



Curriculum Policy

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Curriculum Policy

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1. Introduction

At The Orchard we pride ourselves on providing education that is engaging and innovative. We will always consider the SEN (Special Educational 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 and aspire to reintegrate themselves back into mainstream education whenever possible. Our tutors aim to provide motivation, support and guidance to our learners in every way possible to cater for their challenging needs whilst overall raising their aspirations and personal self-esteem.

The curriculum comprises planned activities that we organise to promote learning, personal growth and development within all our learners. It adheres to the formal requirements of the Independent school standards but also a range of extra-curricular activities that the Orchard organises in order to enrich the experience of all the learners at the Orchard school. 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 reintegrate themselves back into mainstream school, further education and adulthood.

2. Values

“Ensuring all our young people have the tools and opportunities they need to fulfil their potential regardless of background or life experiences.”

Our curriculum is underpinned by the values that we hold dear within our school. The curriculum is the means by which the school achieves its objective of educating learners in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our provision, upon which we have based our curriculum:

- We value the way in which all learners are unique and our curriculum promotes respect for the views and opinions of each individual, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person. We organise our curriculum so that we promote co-operation and understanding between all learners, tutors and stakeholders.
- We value the rights enjoyed by each learner. We respect each learner in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunity for all the learners in our school to personalise their learning to ensure they reach their full potential.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value and respect all of our learners’ diverse backgrounds and aim to not discriminate against their beliefs or hardships but only strive to re-engage and support each learner to fulfil their full potential.

3. Aims and Objectives

The aims of our curriculum are:

- To enable all learners to learn and develop their skills to the best of their ability whilst being educated at their personal learning level.
- To promote a positive attitude towards learning, so the learners enjoy coming daily and acquire a solid basis and love for lifelong learning.
- To teach learners the basic skills of literacy, numeracy, ICT and a positive experience in all other core subjects with the opportunity to engage in GCSE's where social and academic ability allows them.
- All subjects delivered in the curriculum to embed where possible local heritage and current issues to raise awareness and respect of local surroundings.
- To enable learners to be creative and to develop their personal thinking skills.
- To teach learners about their developing world, including how their environment and society have changed over time.
- To help learners understand Britain's cultural heritage and respect all other cultures.
- To enable learners to be positive citizens in society and have a positive impact of their local community.
- To teach learners to have an awareness of their own spiritual development, and to understand right from wrong both in school and life.
- To help learners understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable learners to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To promote Health and Wellbeing, sexual education, relationships and all the benefits associated with having strong knowledge and skills in each subject.
- To embed the wider curriculum to help develop the social and personal skills needed in everyday life.
- To offer a flexible, creative and personalised curriculum for all learners to access giving them the tools they need to succeed and achieve.
- To guide and support them with the reintegration of mainstream or further education.
- Overall to raise the aspirations of our hard to reach young people, giving them the self-belief to achieve in both school and life.

4. Learners with Educational Special Needs

Learners who are supported by an EHCP (education and health care plan) are provided with a personalised learning package that takes into account their individual needs and requirements. We work with the learner, tutor, parents and other agencies closely to target

specific areas of improvement as highlighted within the EHCP and tailor provision to facilitate achievement of personal learning targets.

We work closely with our partner agencies involved with the learner to make sure we adapt our teaching styles, environment and nurturing methods, and also work closely with family in order to support the student to achieve.

Agencies which we typically work with include:

- YMM (Young Minds Matters)
- Local authority SEN team
- Youth Offending Team
- Social Services
- Ad-action (Drug & Alcohol Support)
- Education Psychologist
- Integrated Family Support
- School Nurse
- Education Welfare
- Humberside Police/Fire Service
- NSPCC
- Barnardos
- Fortis therapy
- LAC team (Looked after children)
- GRAFT team

5. Orchard Key Skills

The following skills have been deemed 'key skills' by the Orchard school and are essential to our fulfilling their full potential in life:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.
- Awareness of Equality and Diversity.
- Personal and social development awareness.
- Regulating personal behaviours/emotions.
- Understanding of personal safety and welfare
- Independent thinking skills
- Self-awareness
- Social skills

In our curriculum planning we support development of these skills so that the learners' progress in all of these areas can be clearly identified and monitored. All subject areas contribute to a learners' progress within these areas identified throughout all schemes of work, ILJs (Individual learning plans) and PLT (Personal Learning Targets). At the Orchard

we believe that all learners need to make good progress in these key/life skills areas to develop themselves personally and to fulfil their education potential.

6. The Role of the Principal & Assistant Principal of Education

The role of the Assistant Principal of Education is to:

- Provide a strategic lead and direction for the subject and subject leaders.
- Support and offer advice to colleagues on issues related to all subjects.
- Monitor quality of learning provision and provide developmental feedback to school staff.
- Monitor learners' progress in all subject areas.
- Provide efficient resource management for the subject.
- Developing bespoke packages for SEN learners.
- Monitor and support continuing professional development for all school staff.
- To provide the resources to ensure effective delivery of all subjects.
- Ensure British Values, equality & diversity and any key skills are embedded where appropriate.
- To ensure learners have access to social skills development and therapeutic counselling support.

It is the role of each subject leader or tutor to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught within the provision and plan for improvement. This development planning links to whole provision objectives. Each subject leader reviews the curriculum plans for their subject/class, ensures that there is full coverage and that progression is planned into schemes of work and progress trackers. The subject leader also keeps a portfolio of learners' work, which they use to show the achievements of learners as evidence.

7. Monitoring and Review

The Assistant Principal of Education is responsible for the day to day organisation of the curriculum. The Assistant Principal of Education monitors the weekly lesson plans for all teachers, ensuring that all sessions have appropriate learning objectives, learners' needs are being met and ensures effective planning.

Subject leaders/tutors will monitor the way their subject is taught throughout the provision. The Assistant Principal of Education examines short, medium and long-term planning to ensure that appropriate teaching strategies are in place. Subject leaders within Senior Management also have responsibility for monitoring the progress of learners and the way in which resources are stored and managed.

At the Orchard we monitor all learners using a group and school progress tracking tool where all learners' progression is recorded. These trackers are regularly checked by the Assistant Principal of Education to monitor the quality, timeliness and overall efficiency in which learner progression is being monitored.

Overall progression is monitored and checked by senior management half termly and any learners failing to meet their educational aims can be identified in needing specialist interventions both educational and therapeutic, this will prevent learners falling behind or disengaging in education whilst studying at the Orchard.

Literacy/GCSE English Policy

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1. Introduction
2. Teaching & Learning Style
3. Curriculum Planning
4. Contribution of English to Other Curriculum Areas
5. Assessment and recording
6. Resources
7. Monitoring & Review

1. Introduction

The principles of this policy are:

- The development of literacy skills is a basic human right, an entitlement for all learners and therefore the responsibility of all tutors –and the whole provision, in partnership with parents/guardians and other support agencies to deliver these skills to all learners whilst at the Orchard.
- Our understanding of English incorporates speaking, listening and communication, reading and writing. These elements of language are interdependent and integral to

all learning. English should therefore be promoted holistically in all subjects where possible.

- English is fundamental to personal and social development and to lifelong learning.
- English takes many forms; our understanding extends beyond basic decoding to critical reflection and understanding of how language works.
- All teaching staff has responsibility for pupil literacy and embedding these vital skills holistically which should be evidenced within school schemes of work and lesson plans.
- Literacy in every parental tongue should be valued.
- This Literacy Policy reflects the needs of every pupil and personal programmes/interventions will be implemented for learners with identified specific educational needs.
- Embedding differentiation through offering alternate forms of assessment to help improve the confidence of disengaged learners. These may include but are not limited to scribes, readers and extra time, if evidenced in an EHCP or are normal working practice within the classroom, to build confidence and support learners with special educational needs.
- To use creative and innovate ways of embedding literacy into the curriculum to re-engage learners following a negative learning experience at previous provisions.
- To embed all aspects of literacy outside of the classroom on field trips, educational trips and social reward activities to improve our learners' skills in real life situations.

The purpose of this Policy is:

- To raise standards for all.
- To develop learners' confidence as users of language and enable them to make choices about the kinds of texts they enjoy.
- To develop learners' key skills in all areas of language.
- To link language with thinking processes and so enable the strengthening of both in all learners.
- To develop learners' knowledge of and familiarity with a wide range of literature, both fiction and non-fiction.
- To teach learners to read fluently and with understanding, using reading methods that are appropriate to the material and to the writing purpose.
- To develop learners' ability to use information texts and to locate, extract and use relevant information.
- To enable learners to generalise beyond English to all areas of the curriculum in order to apply and develop further their language skills.
- To develop writing skills for a range of purposes and audiences, using spelling, punctuation and grammar appropriately and with confidence.
- To enable learners to communicate clearly and with assurance in appropriate forms of speech. Learners should be able to talk and listen in a variety of groupings and in both formal and informal contexts.
- To promote a shared view of literacy and literacy development across the curriculum and provide appropriate staff development.
- To use effective models of planning, target setting, development and action planning, to ensure common approaches and consistency across the provision.
- Overall purpose of the policy is to improve learners' confidence in using their English skills without the fear of failure by choosing innovative ways of engaging/stretching our learners at the Orchard.

The responsibility which staff members have for developing literacy are:

- To use common approaches and strategies in identified areas for English development.
- To contribute to the development and implementation of a whole school English programme.
- To contribute to the monitoring and evaluation of language development throughout the school.
- To use innovative methods and subject matter to engage each group of learners.

2. Teaching and Learning Style

Differentiation:

- Through our English teaching we aim to provide learning opportunities that enable all learners to make progress. We do this by setting suitable challenges and responding to each learners' different needs. Assessment against Functional Skills levels allows us to consider each learners' attainment and progress against expected levels. Specific initial and diagnostic assessment informs our individual planning.
- Our assessment process looks at a range of factors – classroom organisation, teaching materials and teaching styles in order that additional or alternative actions are implemented to enable all learners to learn more effectively.
- We enable learners to have access to a full range of activities involved in learning English. Where learners are to participate in activities outside the classroom, for example a theatre visit, we carry out a risk assessment prior to the activity to ensure this is safe and appropriate for our learners.
- Work is differentiated at the Orchard using our internal assessment scheme ranging from Bronze to Platinum, this also cross references to E1-L2 in all subjects. This differentiated approach is designed to prepare learners for assessments/exams without the fear of failure, whilst raising personal aspirations to achieve.
- The GCSE English Language programme is differentiated using lower and upper foundation and higher levels.

Teachers provide help with communication and literacy through:

- Consideration of the readability of all texts and using current topics whenever possible.
- Using visual and written materials in different formats.
- Using ICT, other technological aids, audio, taped and digital materials.
- Providing resources and materials in different formats such as different colours, font styles and sizes.
- Using alternative methods of recording, including posters and charts.

3. Curriculum Planning

English is a core subject and we use the Functional Skills Standards as a basis for implementing the statutory requirements. All tutors of Literacy in the provision have comprehensive Schemes of Work to assist with lesson planning. Tutors use creative and innovative ways of embedding literacy into the curriculum to re-engage learners following a negative learning experience at school. The school also offers a 2-year GCSE programme to stretch and challenge learners and to close the gap on reintegrating into mainstream school.

The English Language GCSE develops learners' ability to read fluently and write effectively. Learners will develop a confident control of Standard English and be able to write grammatically correct sentences, deploy figurative language and analyse texts.

The GCSE programme in English language will enable learners to:

1. read a wide range of texts, fluently and with good understanding
2. read critically, and use knowledge gained from wide reading to inform and improve their own writing
3. write effectively and coherently using Standard English appropriately
4. use grammar correctly, punctuate and spell accurately
5. acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
6. listen to and understand spoken language, and use spoken Standard English effectively.

Tutors complete weekly plans for the teaching and learning of both Functional skills literacy and GCSE English Language. These are quality assured by Assistant Principal of Education and Functional Skills/GCSE lead and stored on the school's secure server. Specific learning objectives and details of how lessons are to be taught and with which resources are also stored on the school's server to support the schools shared planning system.

Staff development days and sessions are delivered to all teaching staff to give them the opportunity to help further develop the curriculum by sharing personal good practice with the team. This is important to our ever-developing curriculum to ensure we are catering for the challenging learners we teach on a daily basis.

4. Contribution of English to Other Curriculum Areas

English is promoted across the curriculum by:

- Planning of English to be embedded across all subjects which is identified in each lesson plan daily.
- Explicit teaching of subject vocabulary in all subject areas and appropriate use in various environments.

ICT is used across the curriculum to support and develop English by:

- The use of electronic media, e.g internet, e-mail, fiction, non-fiction, drama texts, magazines, encyclopaedias, newspapers, reference books, dictionaries/thesaurus.
- The availability of the following ICT resources to learners at all levels at specific times:

Word processing
Databases
Spreadsheet
Web design
Graphic design
Filtered Internet access
e-mail
Interactive learning resources

Citizenship:

While studying English learners are required to “reflect on those concepts which define the nature of the individual in society and relations between individuals”. In acquiring some understanding of these matters, learners will emerge from their learning journey as more sensitive, more caring, more sophisticated citizens.

Spiritual, Moral, Ethical, Social and Cultural Issues:

English contributes greatly to the learners understanding of spiritual, moral, ethical, social and cultural issues, whilst developing the skills of reading, writing, speaking, listening and communication.

Spiritual:

Through English, learners are able to explore the human condition and evaluate their own existence and values in relation to the society in which they live. In developing their skills, learners are able to address a wide range of psychological and sociological human issues. Both fiction and non-fiction texts and discussion will often deal with issues of conflict and concern which face individuals or group and, as a consequence, learners will explore a wide range of human desires, motivations, interactions and behaviour.

Moral and Ethical:

The analysis and appreciation of literature from other cultures and countries encourages understanding of moral and ethical issues. Throughout English lessons learners will face the challenge of debate and study which will foster recognition and sympathetic awareness of the beliefs and values of others. This is reinforced and supported by the school's Culture Club programme which happens on a weekly basis improving all learners awareness of the world we live in.

Social and Cultural:

The study of language and literature, both historically and in a contemporary context, promotes an awareness of the factors which influence people. Exploring the link between ideas and emotions can bring learners to a more rational interpretation of the values and patterns of humanity which form the basis of society's cultural identity. This can often occur in subjects outside of the planned English sessions within the timetable.

5. Assessment and recording

Individual Learning Programmes:

- On admission learners are given initial assessments which are used for diagnosis for basic skills, twice a year, to inform the differentiation of their learning.
- All documentation and assessment results are used to formulate an ***Individual Learning Target***, which generates reviews that are carried out at the end of each half term. We have aspirations for all learners at the Orchard to progress a minimum of one full level in each of their core subjects, this will depend on their attitude and attendance towards their education.

KS3

Learners will be assessed throughout the sessions using Q&A, observation and work within their workbook. Learners receive individual feedback from their tutor weekly and are supported to improve all areas identified inline with the schools marking policy. At the end of each half term all learners will complete an exam style assessment where they will answer a set of questions based on the content of delivery within a time limit to assess their progression (Orchard Internal Assessment Scheme.)

KS4

Learners will be assessed throughout the sessions using a variety of formative and summative assessment methods. Learners receive individual feedback from their tutor weekly and are supported to improve all areas identified in line with the schools marking policy. At the end of each half term all learners will complete an exam style assessment where they will answer a set of questions based on the content of delivery within a time limit to assess their progression (Orchard Internal Assessment Scheme.)

Learners will complete an NCFE paper-based exam (E1-E3)/computer based (L1/L2) in English reading, writing and speaking and listening. They have the opportunity to take exams 3 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 programme that has periodic internal assessments and summative national exams in the summer of year 2, resulting in an external numerical grade from 1 – 9.

6. Resources

Resources vary throughout the delivery of the year and are all identified within the schemes of work and the school will invest in additional resources to enhance learning as identified by the Assistant Principal of Education.

7. Monitoring and Review

Monitoring and evaluation of English across the curriculum is carried out by Assistant Principal of Education and Functional Skills/GCSE lead on a weekly, termly basis and yearly basis.

- Procedures for monitoring and evaluating learners' achievements are as follows:
- Learners' performance reports (Half termly)
- Individual Learning Journey Diary (Half termly)
- Progression Trackers completed weekly.
- Workbooks marked daily/weekly.
- Functional Skills examinations held 3 times yearly.
- GCSE examinations held yearly from 2021.

Numeracy Policy

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1. Introduction

Numeracy teaches us how to make sense of the world around us through developing a learners' ability to calculate, to reason and to solve problems. It enables learners to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, learners learn to appreciate the contribution made by many cultures to the development the application of number.

The aims of Numeracy are:

- To secure high standards in Numeracy across the provision.
- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion around number.
- To promote confidence and competence with numbers and the number system.
- To develop the ability to solve problems through decision-making and reasoning in a range of contexts and scenarios.
- To develop a practical understanding of the ways in which information is gathered and presented both inside and outside the classroom.
- To explore features of shape and space and develop measuring skills in a range of contexts.
- To understand the importance of Numeracy in everyday life.

2. Teaching and Learning Style

Orchard uses a variety of teaching and learning styles in Numeracy sessions. Our principal aim is to develop learners' knowledge, skills and understanding in Numeracy. We do this through a minimum of three sessions per week, each session has a high proportion of whole-class and group-direct teaching. During these sessions we encourage learners to ask as well as answer Mathematical questions. They have the opportunity to use a wide range of resources such as number lines, number squares, online resources, digit cards and small apparatus to support their work. Learners use ICT in Numeracy sessions where it will enhance their learning, as in modelling ideas and methods within presentation or examination preparation. Wherever possible, we encourage learners to use and apply their learning in everyday situations outside of the school environment, e.g whilst out on field trips or academic rewards.

We recognise the fact that learners have different requirements due to the different levels in which they are working. We provide suitable learning opportunities for all learners by matching the challenge of the task to the ability of the young person using our Orchard internal assessment scheme. We achieve this through a range of strategies, in some sessions through differentiated group work and in others by organising the learners to work in pairs on open-ended problems or games. Support staff are used to help learners in need and to ensure that work is being matched to the needs of each individual to promote our personalised learning approach.

3. Numeracy Curriculum Planning

Numeracy is a core subject and we use the Functional Skills Standards as the basis for implementing the statutory requirements of the programme of study for mathematics.

Tutors complete weekly plans for the teaching and learning of both Functional skills mathematics and GCSE mathematics. These are quality assured by Assistant Principal of Education and Functional Skills/GCSE lead and stored on the school's secure server. Specific learning objectives and details of how lessons are to be taught and with which resources are also stored on the school's server to support the schools shared planning system.

The school also offers a 2-year GCSE programme to stretch and challenge learners and to close the gap on reintegrating into mainstream school. This will encourage 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 will also provide a strong mathematical foundation for students who go on to study mathematics at a higher level post-16.

The GCSE programme in mathematics will enable learners to:

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

4. Contribution of Numeracy to Other Curriculum Areas

The contributions of numeracy to all other subjects are embedded by giving learners the opportunity to use and apply mathematical skills and their applications for problem solving in various environments and scenarios.

Literacy

Mathematics contributes significantly to the teaching of English in our provision by actively promoting the skills of reading, writing, speaking and listening. For example, we encourage learners to read and interpret problems in order to identify the numeracy involved. The learners explain and present their work to others during plenary sessions. Learners encounter mathematical vocabulary, graphs and charts when using non-fiction texts and express their views through 1-1 or group discussions.

Information and Communication Technology (ICT)

Learners use and apply Numeracy in a variety of ways when solving problems using ICT. Younger learners use ICT to communicate results with appropriate mathematical symbols. Older learners use it to produce graphs and tables when explaining their results. All learners use mathematical programmes to practice basic numeracy and improve logic and reasoning skills.

Personal, Social and Health Education (PSHE) and Citizenship

Numeracy contributes to the teaching of personal, social and health education, and citizenship. The work that learners do outside their normal sessions encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that learners do within the classroom encourage them to work together and respect each other's views and opinions. In sessions we present older

learners with real-life situations on the spending of money and uses of Numeracy within the workplace or during their recreational/educational activities.

Spiritual, Moral, Social and Cultural Development

The teaching of Numeracy supports the social development of our learners through the way we expect them to work with each other in sessions. We group learners so that they work together, and we give them the chance to discuss their ideas and results. We give our learners the opportunity to use numeracy in whilst mixing with the public when attending field trips or educational rewards by handling their own money and finances.

5. Assessment and Recording

We assess learners' work in Numeracy from three aspects (long-term, medium-term and short-term). We make short-term assessments which we use to help us adjust our next lesson plans. These short-term assessments are closely matched to the teaching objectives.

KS3

Learners will be assessed throughout the sessions using Q&A, observation and work within their work book. At the end of each half term all learners will complete an exam style assessment where they will answer a set of questions based on the content of delivery within a time limit to assess their progression (Orchard Internal Assessment Scheme.)

KS4

Learners will be assessed throughout the sessions using a variety of formative assessment methods and mock assessments. At the end of each half term all learners will complete an exam style assessment where they will be needing to answer a set of questions based on the content of delivery within a time limit to assess their progression (Orchard Internal Assessment Scheme.)

Learners will complete an NCFE paper-based exam (E1-E3)/computer or paper based (L1/L2) in mathematics. They have the opportunity to take exams 3 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 programme that has periodic internal assessments and summative national exams in the summer of year 2, resulting in an external numerical grade from 1 – 9.

6. Resources

There are a range of resources to support the teaching of Numeracy across the school. All Numeracy classrooms have access to a range of appropriate small apparatus such as Numicon, Cuisenaire rods, counters, dice, number lines, multiplication squares and calculators. Interactive software is available to support work with the computers.

GCSE mathematics learners are equipped with a protractor, compass and scientific calculator.

7. Monitoring and Review

Monitoring of the standards of learner's work and of the quality of teaching in Mathematics is the responsibility of the Curriculum Lead. The role of this lead also involves supporting colleagues in the teaching of Numeracy, being informed about current developments in these subjects, and providing a strategic direction for the subject in the provision. The curriculum lead gives the Senior Management Team an annual summary in which they evaluate strengths and weaknesses in the subject and indicates areas for further improvement.

We also carry out reviews at the end of each half term where we monitor learning progress within each subject including Mathematics.

Personal and Social Development Policy

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1. Introduction

Personal and Social Development (PSD) develops the learners' knowledge, skills and understanding of spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of further education and adulthood.

The aims of PSD are to help learners:

- Develop an awareness of spiritual and moral issues in life experiences
- Develop an understanding of the cultural differences in Britain today
- Have respect for other people's views and to celebrate the diversity in society
- Prepare to take an active role as citizens
- Develop a healthier and safer lifestyle
- Develop an understanding of politics, law and order, financial and environmental issues
- Develop an awareness of drugs, alcohol, mental health and substance misuse
- Develop awareness of current issues and how it will impact them.
- To develop a positive awareness of sexual health.
- To develop the skills to lead a healthier lifestyle both physical and mentally.
- To develop the ability to deal with problems, manage money, work as a team, making use of their leisure time and working towards goals.
- To develop and awareness and understanding of British Values

2. Teaching and Learning Style

The school uses a variety of teaching and learning styles in PSD. Our principle aim is to develop the learners' knowledge and understanding of areas involved in PSD. These are completed through a mixture of whole session teaching, individual/group work, discussions, use of resources including ICT and personalised booklets.

We recognise that we have learners of differing abilities in all sessions and so provide suitable learning opportunities by matching the challenge of the task to the ability of the learner (Orchard's internal assessment scheme). We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty where not all learners complete all tasks
- Grouping learners by ability and setting different tasks for each group
- Provide a range of challenges with different resources
- Using support staff to support the work of individuals or groups of learners
- Accessing different environments to embed various teaching/learning approaches.
- Access to field trips and educational visits.

3. Curriculum Planning

We ensure that there are opportunities for learners of all abilities to develop their knowledge and understanding of all aspects of PSD and have the opportunity to gain accredited qualification to support further education and raise aspiration.

We plan the PSD activities so that learners can build on their prior learning. Whilst there are opportunities for learners of all abilities to develop their knowledge and understanding of the individual subject areas, there is planned progression built into the scheme of work so that learners are increasingly challenged as they move up through the provision.

Learning from real-life experience is central to citizenship and sensitive and controversial issues will arise. Learners should not be sheltered from these and they can arouse strong feelings and/or questions of values and beliefs. Politics, family lifestyles, physical and mental issues, bullying and bereavement will be within this category. Through discussions learners can develop their skills in arguing a case, dealing with conflict and distinguishing between facts and opinions.

Learners may make personal disclosures either in PSD sessions or to individual members of staff, these should be followed up in line with the schools KCSE policy (Keeping Children Safe in Education).

Learners have the opportunity gain a range of NCFE/Cache qualifications depending on which year they are studying 10 or 11, this process ensures that learners at the Orchard have a progressive 2 year programme to improve their knowledge around PSD.

4. Contribution of PSD to Other Curriculum Areas

Literacy

PSD contributes to the teaching of Literacy by actively promoting the skills of reading, writing, speaking and listening. They have the opportunity to compare ideas, methods and approaches in their own work and that of other learners, to say what they think and what they feel about them.

Numeracy

PSD contributes to the teaching of Numeracy by giving opportunities to develop learners' understanding of financial issues, on both personal and corporate levels which number relates too.

Information and Communication Technology (ICT)

We use ICT to support PSD where appropriate. The use of the Internet is another resource to aid learning around PSD to research subject further to gain greater understanding. ICT can also be used for learners who are struggling with their English skills to aid achievement.

Human and Social Studies

During Science, History, Crime and Punishment and all other sessions, learners will be encouraged to formulate and defend an opinion on some controversial issues. Each session will raise awareness of current affairs and embed the core subject of personal and social development.

5. Assessment and recording

At both KS3 & KS4 we assess learners' work in PSD whilst observing them working during sessions. The tutor will make a summary judgement in relation to the session plan. We use this information to plan future work, to provide the basis for assessing the progress of the learners, and to complete the report to parents at the end of the year. Learners will

build up a portfolio of work throughout the year which will be assessed ongoing. All learners also complete a half termly summative assessment in the subject (Orchard Award scheme).

Y10 learners will complete accredited booklets to either gain single unit qualifications or contribute towards a larger **(NCFE) Entry level 3 Award in Personal and Social Development** qualification. As the qualification is unitized learners participate in areas such as Environmental Awareness, Dealing with Problems, Healthy Living, Managing own Money, Making use of Leisure Time and Working Towards Goals.

Y11 learners get the opportunity to work towards a range of **NCFE Level 1 CACHE** qualifications that include Alcohol Awareness, Awareness of Substance Misuse and Sexual Health Awareness.

High achieving learners will be challenged through a L1/2 programme.

6. Resources

There is a wide range of resources to support the teaching of PSD. Specific subject resources are accessible to learners only when directed by a tutor with the support of the support staff. They have access to work books, personalised booklets/tasks and interactive activities both within the classroom and outside of the school.

7. Monitoring and Review

The monitoring of the learners' work is the responsibility of the tutor and the curriculum lead. The role of the curriculum lead also involves supporting colleagues in the teaching of PSD, being informed about current developments in the subject and providing a strategic lead and direction for the subject.

We also carry out reviews at the end of each half term where we monitor learning progress within each subject. Qualification booklets are open ended to take a more personalised approach to delivery due the attendance barriers many of our learners face; this gives them the ultimate chance of achieving by personalising the learning to their behavioural progression.

IQA of the qualification booklets takes place termly and feedback provided to Tutors and learners to support continuous quality improvements, with EQA bi-annually. Standardisation meetings also take place termly to ensure that assessment decisions whether relating to the Orchard Assessment Scheme or NCFE qualifications are robust, fair and consistent.

Arts and Crafts Curriculum (Creative Option)

CONTENTS

1. Introduction
2. Teaching & Learning Style
3. Curriculum Planning
4. Contribution of Arts and Crafts to other subjects
5. Assessment and recording
6. Resources
7. Monitoring & Review

1. Introduction

The principals of this policy are:

- To offer the learners at the school an opportunity to gain a positive experience in this area by selecting it through their PLP (Personalised Learning Programme) choice half termly. They must choose this at least once within a school year.
- To develop learners' creativity skills, engage, inspire and challenge learners, equipping them with the knowledge and skills to experiment and create their own works of art expressed in a variety of artistic ways.
- To encourage learners to produce creative work exploring their ideas and recording their experiences.
- To offer a range of artistic activities to develop learner's creative talents including Music, Painting, Graffiti Art, Gardening and Woodwork.
- To give learners the opportunity to express themselves through creative art.

2. Teaching & Learning Style

- All arts and crafts sessions will be delivered using a wide range of innovative and creative resources.
- Delivered by a subject specialist or passionate tutor within each area to give real life positive experiences.
- Learners will be exposed to real life scenarios to enhance their learning experiences.
- Curriculum ever developing to follow current issues and learner voice when appropriate.

3. Curriculum Planning

- Curriculum planning is carried out by all subject specialists/tutors who prior to the curriculum beginning work with local community members to create real life scenarios and opportunities to enhance learner experience when possible.
- All tutors will attend development sessions where they will share good practice to enhance our curriculum and ensure our learners are receiving a quality of education.
- Planning will be shared and overseen by the curriculum lead.
- Planning with cover different forms of art and creativity to offer a diverse range of skills/experiences to our learners.

4. Contribution of Construction to Other Curriculum Areas

Spiritual, Moral, Social and Cultural Development

Learners will learn about different cultures during painting sessions. Various art themes will allow learners to appreciate different cultures and religions. This subject will help learners express themselves freely without fear.

Personal, Social and Health Education (PSHE) and Citizenship

The sessions will develop our learners personally and academically. Most of the Arts and Crafts sessions are practical and will encourage learners to participate in group work and presentations which will enhance their self-confidence. This subject may also help our learners mentally by giving them a way of communicating feels, relaxation or sense of belonging.

Information and Communication Technology (ICT)

ICT will be used throughout; learners may wish to use laptops to complete independent research. Tutors will also use online videos to enhance learning experiences and improve projects where possible.

Literacy

Reading and writing skills will be used throughout the sessions in order to build up a portfolio of their learning. Presentation skills are practiced regularly throughout the sessions including appropriate speaking and listening skills practice. Orchard Arts exhibition to close the year will give learners the opportunity to utilise their literacy skills whilst planning and displaying their projects effectively.

Numeracy

Learners will use numeracy skills throughout all sessions. They will use measurements, timings and counting skills in most of the sessions. All core skills are embedded throughout the sessions and can be seen in each scheme of work.

5. Assessment and recording

Learners will all begin the Arts and Crafts sessions at beginner level. Each session they will develop their understanding of the skill they have chosen to develop.

Learners will be assessed formatively throughout the session using presentations, observations, Q&A, projects. Learners will build up a portfolio throughout the course this will be assessed at the end of each topic area. This will be recording and tracked within our school PLP progression tracker.

There are a number of units under our NCFE accredited E3 Occupational Skills Programme such as Producing Soft Furnishings and Introduction to clothing design offered to our KS4 learners to contribute to either the achievement of specific units or gaining the overall Award/Certificate.

High achieving learners will be challenged through a L1/2 programme.

6. Resources

Specific resources are outlined on the scheme of work and personalised half termly and supplied to ensure our tutors have the appropriate tools to offer an engaging curriculum.

7. Monitoring & Review

- Learners will be monitored throughout the duration of each half term. Subject specialist/tutors will complete a progress log after each session so that learners and tutors can see that they have met their aims and what they will need to practice for in order to achieve the next aims.
- Reviews are completed at the end of every half term by all tutors involved with specific learners on this area of the PLP programme. Reviews will ensure that learners are meeting their learning requirements and that we are supporting learners to stretch and challenge them to develop personally and academically.
- During the arts and crafts sessions learners will also reflect on their own learning and how they feel they are progressing this will encourage self-development and awareness, this can be done verbally in discussion or making personal action plans.

Physical Education Policy

CONTENTS

1. Introduction
2. Teaching & Learning Style
3. P.E Curriculum Planning
4. Contribution of P.E to Other Curriculum Areas
5. Assessment and recording
6. Resources
7. Monitoring & Review

1. Introduction

Physical Education not only improves health, reduces stress and improves concentration but also promotes correct physical growth and development. Sport and Exercise have a positive influence on academic achievement, emotional stability and interaction with others, therefore both teachers and children should be aware of the importance of being fit, active and healthy. We provide a diverse and balanced programme of physical education, we believe every child should have the opportunity to take part in. Activities are designed to be enjoyable, vigorous, purposeful and most of all fun. Through providing positive experiences, a lifelong interest in physical activity is encouraged to help benefit them physically and socially. The range of physical sports/activities is wide and includes football, athletics, dance, games, swimming, ultimate Frisbee and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual learners.

At the Orchard each class will receive 2 hours of physical/sport activity per week and also have the opportunity take part in further activities up to 7 hours per week through are PLP programme, reward trips and extra-curricular schemes.

The aims of P.E are:

- To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in
- physical activity outside school as recreation by developing a positive attitude and interest in a wide range of physical activities.
- To raise the awareness of issues regarding Health Related Fitness.
- To contribute to the physical development of each child: size, strength, fitness, speed and fine motor skills.
- To help enhance the individual learners self esteem and confidence.
- To develop social skills (co-operating in groups, playing fairly to rules, mixing with learners from other schools).
- To ensure that every class includes friendly competition (competition within the School) at the end of every sport delivered.
- To ensure every child has the opportunity to take part in after school sports clubs, as well as external competitions and tournaments.

2. Teaching and Learning Style

- Through our P.E subjects we aim to provide learning opportunities that enable all learners to make progress no matter their ability level at each sport. We do this by setting suitable challenges and responding to each learners' different needs.
- Our assessment process looks at a range of factors – Environments, resources and teaching materials.
- We enable learners to have access to the full range of activities involved in learning different techniques, skills, health and well being knowledge. Where learners are to participate in activities outside the classroom, for example a fitness centre visit, we carry out a risk assessment prior to the activity to ensure this is safe and appropriate for our learners.

Teachers provide help through:

- Thorough step by step delivery of all skills and techniques for each sport
- Using visual and written materials to help improve understanding of all areas of each sport if needed.
- Offering further opportunity to improve skills through external after school clubs.

3. P.E Curriculum Planning

Curriculum planning for Physical education is carried out by our sports teacher and other individuals delivering any sports/activities. We aim to deliver wide range of team, individual sports, fitness activities to cater for all ages and genders.

Termly staff development days delivered to all teaching staff to give them the opportunity to help further develop the curriculum by sharing personal good practice with the team. This is important to our ever developing curriculum to ensure we are catering for the challenging learners we teach on a daily basis.

4. Contribution of P.E to Other Curriculum Areas

Literacy

P.E contributes to literacy across our curriculum by embedding speaking and listening within all our coaching sessions, both leading and participating. Giving learners the opportunity to officiate and record results of games/matches. Writing is embedded through the planning of sessions within our NCFE occupational studies qualification and we aim to stress the importance of literacy across all areas of P.E.

Information and Communication Technology (ICT)

The use of digital media and photography will be used to gather evidence for both learners and tutors will support the development of ICT skills within P.E.

Personal, Social and Health Education (PSHE) and Citizenship

Physical activity is an important part of personal and social development and is embedded across all subjects. We encourage and stress the benefits of being fit and healthy both now and in the future. Learners are offered after school activities to help improve their social skills by mixing with groups and clubs. This is achieved through our links with the INSPIRE programme and local charities. Sport is a great way to relieve stress and is used to help with anger management with many learners at Orchard. Sport will be used in many subjects as positive reflect tool ranging from English to Numeracy.

Spiritual, Moral, Social and Cultural Development

The teaching of P.E will help improve cultural awareness of where and when sports originated from. Sports give them the chance to give their own views on sports and how they should be developed or managed across the world. P.E gives tutors the chance to embed religion across all sports and personal beliefs will be encouraged to be discussed to improve learners' cultural understanding of each subject. P.E will help develop our

learner's ability to respect, tolerate and support others views/abilities within range of different environments and situations.

5. Assessment and Recording

We assess learners' work in P.E whilst observing them working during sports sessions. The tutor/PLP leader will make a summary judgement in relation to the session plan and give learners summative feedback on performance. We use this information to plan future sessions, to provide the basis for assessing the progress of the learners, and to update our school's progression tracker effectively and individual learner logbooks.

Within Key Stage 4 learners will have the opportunity to gain further credits and qualifications through the NCFE Occupational Studies E3 programme through undertaking units such as Health and Fitness, Taking Part in Sport, Assist in Sports Coaching and Indoor Team Games.

High achieving learners will be challenged through a L1/2 programme.

6. Resources

There are a wide range of resources to support the teaching of P.E both internally and externally. Specific subject resources are accessible to learners only when directed by a tutor/PLP leader and the school will access external venues to provide the learners with high quality resources to promote engagement and a love for leading a healthier lifestyle. The Orchard invest in hiring professional venues and trainers for many of its P.E sessions to ensure all learners have the best possible experiences.

7. Monitoring and Review

The monitoring of the learners' work is the responsibility of the tutor/PLP leader and the Assistant principal of education to oversee effective monitoring of progression throughout. The role of the Assistant principal of education also involves supporting colleagues in the teaching and planning of PE, being informed about current developments in the subjects, providing a strategic lead and direction for the subject content. Progression is reviewed at the end of each half term and performance reports created for parent and outside agencies.

Construction Policy

CONTENTS

1. Introduction
2. Teaching & Learning Style
3. Construction Curriculum Planning
4. Contribution of Construction to Other Curriculum Areas
5. Assessment and recording
6. Resources
7. Monitoring & Review

1. Introduction

The Construction curriculum has been developed to be delivered in an interactive training environment this will help engage learners and teach them vital skills for further education and life. It has been designed to develop learners' skills, knowledge and understanding so that they can work as a Construction Operative in the construction industry in the future or progress to further specialist skills training in construction.

The aims of Construction are:

To give the learners the opportunity to develop basic skills in the following areas:

- Wood Working (Joinery)
- Bricklaying

The learner will cover knowledge in three core subject areas:

- Health and safety in construction trades
- Brickwork
- Joinery

The Learners will also learn key practical skills and knowledge in:

- Health and safety in construction trades
- Brickwork
- Joinery tasks varying in difficulty
- Build a block wall
- Build a brick wall
- Build a cavity wall

2. Teaching and Learning Style

The Orchard school uses a wide range of teaching styles to help engage our hard to reach learners, because of the level of learner that attends our school we developed our curriculum around giving learners the chance to express themselves in an environment of their choice by embedding our PLP programme with each learners' curriculum and timetable. Key stage 3 have the opportunity to take part in all trades and improve their personal skills, learners at key stage 4 have the opportunity to undertake units from our occupational studies programme. Learners have the opportunity to take part in construction activities 3 hours a week. Wherever possible we encourage our learners to part in real life scenarios to use their skills, they carry out charity work experience in the community and make personal projects to take pride in.

Teachers provide support through:

- Initial trial periods to have a taster of construction life before assessment begin.
- Through step by step delivery of all skills and techniques for each construction area.
- Using visual and written materials to help improve understanding of all areas of each trade.
- Offers further opportunity to improve skills by progressing onto Traineeships programmes after completion key stage 4.

- 1-1 support and guidance is offered for individual learners to support achievement and progression.

3. Construction Curriculum Planning

Curriculum planning for Construction is carried out by our subject specialist tutors and other individuals involved in the delivering of any practical activities within the workshop. We aim to deliver a wide range of trades to give the learners an opportunity to choose a trade that inspires them to achieve. Planning is overseen by Assistant principal of education to ensure all key educational outcomes are been planned for effectively.

Termly staff development days delivered to all teaching staff to give them the opportunity to help further develop the curriculum by sharing personal good practice with their team. This is important to our ever developing curriculum to ensure we are catering for the challenging learners we teach on a daily basis and their behaviour can change rapidly.

4. Contribution of Construction to other Curriculum Areas

Literacy

Learners will be required to use their reading and writing skills during portfolio work. Speaking and listening skills will be used during each session and learners will be encouraged to present their work to the rest of the group to enhance confidence and gain further skills of customer service to aid working in the construction environment in the future.

Numeracy

Learners will be required to exercise good numeracy skills throughout their practical and theory portfolios. Working in construction learners will use methods ranging from measuring, dividing, areas, subtracting and addition to help them complete their chosen tasks throughout their time in the construction workshop.

Information and Communication Technology (ICT)

Learners will be required to complete online tasks and also use the internet to research health and safety in the workplace. They will also be required to take photographic evidence of their work completed to support their portfolio and gain accreditation for their efforts.

Personal, Social and Health Education (PSHE) and Citizenship

PSHE will be embedded throughout the course. It will enhance learners' experience in the workshop which will motivate them into finding a career. All skills learnt in construction will be vital life skills for future adult life. The physical demands of working in construction supports our learners become more active supporting overall health.

Spiritual, Moral, Social and Cultural Development

As a part of the delivery learners will be informed of the appropriate behaviour needed as a worker on the working site and whilst communicating with customers within various construction roles. Learners will need to respect everyone's religions and cultures as the

construction work is an ever developing area with many different nationalities working alongside each other on sites all over the country/world. Learners will be exposed to different construction methods of past and present to gain an appreciation of the developments in both skills and equipment.

5. Assessment and Recording

We assess learners whilst training in the construction workshops in various ways ranging from visual observations of practical techniques and skills, they are also assessed through personalised work booklets.

At KS4 learners are given the opportunity to gain credits towards the **NCFE Entry Level 3 Award in Occupational Studies for the Workplace** through completion of units such as Health and Safety in Construction and Introduction to Joinery and carpentry, there are also more advanced qualification pathways that enable learners to progress through Level 1 and 2 whilst at school.

6. Resources

There are a wide range of resources to support the teaching of construction delivery these include a fully functioning workshop that has all equipment to aid delivery in all construction trade areas. Resources are constantly monitored and reviewed not only for safety but to ensure we are developing our resources and delivery skills in line with industry standards.

7. Monitoring and Review

The monitoring of the learners' work is the responsibility of the tutor/PLP lead and the curriculum lead. The role of the Assistant principal of education also involves supporting colleagues in the tracking of construction outcomes and liaising with workshop manager to monitor effective delivery in all areas. Monitoring of progression will be completed by workshop tutors/PLP led and feedbacks to class tutors to feed into each individual learners' progression tracker.

IQA of the qualification booklets takes place termly and feedback provided to Tutors and learners to support continuous quality improvements, with EQA bi-annually.

Human and Social Policy

CONTENTS

1. Introduction
2. Teaching & Learning Style
3. Curriculum Planning
4. Contribution of Human & Social to Other Curriculum Areas
5. Assessment and recording
6. Resources
7. Monitoring & Review

1. Introduction

Human and social develops the learners' knowledge, skills and understanding of key elements of the history and geography to give them a broad understanding of each to support any potential reintegration to school or support with progression to further education.

The aims of human and social are to improve learners understanding of:

- Conflicts through the ages
- Travel and tourism
- Local geography
- Rivers, waters and coasts
- Retail skills
- Local history
- Early civilisations
- Continents
- Weather
- History of sport
- Middle ages
- Africa key themes
- Apartheid
- Climate change
- History of motor vehicles
- Tudors and Stuarts
- WW1/2
- Population and migration
- 9/11- numerical information and the effects.

- Cold War

- Vietnam war

- Coastal towns

2. Teaching and Learning Style

The school uses a variety of teaching and learning styles in Human and social. Our principle aim is to develop the learners' knowledge and understanding of the issues involved in the broad range of areas across the school. These are completed through a mixture of whole session teaching, individual/group work, discussions, use of resources including ICT and personalised booklets.

We recognise that we have learners of differing abilities in all sessions and so provide suitable learning opportunities by matching the challenge of the task to the ability of the learner (Orchard's internal assessment scheme). We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty where not all learners complete all tasks
- Grouping learners by ability and setting different tasks for each group
- Provide a range of challenges with different resources

- Using support staff to support the work of individuals or groups of learners
- Accessing different environments to embed various teaching/learning approaches.

3. Curriculum Planning

We ensure that there are opportunities for learners of all abilities to develop their knowledge and understanding of all aspects of Human and Social and have the opportunity to gain accredited qualifications to support further education and raise aspirations.

We plan the activities so that learners can build on their prior learning. Whilst there are opportunities for learners of all abilities to develop their knowledge and understanding of the individual subject areas, there is planned progression built into the scheme of work so that learners are increasingly challenged as they move up through the provision.

Learners have the opportunity gain a range of NCFE/Cache qualifications depending on which year they are studying 10 or 11, this process ensures that learners at the Orchard have a progressive 2 year programme to improve their knowledge around the subject areas within Human and Social.

4. Contribution of PSD to Other Curriculum Areas

We use Human and Social subjects as a tool to re-engage learners back into core subjects such as literacy and numeracy, through the use of interactive and innovative resources/subjects.

Literacy

Human and social contributes to the teaching of Literacy by actively promoting the skills of reading, writing, speaking and listening. They have the opportunity to compare ideas, methods and approaches in their own work and that of other learners, to say what they think and what they feel about them before completing personalised work or workbooks.

Numeracy

Human and social contributes to the teaching of Numeracy by giving opportunities to develop learners' understanding of populations, countries, years and distances through a range of topics.

Information and Communication Technology (ICT)

We use ICT to support H&S where appropriate. The use of the Internet is another resource to aid learning around H&S to research subject further to gain greater understanding or support achievement. ICT can also be used for learners who are struggling with their English skills to aid achievement.

5. Assessment and recording

At both KS3 & KS4 we assess learners' work in History and Geography whilst observing them working during sessions. The tutor will make a summary judgement in relation to the session plan. We use this information to plan future work, to provide the basis for assessing the progress of the learners, and to complete the report to parents at the end of the year. Learners will build up a portfolio of work throughout the year which will be assessed ongoing. All learners also complete a half termly summative assessment in the subject (Orchard Award scheme).

At KS4, learners will complete accredited booklets to either gain single unit qualifications or contribute towards a larger (NCFE) Entry level 3 Award in Occupational studies qualification. As the qualification is unitized learners participate in areas such as Introduction to retail skills and Displaying Travel and Tourism Information.

High achieving learners will be challenged through a L1/2 programme.

6. Resources

There is a wide range of resources to support the teaching of H&S. Specific subject resources are accessible to learners only when directed by a tutor with the support of the support staff. They have access to work books, personalised booklets/tasks and interactive activities both within the classroom and outside of the school.

7. Monitoring and Review

The monitoring of the learners' work is the responsibility of the tutor and the curriculum lead. The role of the curriculum lead also involves supporting colleagues in the teaching of H&S, being informed about current developments in the subject and providing a strategic lead and direction for the subject.

We also carry out reviews at the end of each half term where we monitor learning progress within each subject. Qualification booklets are open ended to take a more personalised approach to delivery due the attendance barriers many of our learners face; this gives them the ultimate chance of achieving by personalising the learning to their behavioural progression.

IQA of the qualification booklets takes place termly and feedback provided to Tutors and learners to support continuous quality improvements, with EQA bi-annually. Standardisation meetings also take place termly to ensure that assessment decisions whether relating to the Orchard Assessment Scheme or NCFE qualifications are robust, fair and consistent.

Science Policy

CONTENTS

1. Introduction
2. Teaching & Learning Style
3. Curriculum Planning
4. Contribution of Science to Other Curriculum Areas
5. Assessment and recording
6. Resources
7. Monitoring & Review

1. Introduction

Science develops the learners' knowledge, skills and understanding of key elements of science to give them a broad understanding of each to support any potential reintegration to school or support with progression to further education.

The aims of science are to improve learners' understanding of:

- Fun science experiments using various methods and recognition of scientific terminology associated with scientific methodology
- Food and Hygiene/ Basic cooking
- Energy production to recognize the need to recycled and modern, clean technologies
- Evolution and Variation – to understand genetics and variation within different species
- Propagation of plants
- Energy and forces
- Human Biology – different working systems within the body
- Space the solar system
- Skeletal system
- Nutrition and digestion
- Chemical reactions
- Reproduction
- Health
- Inventions – knowledge of key developments and their inventors

2. Teaching and Learning Style

The school uses a variety of teaching and learning styles in Science. Our principle aim is to develop the learners' knowledge and understanding of the issues involved in the broad range of areas across the school. These are completed through a mixture of whole session teaching, individual/group work, discussions, use of resources including ICT and personalised booklets. Learners are encouraged to actively participate in experiments and hands on techniques to develop a greater understanding of concepts.

We recognise that we have learners of differing abilities in all sessions and so provide suitable learning opportunities by matching the challenge of the task to the ability of the learner (Orchard's internal assessment scheme). We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty where not all learners complete all tasks
- Grouping learners by ability and setting different tasks for each group
- Provide a range of challenges with different resources
- Using support staff to support the work of individuals or groups of learners
- Accessing different environments to embed various teaching/learning approaches

3. Curriculum Planning

We ensure that there are opportunities for learners of all abilities to develop their knowledge and understanding of all aspects of science and have the opportunity to gain accredited qualification where the subject matter facilitates, to support further education and raise aspirations.

We plan the activities so that learners can build on their prior learning. While there are opportunities for learners of all abilities to develop their knowledge and understanding of the individual subject areas, there is planned progression built into the scheme of work so that learners are increasingly challenged as they move up through the provision. The planning development learners with an understanding that concepts can be challenged and changed through fostering curiosity and experimentation.

Learners have the opportunity gain a range of NCFE/Cache qualifications depending on which year they are studying 10 or 11, this process ensures that learners at the Orchard have a progressive 2-year programme to improve their knowledge around the subject areas within Science.

4. Contribution of PSD to Other Curriculum Areas

We use Science as a tool to re-engage learners back into core subjects such as literacy and numeracy, through the use of interactive and innovative resources/subjects.

Literacy

Science contributes to the teaching of Literacy by actively promoting the skills of reading, writing, speaking and listening. They have the opportunity to compare ideas, methods and approaches in their own work and that of other learners, to say what they think and what they feel about them before completing personalised work or workbooks.

Numeracy

Science contributes to the teaching of Numeracy by giving opportunities to develop learners' understanding of timings, reactions, measurements, cooking time, growth and years across the range of key topics covered.

Information and Communication Technology (ICT)

We use ICT to support science where appropriate. The use of the Internet is another resource to aid learning around science to research subject further to gain greater understanding or support achievement. ICT can also be used for learners who are struggling with their English skills to aid achievement.

5. Assessment and recording

At both KS3 & KS4 we assess learner's work in Science whilst observing them working during sessions. The tutor will make a summary judgement in relation to the session plan. We use this information to plan future work, to provide the basis for assessing the progress of the learners, and to complete the report to parents at the end of the year. Learners will build up a portfolio of work throughout the year which will be assessed ongoing. All learners also complete a half termly summative assessment in Science (Orchard Award scheme)

At KS4, learners will complete accredited booklets to either gain single unit qualifications or contribute towards a larger **(NCFE) Entry level 3 Award in Occupational studies** qualification. As the qualification is unitized learners participate in areas such as Energy Production, Food Hygiene and safety, Basic Cooking, Introduction to the propagation of plants, Garden horticulture, and Human Biology.

High achieving learners will be challenged through a L1/2 programme.

6. Resources

There is a wide range of resources to support the teaching of Science and resources are all risk assessed to ensure they are safe for our learning environment as we do not use a science laboratory. Specific subject resources are accessible to learners only when directed by a tutor with the support of the support staff. They have access to work books, personalised booklets/tasks and interactive activities both within the classroom and outside of the school.

7. Monitoring and Review

The monitoring of the learners' work is the responsibility of the tutor and the curriculum lead. The role of the curriculum lead also involves supporting colleagues in the teaching of Science, being informed about current developments in the subject and providing a strategic lead and direction for the subject.

We also carry out reviews at the end of each half term where we monitor learning progress within each subject. Qualification booklets are open ended to take a more personalised approach to delivery due the attendance barriers many of our learner's face; this gives them the ultimate chance of achieving by personalising the learning to their behavioural progression.

IQA of the qualification booklets takes place termly and feedback provided to Tutors and learners to support continuous quality improvements, with EQA bi-annually. Standardisation meetings also take place termly to ensure that assessment decisions whether relating to the Orchard Assessment Scheme or NCFE qualifications are robust, fair and consistent.

ICT Policy

CONTENTS

1. Introduction
2. Teaching & Learning Style
3. Curriculum Planning
4. Contribution of ICT to Other Curriculum Areas
5. Assessment and recording
6. Resources
7. Monitoring & Review

1. Introduction

ICT develops the learners' knowledge, skills and understanding with a key focus on the development of effective communication skills and encourages learners 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.

Learners will develop practical, transferable skills in Information and Communication Technology in order to work confidently, effectively and independently in life

The aims of I.C.T are to improve learners' understanding of:

- Skills when using ICT systems
- Finding and selecting information
- Developing, and presenting and communicating information
- Applying their knowledge and understanding to everyday life
- Engaging competently and confidently with others
- Solving problems in both familiar and unfamiliar situations
- Developing personally and professionally as positive citizens who can actively contribute to society

2. Teaching and Learning Style

The school uses a variety of teaching and learning styles in I.C.T. Our principle aim is to develop the learners' knowledge and understanding of the key elements within I.C.T and deliver them in a personalised way. These are completed through a mixture of whole session teaching, individual/group work, discussions, use of resources to improve our learners understanding of ICT.

We recognise that we have learners of differing abilities in all sessions and so provide suitable learning opportunities by matching the challenge of the task to the ability of the learner (Orchard's internal assessment scheme). We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty where not all learners complete all tasks
- Grouping learners by ability and setting different tasks for each group
- Provide a range of challenges with different resources
- Using support staff to support the work of individuals or groups of learners
- Accessing different environments to embed various teaching/learning approaches

3. Curriculum Planning

We ensure that there are opportunities for learners of all abilities to develop their knowledge and understanding of all aspects of ICT and have the opportunity to gain accredited qualifications to support further education and raise aspirations ranging from Entry level 1 to level 2.

We plan the activities so that learners can build on their prior learning. While there are opportunities for learners of all abilities to develop their knowledge and understanding of

the individual subject areas, there is planned progression built into the scheme of work so that learners are increasingly challenged as they move up through the provision.

4. Contribution of ICT to Other Curriculum Areas

We use the ICT subject as a tool to re-engage learners back into core subjects such as literacy and numeracy, through the use of interactive and innovative resources/subjects.

Literacy

ICT contributes to the teaching of Literacy by actively promoting the skills of reading, writing, speaking and listening. They have the opportunity to compare ideas, methods and approaches in their own work and that of other learners, to say what they think and what they feel about them before completing personalised work or workbooks. ICT also help engage learners that have a fear of writing with the hope of raising the learners' self-esteem around writing.

Numeracy

ICT contributes to the teaching of Numeracy by giving opportunities to develop learners' understanding of values, spreadsheets, formulae and number based questions within content of lessons.

5. Assessment and recording

Individual Learning Programmes:

On admission learners are given initial assessments which are used for diagnosis for basic skills, three times per year, to inform the differentiation of their learning.

All documentation and assessment results are used to formulate an **Individual Learning Target**, which generates reviews that are carried out at the end of each half term. We expect all learners that spend more than 2 full terms at the Orchard progress one full level in each of their core subjects, this will depend on their attitude and attendance towards their education.

KS3

Learners will be assessed throughout the sessions using Q&A, observation and work within their work book. At the end of each half term all learners will complete an exam style assessment where they will answer a set of questions based on the content of delivery within a time limit to assess their progression (Orchard Internal Assessment Scheme.)

All KS3 learners also complete a initial assessment of their current skill level in ICT which highlights progression and areas for future development. Learners will build up a portfolio of work throughout the year which will be assessed ongoing.

KS4

Learners will be assessed throughout the sessions using a variety of formative and summative assessment methods. At the end of each half term all KS4 learners will also complete an exam style assessment where they will answer a set of questions based on the content of delivery within a time limit to assess their progression. (Orchard Internal Assessment Scheme)

Learners will then complete an NCFE ICT exam at whatever level is appropriate to the learner (E1-L2). They have the opportunity to take exams 3 times a year whilst at the Orchard to support progression, exam confidence and preparation for further education.

6. Resources

There is a wide range of resources to support the teaching of ICT. Specific subject resources are accessible to learners only when directed by a tutor with the support of the support staff. They have access to work books, personalised booklets/tasks and interactive activities both within the classroom and ICT suite.

7. Monitoring and Review

The monitoring of the learners' work is the responsibility of the tutor and the curriculum lead. The role of the curriculum lead also involves supporting colleagues in the teaching of ICT, being informed about current developments in the subject and providing a strategic lead and direction for the subject.

We also carry out reviews at the end of each half term where we monitor learner progress within each subject. Qualification booklets and qualifications are open ended to take a more personalised approach to delivery due the attendance barriers many of our learners face; this gives them the ultimate chance of achieving by personalising the learning to their behavioural progression.

Summary of Curriculum Policy and rationale

At the Orchard we recognise that we teach and support some of the hardest to reach young learners in the country. The school treats every learner as an individual personalising all areas of their school life to ensure we meet the needs of our complex learners.

At the Orchard we understand our learners have struggled to engage in education for small or large parts of their educational life, so we take a thematic approach to our holistic curriculum embedding engaging content, field trips and educational visits to ensure we are innovating all areas of our curriculum.

With this in mind the key focuses of our curriculum outcomes fall into 3 simple's stages –

- 1. Create the right learning environment where all learners feel safe to learn without fear of failure.***
- 2. Personalise learning directly from initial assessment using our internal assessment scheme to tailor learning, monitor progression and reward achievement. (Bronze to Platinum)***
- 3. Reward success to raise aspirations and self –esteem within all learners at the Orchard, creating a love for lifelong learning.***

The school will monitor assessment, progression and overall achievement within its Orchard Data Dashboard ensuring we aspire to not only improve all learners' academic levels but the schools overall academic performance.

This policy will be reviewed annually by a Director.

	Initial	Review 1	Review 2	Review 3
Signed		Mike Burton	Mike Burton	
Position		Director	Director	
Date		06/09/18	05/09/19	