options, and life skills. Such programmes may include links to the following:

- Physical Education
- Health and Fitness
- Economic Education
- Sustainability
- Enterprise
- Teamwork & Communication
- ICT, Music & Art

**q) Additional Support and Adaptation**

To ensure full engagement and participation within lessons, tutors utilise the learner's individualised Emotional Support Plans (ESPs). These supportive plans provide tutors with safe faces, safe places, and safe activities for all learners with the aim of underpinning educational activities and access to different aspects of the curriculum. To ensure this further, each morning, learners have a timetabled 'My Space' slot which acts as an opportunity to regulate, communicate with staff how they are feeling and ultimately prepare them for the day ahead. Learners requiring further intense support have a timetabled slot with a therapist through Fortis Therapy.

**r) Assemblies**

Weekly assemblies bring all the learners together (virtually) to consolidate their learning from the week; share feelings and opinions through guided discussions; reflect upon our HEART values and celebrate successes and achievements from the week.

**Appendices**

1. STEP Lesson Plan Template
2. STEP Overview Template
3. POOLS Session Plan Template
4. 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<br><br>L 1<br><br>Learning Outcome |                                     |             |           |             | Bronze learners will:<br><br>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:<br><br>2.   | Underpinning –               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |             |         |         |       |           |       |            |            |        |      |          |           |            |           |          |            |          |           |       |       |            |           |       |  |  |  |       |             |            |  |  |  |  |  |  |  |  |  |  |  |
|                                           |                                     |             |           |             | Gold learners will:<br><br>3.     | Formative –                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |             |         |         |       |           |       |            |            |        |      |          |           |            |           |          |            |          |           |       |       |            |           |       |  |  |  |       |             |            |  |  |  |  |  |  |  |  |  |  |  |
|                                           |                                     |             |           |             | Platinum learners will:<br><br>4. | Summative –<br><br>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 |

Outcome/s To Be Covered:

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

Strategies Already Implemented:

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