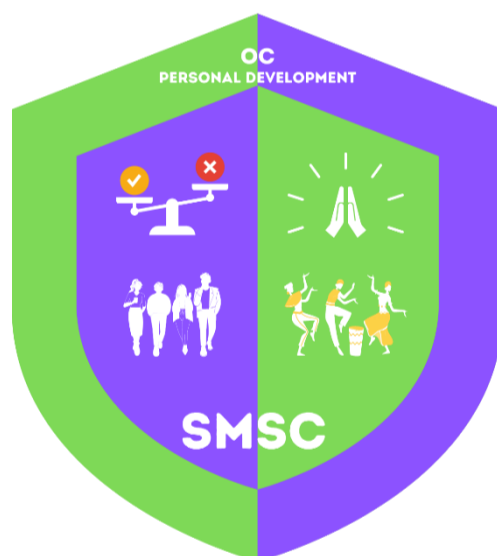




Curriculum Journey

The Orchard Centre



Support Trust Achieve Respect

“Creativity is now as important in education as literacy”

Sir Ken Robinson

Our aim is to provide a first-class, appropriate and broad education for all learners, supporting individual needs, preparing them for success in life and improving life chances. Our curriculum is designed to provide our students with the core knowledge they need for success in education and later life, including developing and encouraging the young people to be active and economically self-sufficient citizens.

Our approach to teaching and learning supports our curriculum and intends to build on prior learning throughout the key stages providing building blocks to success.

The Orchard Centre provides a highly inclusive, nurturing environment where students are encouraged to enjoy their education and everyone is helped to achieve their potential. Those who are most able are challenged and encouraged to expand their skills and knowledge through varied curriculum opportunities. Those who find learning more difficult are encouraged and given targeted support to embed skills, to develop at their own pace and to learn in a style that best suits their individual needs.

We endeavour to improve the chances in life of every young person who enters our Centre by providing a holistic approach to teaching and learning and celebrating success. Through personalised learning and meaningful interventions students should have every opportunity to reach their full potential.



Curriculum Overview for the Orchard Centre

Welcome...

Welcome to the Orchard Centre. The Orchard Centre Pupil Referral Unit (PRU) provides full-time education for young people in Key Stage 3 and 4 who require social, emotional or mental health (SEMH) support. We also welcome referrals for young people with medical needs which result in difficulties in accessing mainstream education. All young people receive SEND support or have an Education, Health and Care Plan (EHCP).

We endeavour to improve the life chances of every young person who enters our Centre by providing a holistic approach to teaching and learning and celebrating success. Through personalised learning, a broad and expansive curriculum offer and meaningful interventions, young people have the opportunity to reach their full potential in a caring and nurturing environment. Our holistic approach to life at The Orchard Centre is underpinned our core value of 'STAR', Support, Trust, Achieve and Respect. Our young people have the opportunity to develop in a way that meets their individual needs enhancing academic outcomes and developing soft skills.

AIMS

The Orchard Centre aims to provide an educational experience which will enhance and support a return to mainstream education where appropriate. The Orchard Centre seeks to achieve these aims by:

- Creating a meaningful, caring, stimulating and safe environment which will enable young people to address their particular issues.
- Providing a broad, balanced and relevant curriculum with particular emphasis on literacy and numeracy.
- Providing individual learning programmes according to young people's needs, in order to enable a return to mainstream education or to another educational establishment which would better cater for their particular needs.
- Encouraging young people to raise their self-esteem, and to value themselves and others, fostering the values of friendship and determination.
- Providing assessment opportunities where they can evaluate their progress against national norms and that of their peers.
- Encouraging young people to take increasing responsibility for their own actions and for their learning and their futures.
- Working closely with parents/carers, schools and support agencies to ensure the young people are given every opportunity to succeed.
- Promoting a positive and responsible attitude towards our society in general.
- We seek to minimise the disruption to our young people's education and offer an enriching and enjoyable experience, helping to reduce anxiety about schoolwork.

SERVICES

The Orchard Centre offers:

- A holistic approach to education encompassing academic rigour and pastoral care to overcome SEMH issues.
- Our 'Rising Stars' Centre offers a Nurture based Therapeutic curriculum offer. This provision aims to develop, feelings of self-worth and relationship development whilst continuing to develop our young people's academic progress.
- Lawnswood Integrated Therapy Service (LITS) offering creative therapies to help young people overcome the most complex of SEMH issues.
- Specialist experienced staff offering care and support in a nurturing and encouraging environment to enable young people to build confidence, self-esteem and develop healthy relationships.
- Close liaison with families and relevant agencies to build partnerships and effective networks in order to provide young people with better life chances.
- Bespoke programmes of study to cater for individual needs and interests.
- A broad and varied Enrichment programme to offer our young people the opportunity to develop new skills.
- Rigorous processes of measuring and reviewing effectiveness of practice against achievable standards including stability of placement.

Assessment and identification of needs

As part of a thorough induction programme young people are initially assessed to explore academic levels and areas of need, in order to identify any additional support required and subsequently ensure bespoke interventions are in place.

CURRICULUM

Our curriculum places great value in supporting our young persons in making progress academically and narrowing gaps in learning taught by qualified teachers. Subjects offered are in line with mainstream education and young persons can gain a range of qualifications from Entry Levels to GCSE. At Key Stage 3, our learners are taught via a practical and thematic model which is a practical learning solution encouraging learners to develop independent enquiry and develop learning. This is done thematically, enhances opportunity for collaboration, reflection, and creates an interest in learning. Personal Development is integral to our curriculum offer and it is here that we prepare our young people for life 'Beyond Lawnswood', creating opportunities for work experience, practical skill development, participation in Outdoor Learning and developing opportunities for employment or further study. Our PSHE programme is a key element of our curriculum focusing on safe relationships, building self-esteem and resilience.



Our Ambition

To improve life chances of young people by providing a first-class, appropriate and broad education, supporting individual needs in a nurturing environment.

Our STAR Spirit

SUPPORT TRUST ACHIEVE RESPECT

Our Vision

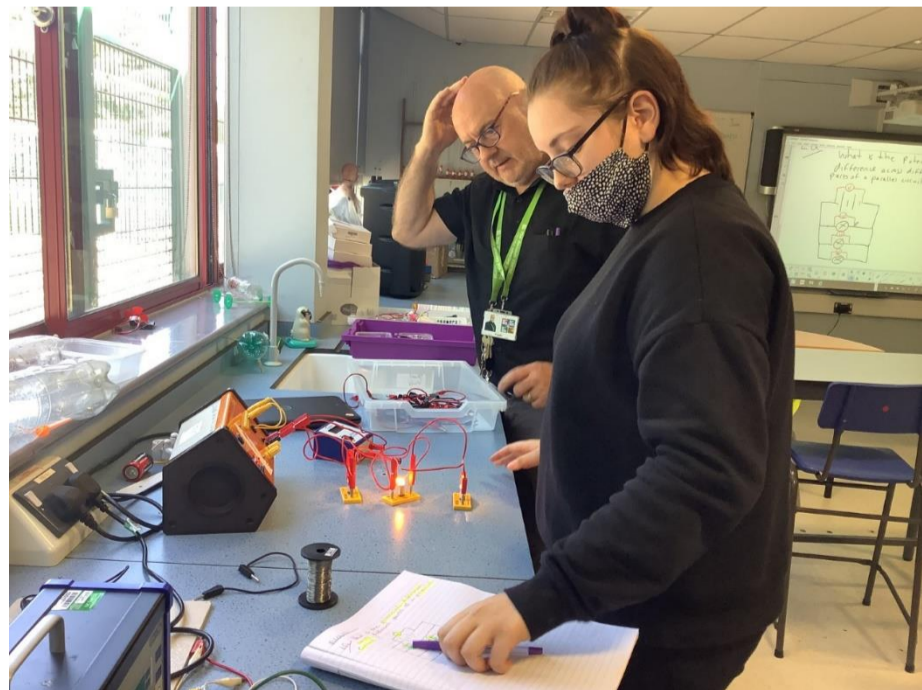
We believe that by creating a meaningful, caring, stimulating and safe environment young people have the opportunity to address their particular issues, raise their self-esteem, and learn to value themselves and others. We seek to minimise the disruption to young people's education and offer an enriching and enjoyable experience, helping to reduce anxiety about schoolwork.

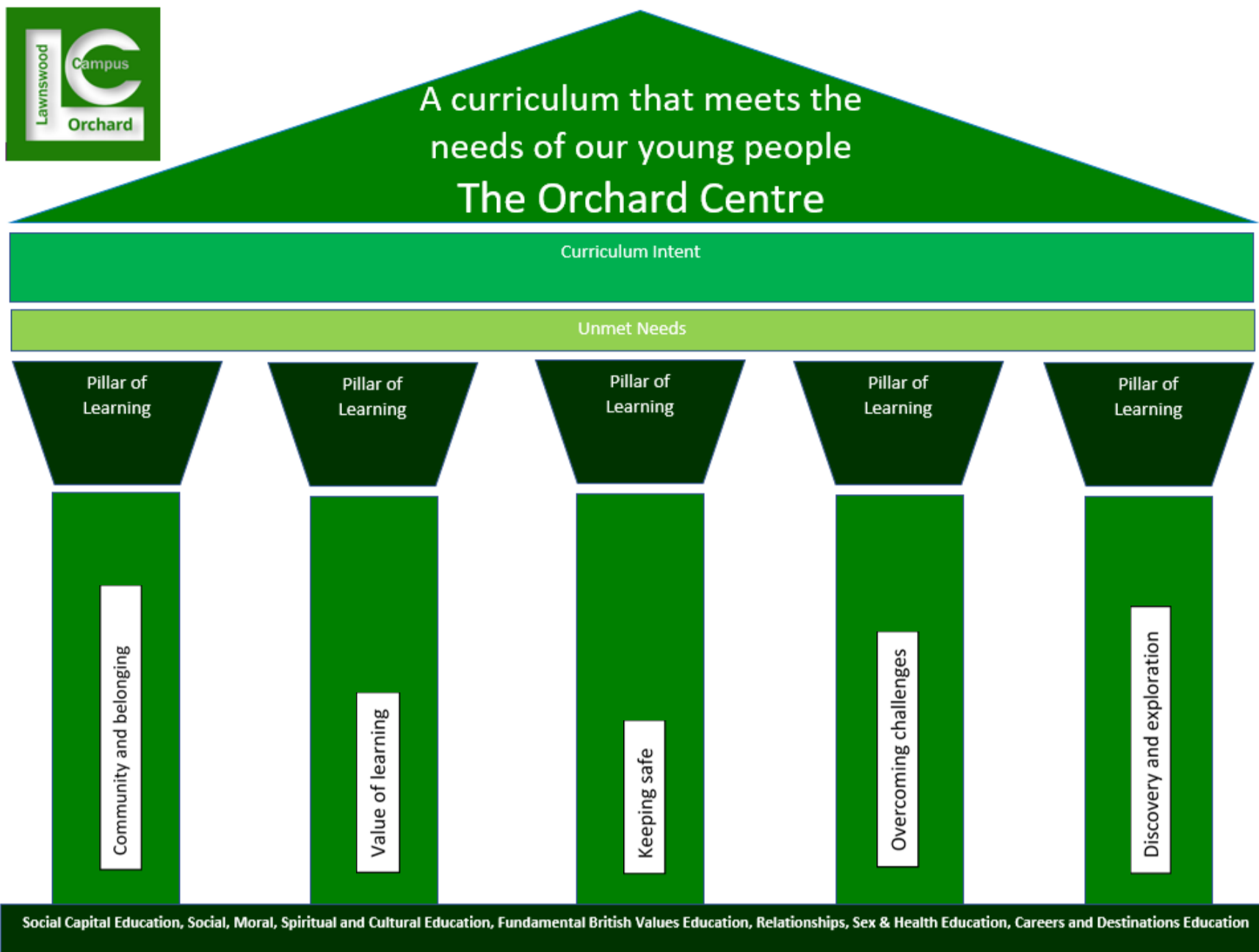
Our Values

Kindness Empathy
Honesty Positivity



Commitment Resilience
Responsibility Curiosity





Curriculum Intent

Our aim is to provide a first-class, appropriate and broad education for all learners, supporting individual needs, preparing them for success in life and improving life chances. Our curriculum is designed to provide our students with the core knowledge they need for success in education and later life, including developing and encouraging the young people to be active and economically self-sufficient citizens.

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We endeavour to improve the chances in life of every young person who enters our Centre by providing a holistic approach to teaching and learning and celebrating success. Through personalised learning and meaningful interventions students should have every opportunity to reach their full potential.

Pillars

Community and Belonging

Core Learning, Social and Cultural Learning, Personal Learning, Creative Learning, Physical Learning, Pastoral Care, Enrichment,

Value of learning

Core Learning, Social and Cultural Learning, Personal Learning, Creative Learning, Physical Learning, Pastoral Care, Enrichment,

Keeping Safe

Core Learning, Social and Cultural Learning, Personal Learning, Creative Learning, Physical Learning, Pastoral Care, Enrichment

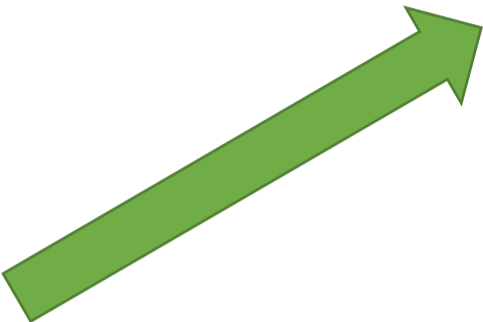
Overcoming Challenge

Core Learning, Social and Cultural Learning, Personal Learning, Creative Learning, Physical Learning, Pastoral Care, Enrichment

Discovery and exploration

Core Learning, Social and Cultural Learning, Personal Learning, Creative Learning, Physical Learning, Pastoral Care, Enrichment

Learning Pathways



Core Curriculum

Beyond Lawnswood
SMSC
Enrichment
SMSC
Outdoor Education

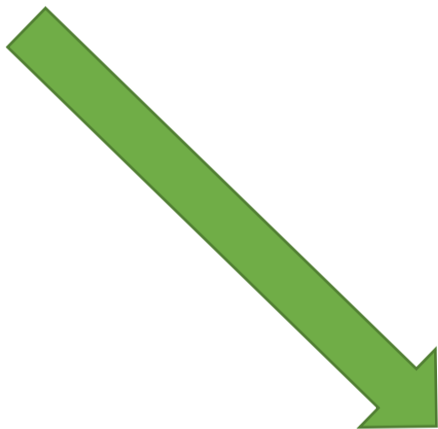
Entry Point

Induction Process
Soft Skill Analysis
EHCP Review
Academic Baseline Testing
Bespoke Target Setting



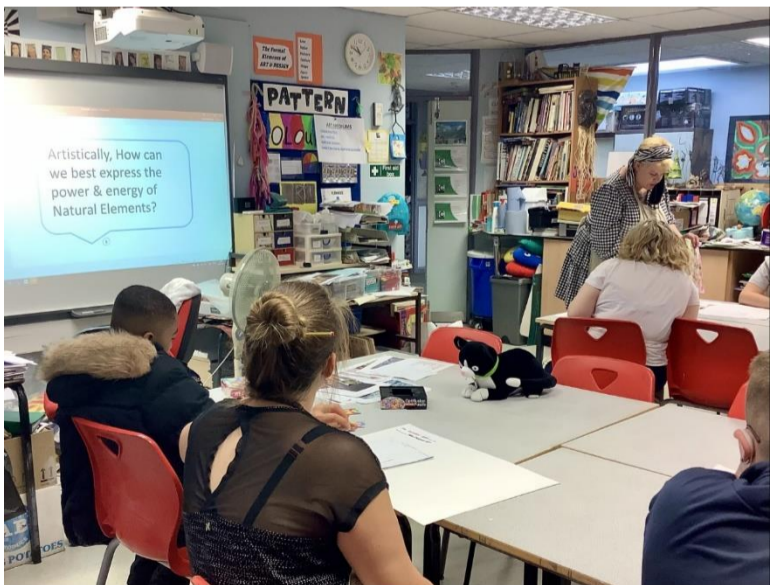
Employability

Beyond Lawnswood
SMSC
Enrichment
SMSC
Outdoor Education



Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



The Learning Model



Scaffolding Learning

The Learning Question should be an engaging and thought provoking 'hook' to draw the learner into the lesson. Ideally, this should be short, concise and clear, allowing learners of all abilities to engage with the content. The LQ should guide the learning and be revisited at the end of the session. This is your opportunity to assess how knowledge has been developed over the course of the lesson. It should encourage debate, spark questions and encourage engagement. This should be displayed on entry to the classroom.



Success criteria is a set of features which a teacher wants to see in a learners work throughout a lesson or term. It is a good way to ensure that learners know what's expected of them. It also encourages learners to challenge themselves and think carefully about how they structure their work.

Success criteria should be succinct, achievable, and ensure that that learner knows what they are learning, but also how to achieve it. Success criteria should be differentiated to support and challenge all learners.

Example;

- i. I can write a formal letter of complaint.
- ii. I can write a formal letter of complaint and use paragraphs.
- iii. I can write a formal letter using complex sentences to make my work descriptive.



WAGOLL should be utilised to demonstrate an effective piece of work. This could be done via practical modelling or via some effective exemplar material, which should clearly demonstrate to learners how to develop their knowledge and response.



Pause for thought is an ideal opportunity to:

- Reinforce and revisit prior learning
- Instil the purpose of the lesson and where the learning will lead.
- Develop self-reflection time for learners.



Learning and Assessment

Knowledge delivery and continual assessment and progress checking.



Our Curriculum Offer



Faculty Structure

The Core Learning Faculty

English Studies

Mathematics

Science

The Personal Learning Faculty

Personal Development

Relationships, Sex & Health Education

Health and Social Care

The Creative Learning Faculty

ICT

Art

Food & Nutrition

The Physical Learning Faculty

Sport

Outdoor Education

The Nurture Faculty

Rising Stars

Learning Support



English Studies

“It matters not what someone is born, but what they grow to be”

Intent - “The English curriculum is diverse and challenging”. At the Orchard Centre, our aim is to expose our learners to a broad spectrum of thought provoking literature, whilst developing levels of verbal and written competency. We aim to equip our learners with the necessary literacy tools to enable them to access the broader curriculum.

In turn, our learners should prepare to engage with a curriculum offer, which is enriching and delivered dynamically. We link our learning material to contemporary and relatable context. No matter what the learners’ background, we believe that within our curriculum, they can flourish, feel challenged, achieve and thrive”.

Implementation - The English curriculum is organised into:

- ‘formal’ learning of reading, writing, speaking and listening in periods distinctly allocated to this work
- ‘informal’ learning which goes on throughout the rest of the curriculum areas covered.

The predominant mode of working in English differs for each aspect of the subject, although all are inter-related. Pupils are taught individually, in small groups or classes of up to ten pupils.

Citizenship, Spiritual, Moral, Social and Cultural aspects are covered through the study of a variety of texts and in class discussions.

Impact - As English has a pre-eminent place in education and in society, a high-quality education in English is essential to teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language, developed in English Lessons, are essential to participating fully as a member of society.

Staff; CC, AH, AM, MMH

Awarding Body; AQA

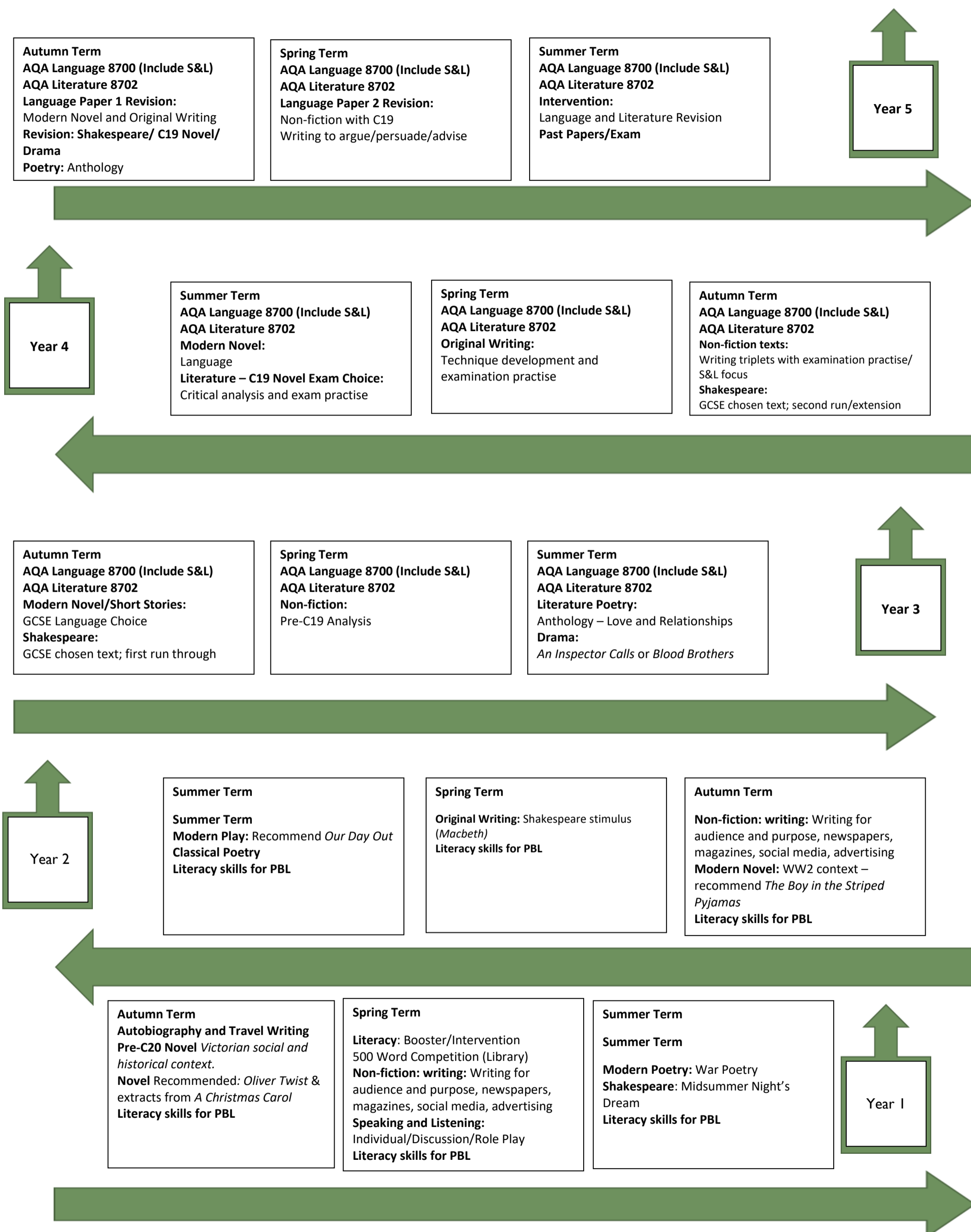
Assessment Objectives;

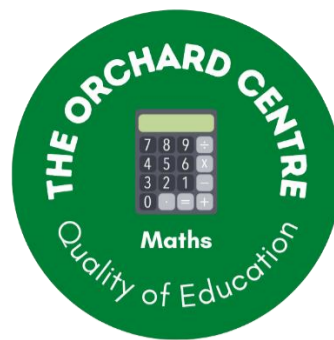
Literature

- AO1: Read, understand and respond to texts. Students should be able to:
 - maintain a critical style and develop an informed personal response
 - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Language Studies

- AO1:
 - identify and interpret explicit and implicit information and ideas
 - select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken Standard English effectively in speeches and presentations.





Mathematics

“Pure mathematics is, in its way, the poetry of logical ideas. Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers”

Intent - At The Orchard Centre, our aim is to develop ‘a sense of enjoyment and curiosity about the subject’ (National Curriculum 2014). We are also dedicated to equipping our pupils with skills to use in the real world.

The intent of Maths at the Orchard Centre is to ensure that every student has an individualised learning pathway to maximise their full potential. We nurture a can-do attitude by providing a safe learning environment with small class sizes allowing students to flourish. In each class, pupils are taught in small groups. Each group has a programme of study tailored to their ability. We make great use of a variety of software, websites, games, real-life materials and kinaesthetic apparatus (Numicon) to engage students and help them learn in the way that best suits their needs.

Implementation - The department offers a supportive, nurturing environment focused on developing a culture of success. We strive to ensure that every student achieves their potential and develops a life-long love of learning using varied methods and close support in our small groupings that allows the teacher and support staff the opportunity in most lessons to offer one to one guidance. This we are confident will afford each pupil the opportunity to achieve his/her personal best and cement a solid foundation to start a functional skills or GCSE qualification.

Impact - The Key Stage 3 curriculum has been designed to secure and deepen pupils understanding and confidence with number work, shape space and measure as well as statistics and probability and significantly an introduction to algebra and progress into graphs and transformations. Successful completion of these topics will aid a smooth progression into KS4 where they will following a path onto GCSE or functional skills qualifications.

The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We have fostered an environment where Maths is fun and it is OK to be ‘wrong’ because the journey to finding an answer is of grave importance. We aspire to give our students a progressive mind-set where they can trace their own path towards their target with confidence and a sense of achievement.

Staff; RO, AR

Awarding Body; Edexcel GCSE Maths

Assessment Objectives;

AO1 Use and apply standard techniques Students should be able to:

- accurately recall facts, terminology and definitions
- use and interpret notation correctly
- accurately carry out routine procedures or set tasks requiring multi-step solutions.

AO2 Reason, interpret and communicate mathematically Students should be able to:

- make deductions, inferences and draw conclusions from mathematical information
- construct chains of reasoning to achieve a given result
- interpret and communicate information accurately
- present arguments and proofs
- assess the validity of an argument and critically evaluate a given way of presenting information.

AO3 Solve problems within mathematics and in other contexts Students should be able to:

- translate problems in mathematical or nonmathematical contexts into a process or a series of mathematical processes
- make and use connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods used and results obtained
- evaluate solutions to identify how they may have been affected by assumptions made.

Number	Algebra	Ratio, proportion and rates of change	Geometry and measures	Probability	Statistics
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Autumn Term

GCSE Foundation	GCSE Higher
1 –Geometry and measure Right-angled triangles: Pythagoras and trigonometry	1-Geometry and measure Pythagoras theorem and trigonometry
Probability Calculating probabilities, Experimental probability, Tree diagrams, Venn diagrams.	Probability Experimental probability, Tree diagrams, Venn diagrams Calculating probabilities, and sets
2- Multiplicative reasoning Growth and decay Compound measures	2- Multiplicative reasoning Growth and decay Compound measures

Spring Term

GCSE Foundation	GCSE Higher
1 - Algebra Quadratic equations: expanding and factorising Quadratic equations: Graphs	1 - Algebra Quadratic: expanding more than two brackets, Graphs: quadratic and cubic
2- Geometry and measure Perimeter , area volume 2: Circumference & area of circles, Cylinders, pyramids and cones	Geometry and measure Circle theorems
Fractions and reciprocals	Algebraic fractions

Summer Term

GCSE Foundation	GCSE Higher
1- Algebra Rearranging equations, graphs, reciprocal functions and simultaneous equations	1-Algebra Reciprocal and exponential graphs Direct and inverse proportion
Revision and exam	Revision and exam



Year 5

Summer Term

GCSE Foundation	GCSE Higher
1- Algebra Straight line graphs	1-Algebra Linear graphs, quadratic and cubic graphs
Real-life graphs	Real-life graphs
2-Geometry and measure Perimeter, area & volume 1: Area, surface area, volume and prisms	2-Geometry and measure Perimeter, area and circles 3D form and volume, prisms, cylinders and spheres
Transformations Plans and elevations Constructions, loci and bearings	Transformations Constructions, loci and bearings
Ratio and proportion	Ratio and proportion

Spring Term

GCSE Foundation	GCSE Higher
1-Number Fractions, decimals & percentages	1-Number Fractions decimals and percentages
Algebra Solving Equations: linear & simultaneous, Inequalities, sequences	Algebra Solving equations: simultaneous and quadratic, Inequalities
2 - Geometry and measure Properties of shapes Parallel lines & angle facts Interior and exterior angles of polygons Similarity and congruence, Vectors	2-Geometry and measure Polygons, angles and parallel lines Similarity & congruence Vectors and geometric proof

Autumn Term

GCSE Foundation	GCSE HIGHER
1-Number Integers and place value, types of number, Decimals, Rounding Factors, multiples and primes Indices, powers and roots, standard form	1-Number Estimating and rounding Indices & roots Factors, multiples, primes, standard form and surds
Algebra Terms, Expressions, expanding and factorising, substitution and formulae	Algebra Expressions, Indices, expanding and factorising, formulae
2 – Statistics Sampling, Averages and the range, Tables, charts and graphs, Pie charts Scatter graphs, Time series	2- Statistics Sampling, Averages and range, Scatter graphs, Time series, Box plots and histograms



Year 4

Autumn Term

1- Reasoning with Algebra
Straight-line graphs
Forming and solving equations and inequalities
Testing conjectures

2 – Constructing in 2 and 3 Dimensions

Three dimensional shapes
Construction and congruency.

PBL-Exploration-calculate distance between countries-length of time to travel from one to the next-using different means of transportation.

Spring Term

1-Reasoning with Number
Numbers
Using percentages
Mathematics and money

2-Reasoning with geometry

Deduction
Rotation and translation
Pythagoras' theorem.

PBL-Creativity-problem solving task-eg create a box to fit 36 sweets not touching each other-suing only one layer...2 layers etc. Using 2 rows etc. workout and compare cost of packaging.

Summer Term

1-Reasoning with proportion
Enlargement and similarity
Solving ratio and proportion problems
Rates

2-Representations

Solving problems using graphs, tables and algebra.

PBL-Community - Councils and spending – how the council spends money to provide a safe community. Compare various sectors using charts and graphs



Year 3

Summer Term

1-Developing Geometry

Angles in parallel Lines and polygons
Area of Trapezia and Circles
Line of symmetry and reflection

2-Reasoning with data

The data handling cycle
Measures of location and dispersion.

PBL-STEM

Data collection sheet –finding out peers main means of communications-and frequency of use-presented on charts and graphs.

Spring Term

1- Algebraic Techniques

Brackets, equations and inequalities
Sequences
Indices

2-Developing Number

Fractions and Percentages
Standard index Form
Number sense.

PBL-

Calculations with money managing money plays a role in purchasing and preparing food to support nutrition-budgeting.

Autumn Term

1-Proportional Reasoning

Ratio and Scale
Multiplicative Change
Multiplying and dividing fractions

2-Representation

Working in the Cartesian plane
Representative Data.

PBL-STEM PROJECT- Communication-

Data collection sheet –finding out peers main means of communications-and frequency of use-presented on charts and graphs.



Year 2

Autumn Term

1- Algebraic Thinking

Exploring sequences
Understanding and using algebraic notation
Equality and Equivalence

2- Place Value and Proportion

Place value and ordering
Fraction, decimal and percentage equivalence

PBL-Past, Present and Future

Changes in population size-over the years-percentage

Spring Term

1- Application of Number

Addition and Substitution
Multiplication and division
Fractions and percentages of amounts

2 –Directed Numbers and Fractional Thinking

Directed Number
Adding and subtracting fractions
PBL-Natural Hazards
Graphing the impact/cost of Natural Hazards over the decades.

Summer Term

1-Lines and angles

Construction and Measuring
Geometric Reasoning

2- Reasoning with number

Developing Number Sense
Sets and Probability
Prime Numbers and proof.

PBL-Field to Fork Cost of production-calculating the cost involved in a selected product form Field to Fork-can be



Year 1



Science

“It is strange that only extraordinary men make the discoveries, which later appear so easy and simple”.

Intent - Science teaching at the Orchard Centre is focused on discovery and understanding through practical activities. We aim to help students find value and meaning in their studies and apply their scientific knowledge to the wider world.

Our goals include:

- To engage and interest our students in areas where they may perceive barriers to engagement and learning
- To develop personal and vocational skills which students can take forward and build on.
- To stimulate students' interest in future careers and further education choices and pathways.
- To offer opportunities which may not be generally available to students with special educational needs.
- To encourage questioning and curiosity
- To enrich the lives of students and staff with new experiences and opportunities.

Implementation - Planning is at the heart of the delivery of lessons. Opportunities for practical activities are sought for each topic and developed for our students. For each lesson, students receive a lesson menu and check list which includes:

- Learning aims and objectives
- A detailed list of activities
- Learning check and assessment tasks

Lesson aims and objectives are differentiated offering students more challenging goals. The lesson menu and check list give students the opportunity to check their progress and note their achievements.

Impact -In judging the impact of the science curriculum on individual students our primary focus is to see students engaging with the learning and enjoying science lessons.

More formal measurements include:

- Formative and summative assessment during lesson
- Tracking progress against individual targets
- Testing against nationally recognised grades and levels

Staff; PL, CW, AJ

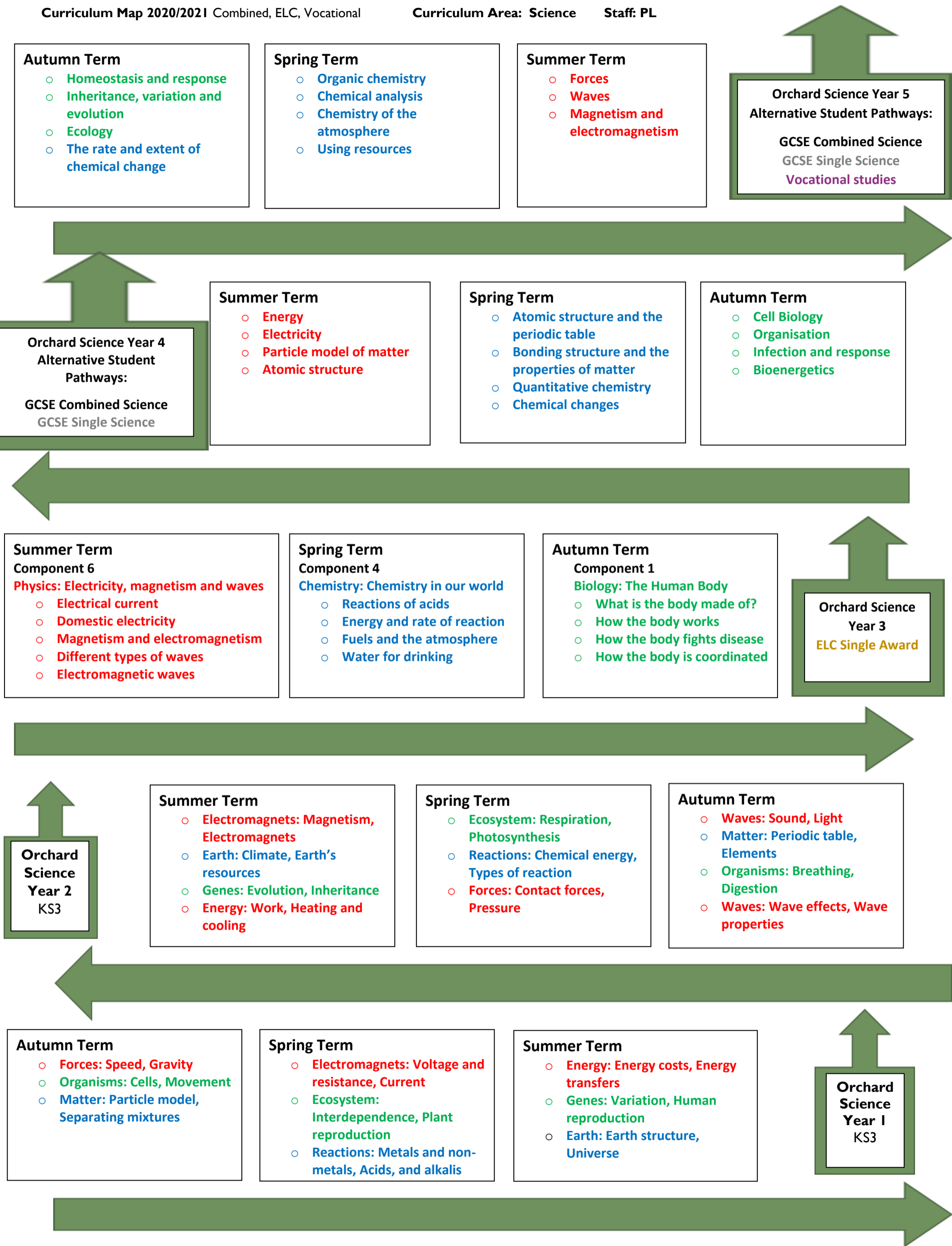
Awarding Body; AQA GCSE Combined Science Trilogy & AQA Entry Level Science Certificate

Assessment Objectives;

AO1 : Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2 : Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.

AO3 : Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.





Food and Nutrition

“Every child should be taught to cook in school, not just talk about nutrition all day”

Intent - Food and Nutrition will help students to understand the ingredients they use and also how to use them wisely and to the best of their capabilities. It will enable them to develop a wide range of practical skills and techniques to use ingredients healthily and creatively, and will equip them with the knowledge of where their food comes from and how to maximise its nutritional value. Students will benefit from the study of Food and Nutrition in a wide range of ways and across many subjects including maths, science, PSHE, geography and RE.

Implementation - Students will use a wide range of ingredients, especially seasonal and locally produced, to make a range of savoury and sweet dishes. They will be shown a variety of skills and techniques to enable them to produce quality results using their own creativity. They will be taught about the importance of healthy eating and the nutritive values of different foods. Students will also be taught about how foods are produced and manufactured.

Impact - Students should develop confidence in their ability to produce a range of dishes, and use a variety of techniques. Students should understand where their food comes from and how it is made. Students should understand the importance of healthy eating and have a basic understanding of nutrition.

Staff; RC

Awarding Body; EDUQAS

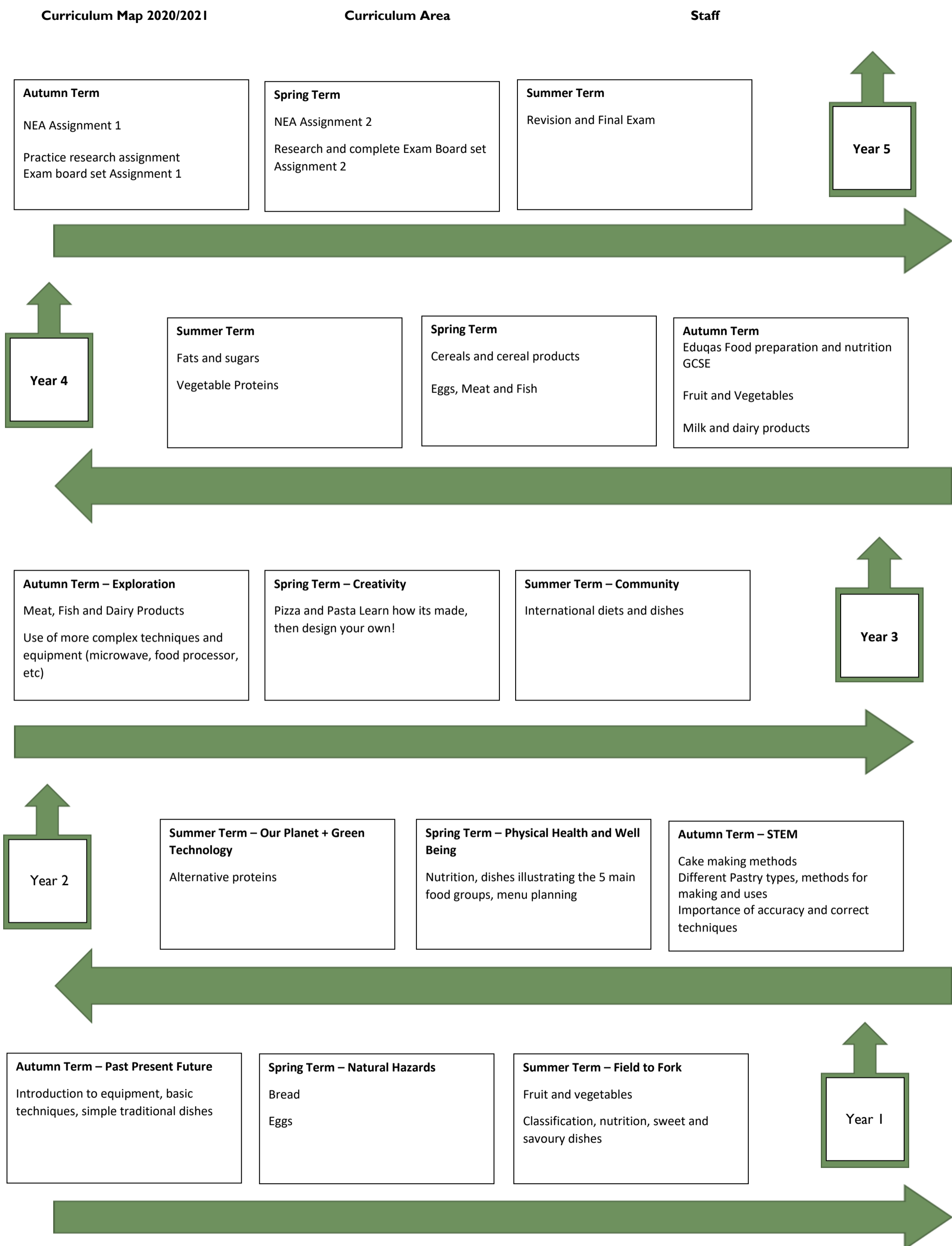
Assessment Objectives;

AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation

AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation

AO3 Plan, prepare, cook and present dishes, combining appropriate techniques

AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others





Art

“Art enables us to find ourselves and lose ourselves at the same time.”

Intent - Art is a big part of life whether students realise or not and the intent is to help students take a closer look at; their own surroundings, Art and Artists from the past and the present and help them use Art as a means of expression and communicating their own feelings.

Implementation - The aim for Key Stage 3 is to teach a series of skills based around the formal elements of Art & Design; line, tone, pattern, texture, colour, shape, form, space, scale.

Added to this students will have the chance to experiment with different techniques and processes in a variety of mediums in both 2D and 3Dimensions.

These will be repeated in different projects throughout the key stage to embed their dexterity, competence and proficiency. This will then give the students a grounding in Art & Design which they can draw on in their work in Key Stage 4 should they choose this as their option for GCSE.

In addition students will be encouraged to use the vocabulary and language used in Art to enable them to show their appreciation of Art, Craft & Design and also aid them to annotate their thought processes as they work.

Impact - The aim is for these skills to empower students to be inventive and inspire their creativity to produce /create Artwork for their GCSE as well as enhancing their outlook on the world as they leave school. The 4 Assessment objectives are clearly measured for GCSE and this is echoed in the Assessment objectives we have designed for Key Stage 3.

Staff; DKV

Awarding Body; AQA GCSE Art

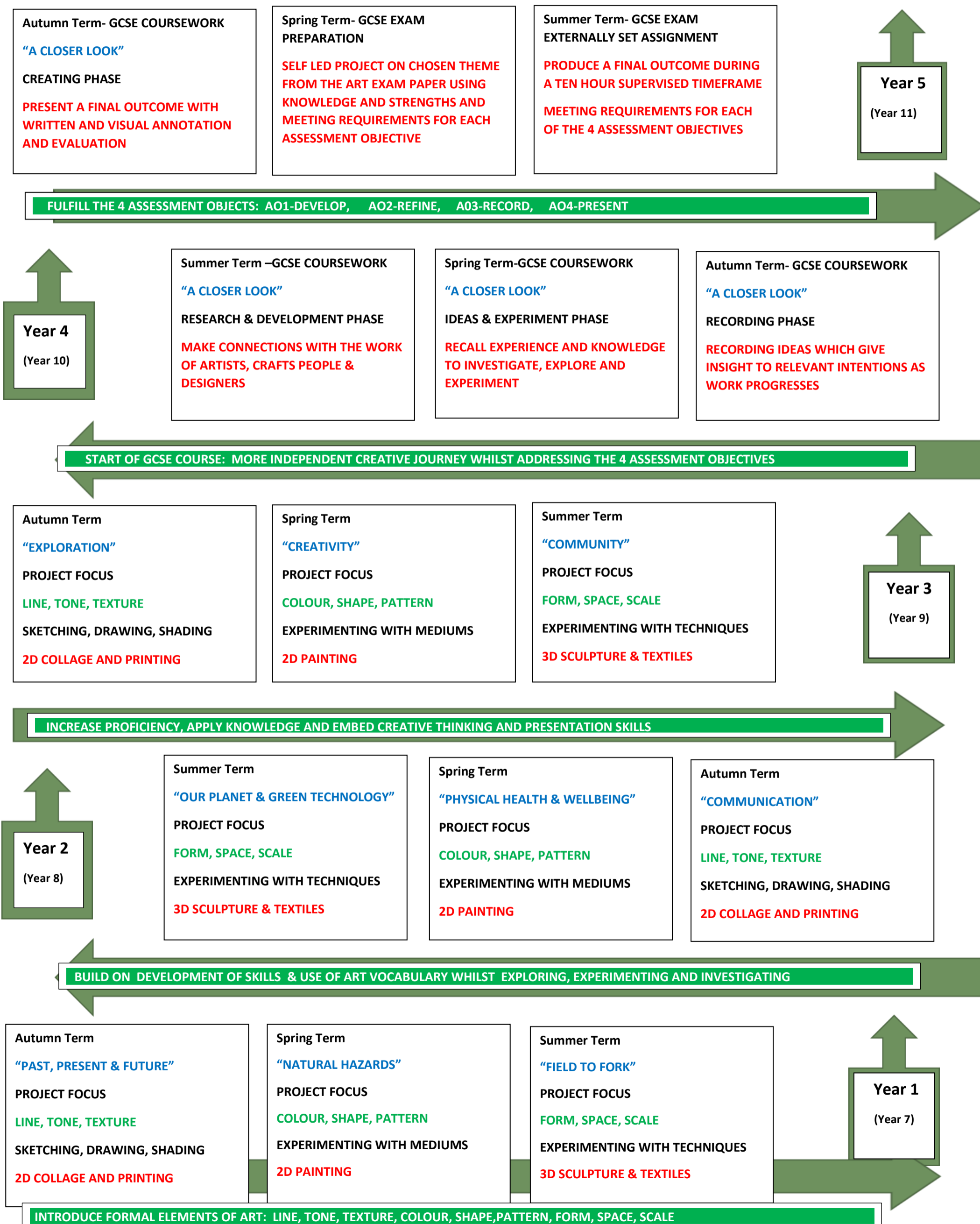
Assessment Objectives;

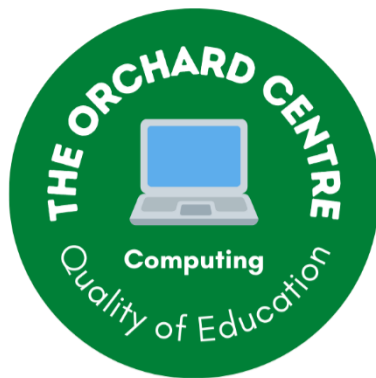
AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.





ICT

“Life is a lot more fun if you treat it’s challenges in a creative way”

Intent -

Every 21st-century student should have the opportunity to take part in creating technology that is changing our world and prepare them for any future career.

The creativity, problem solving, collaboration & communication skills of Computer Science help students follow job market trends when they graduate.

Learning to code is the single most important step that students can take to prepare themselves to participate in and benefit from the digital economy and ‘future-proof’ their careers. According to Code.org, 71% of all new STEM jobs are in computing, yet only 8% of STEM graduates are in Computer Science.

Implementation -. Learners are taught using a variety of short course and long course frameworks to ensure a substantial curriculum is provided for all learners. Learners are conversant with a range of ICT functions and uses that can be adapted for use in employment.

Impact – Learners develop a thorough understanding of concepts in ICT and their applications.

Staff; AP

Awarding Body; AQA, iDEA

Curriculum Map 2021/22

CERTIFICATE IN ICT USER SKILLS L1/L2
IDEA
AQA AWARDS (EL)
LEVEL 1/2 FUNCTIONAL SKILLS ICT

Curriculum Area: ICT

Autumn Term

- **SILVER/GOLD**
- **USING ICT**

Spring Term

- **WORD PROCESSING**
- **SILVER/GOLD**
- **FINDING AND SELECTING INFORMATION**

Summer Term

- **DESKTOP PUBLISHING SOFTWARE**
- **SILVER/GOLD**
- **DEVELOPING, PRESENTING AND COMMUNICATING INFORMATION**

Year 11

Year 10

Summer Term

- **USING EMAIL**
- **USING THE INTERNET**
- **SILVER**

Spring Term

- **SPREADSHEET SOFTWARE**
- **SILVER**

Autumn Term

- **PRESENTATION SOFTWARE**
- **IMPROVING PRODUCTIVITY**
- **SILVER**

Autumn Term

- **BRONZE/SILVER**
- **USING ICT**
- **DESIGNING A LOGO**
- **DESKTOP PUBLISHING SOFTWARE**
- **MAKING A SCHOOL POSTER**
- **MAKING A LEAFLET**
- **PRESENTATION SOFTWARE**
- **CREATING MULTIMEDIA PRESENTATION L1**

Spring Term

- **BRONZE/SILVER**
- **USING MICROSOFT EXCEL**
- **USING A SPREADSHEET PACKAGE L1**
- **STANDARD WAYS OF USING EXCEL L1**
- **USING FORMULAE IN EXCEL L1**
- **INTERMEDIATE EXCEL – DATA ENTRY**
- **USING EMAIL**

Summer Term

- **BRONZE/SILVER**
- **PRODUCING AN INFORMATION GUIDE USING ICT**
- **PLANNING A TRIP**
- **USING EMAIL**
- **INTERNET BASICS**

Year 9

Year 8

Summer Term

- **BRONZE**
- **USING A DESKTOP PUBLISHER**
- **DESIGNING A GREETINGS CARD USING MS PUBLISHER**
- **MAKING A SCHOOL POSTER**
- **MAKING A LEAFLET**

Spring Term

- **BRONZE**
- **INTRODUCTION TO WORKING WITH SPREADSHEETS**
- **BASIC WORKING WITH EXCEL SPREADSHEETS**
- **CREATING AND USING A SPREADSHEET**
- **USING MICROSOFT EXCEL**

Autumn Term

- **BRONZE**
- **DEVELOPING PRESENTATIONS USING ICT**
- **CREATING POWERPOINT PRESENTATIONS (UNIT 2)**
- **ICT FUNCTIONAL SKILLS USING WORD**
- **USING WORD PROCESSING SOFTWARE**
- **ICT BASIC SKILLS USING MICROSOFT WORD**

Autumn Term

AQA AWARDS- ENTRY LEVEL UNLESS SPECIFIED

- **USING ICT (UNIT 1)**
- **INTRO TO ICT HEALTH & SAFETY & ONLINE SAFETY**
- **HEALTH & SAFETY IN ICT**
- **INTRO TO POWERPOINT**
- **CREATING POWERPOINT PRESENTATIONS**

Spring Term

- **INTRODUCTION TO MICROSOFT EXCEL**
- **CREATING AND USING A SPREADSHEET**
- **INPUTTING DATA INTO A SPREADSHEET**

Summer Term

- **BASIC COMPUTER SKILLS**
- **CREATING A DOCUMENT USING PUBLISHER**
- **USING ICT TO PRODUCE A POSTER OF LEAFLET**
- **MAKING A LEAFLET**

Year 7

The Personal Learning Faculty



Health and Social Care

“The happiest people I know are those who lose themselves in the service of others”.

Intent - “Education is the proper way to promote compassion and tolerance in society. Compassion and peace of mind bring a sense of confidence that reduce stress and anxiety, whereas anger and hatred come from frustration and undermine our sense of trust. Because of ignorance, many of our problems are our own creation”. Dalai Lama XIV

Here at the Orchard Centre we would like our pupils to be happy and motivated so we follow our school motto “STAR” which means: “Support, Trust, Achieve, Respect” and so we aim to nurture our pupils to be happy and successful young adults. Orchard PSHE lessons facilitate the opportunity for pupils to learn about their Personal, Spiritual, Social, Moral and Cultural development as well as their own safeguarding and safety.

PSHE education is important because the curriculum makes a major contribution to a whole range of schools’ other statutory responsibilities too, for example:

- The responsibility to promote children and young people’s personal and economic well-being, and the responsibility to offer sex and relationships education.
- The spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils for the opportunities, responsibilities and experiences of later life.

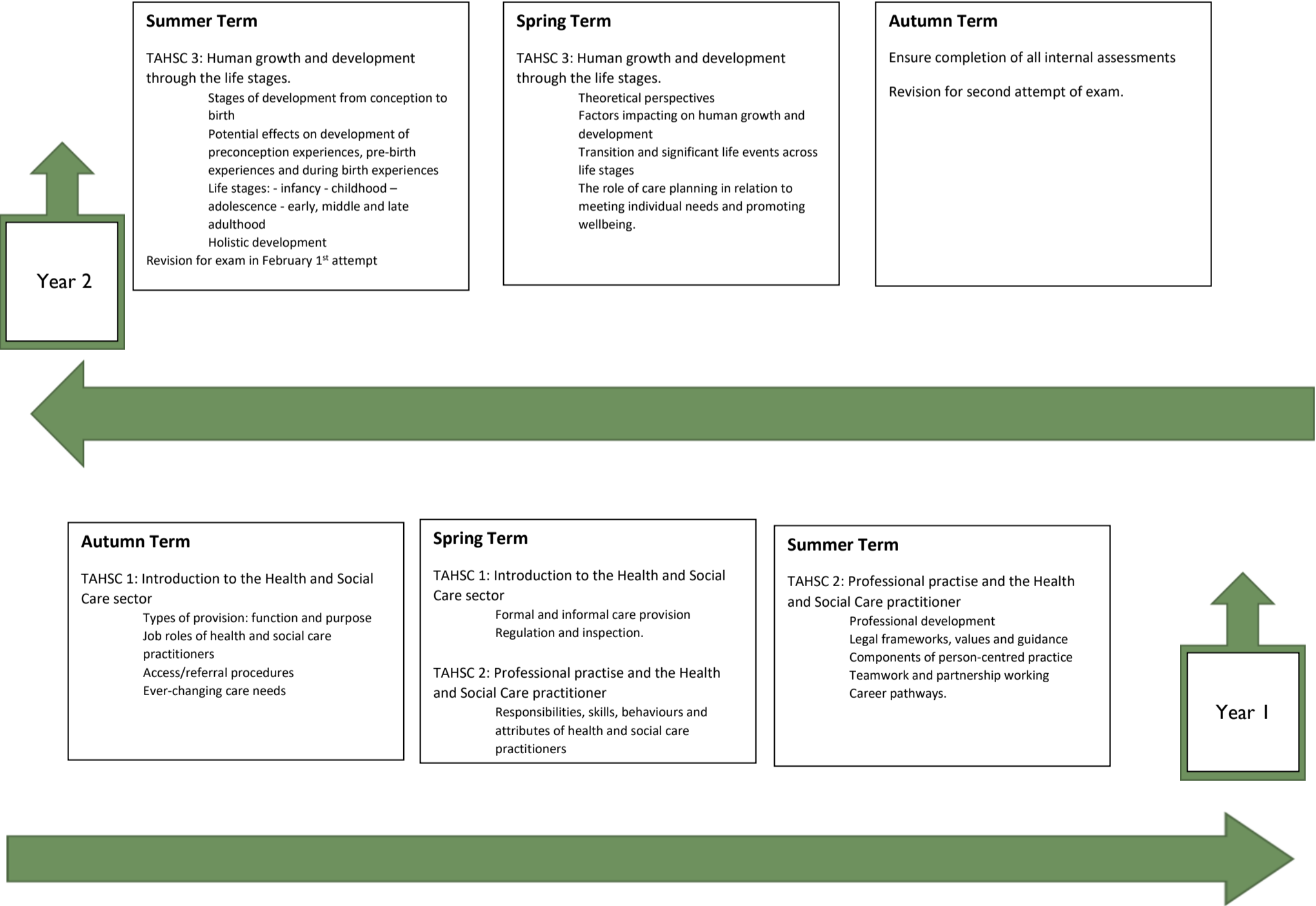
Pupils are encouraged to partake in written work, discussions and ‘Positive Activities’ that help them improve their confidence and social skills too.

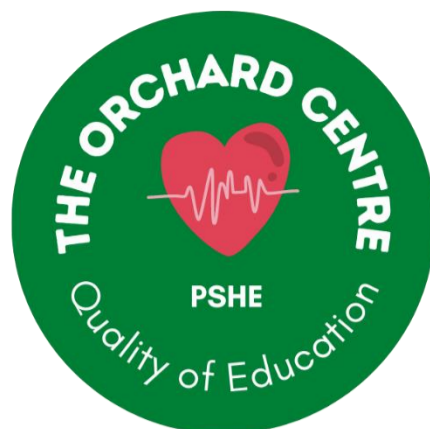
Implementation - The course has been map out to continuously build on knowledge gained in the previous component, with each component having elements of crossover and compliment topics. Physical, intellectual, emotion and social development is a consistent theme throughout all components to assess, refer and support aspects of development, health and wellbeing. Throughout this course, students are academically challenged by the broadness of the content and the delivery through case studies. The emphasis on realistic case studies develops student’s analytical skills to provide solutions using knowledge gained during the delivery of content. Use of personally experience where relevant is encouraged to give significance and meaning to the topics through class discussion, building confidence within in the classroom. The course is 60% controlled assessment completed over the 2-year delivery, this can be individualised for the student to allow engagement and independent completion. There is also opportunity for feedback and improvement on assessment to allow students to achieve beyond their target grade. The exam element, which makes up 40%, is covered in year 1 as students have an opportunity to retake to improve grades.

Impact - Formal assessment is carried out within the classroom to ascertain knowledge gained on topics within the each component with continuous reference to physical, intellectual, emotion and social development. Formal assessment is carried out through controlled assessment within component 1 and 2 and mock exam to support component 3. The impact of the course supports post 16 opportunity to level 2/3 courses supporting a springboard into a range of career opportunities in Health and Social Care, Child Care or Education.

Staff; LL

Awarding Body; Pearson BTEC Award





Relationships, Health & Sex Education

"The best thing to hold onto in life is each other."

Intent - Through RSHE, the intention is that students at the orchard centre gain the knowledge, understanding and emotions to be able to play an active role in today's society. We would like all of our students to have high aspirations, a belief in themselves and the knowledge to make positive choices. Through the 5-year course, we would like our young people to develop confidence in sharing their own thoughts and opinions with others, build skills and attributes to keep themselves healthy and safe, to become a responsible global citizen, to show tolerance of others beliefs, religions and life choices and to build positive and respectful relationships with other people.

Implementation - RSHE is a golden thread throughout the Orchard centre curriculum. The curriculum will include; self-concept, mental health and emotional wellbeing, healthy lifestyles, drugs, alcohol and tobacco, online safety and media, managing risk and personal safety, puberty and sexual health, relationships including positive relationships, consent, conception and parenthood, bullying, abuse and discrimination. We will also cover aspects of living in the wider world including choices and pathways and careers. RSHE will be delivered to students through one 45-minute lesson and complimented by two and a half hours a week of SMSC during tutor time. Delivery of RHSE will be supported by the delivery of ASDAN PSHE short course.

Impact - At the orchard centre, we believe that delivering a meaningful and broad RSHE curriculum ensures our young people are equipped with the knowledge, skills and attributes they will need to stay healthy, safe and manage their lives now and in the future. Using a broad range of resources young people can approach a range of real life situations, apply their skills, and attribute to help navigate themselves through modern life. Learning about a range of global issues and problems, children can build up tolerance and a sense of responsibility to become a responsible global citizen.

Staff; LL, LK

Awarding Body; JIGSAW

Curriculum Map 2020/2021

Curriculum Area

Staff SC/LK

Autumn Term

Managing Risk/Personal Safety
Sexual health and fertility
Performing and maintaining relationships & Employment rights.

Spring Term

Social influences
Bullying, abuse and discrimination
Financial Choices

Summer Term

Consent
Contraception and parenthood
Media, literacy and digital resilience

Year 5

Year 4

Summer Term

Self-concept
Mental health/emotional well-being
Learning skills

Spring Term

Positive relationships
Relationship values
Choices and pathways

Autumn Term

Related decisions
Healthy Lifestyles
Drugs and alcohol
Work and Career

Autumn Term

Exploration
Healthy Lifestyles
Drugs, alcohol and tobacco
Self Concept-
Mental, health and wellbeing

Spring Term

Creativity
Sexual health
Managing, risk and personal safety
Forming relationships
Consent

Summer Term

Community
Social influences
Bullying, abuse and discrimination
Contraception and parenthood
Positive relationships – values

Year 3

Year 2

Summer Term

Our planet/Green Technology
Self-concept
Healthy Lifestyles

Spring Term

Physical Health and well-being
Sexual health
Drugs, alcohol and tobacco
Mental health and well-being
Healthy Lifestyles

Autumn Term

STEM – Communication
Bullying/abuse and discrimination
Social influences
Forming and maintaining relationships
Consent

Autumn Term

Past, present and future
Positive relationships
Relationship values
Puberty and sexual health
Contraception and parenthood

Spring Term

Natural Hazards
Managing risks and personal safety
Bullying, abuse and discrimination
Social influences

Summer Term

Field to Fork
Healthy Lifestyles
Drugs, alcohol and tobacco

Year 1

The Physical Learning Faculty



Outdoor Education

"Of all the paths you take in life, make sure a few of them are dirt."

Intent - Our aim is to provide a diverse range of activities based in the natural environment. Regardless of background, ability or need these activities will be adapted to ensure they can be accessed by all learners. As well as learning and practising practical skills these activities will also support the holistic development of our children and young people. We aim to equip our learners with the self-awareness, self-regulation and social skills to build their resilience and to enable them to confidently grow and achieve in other areas of their education and life.

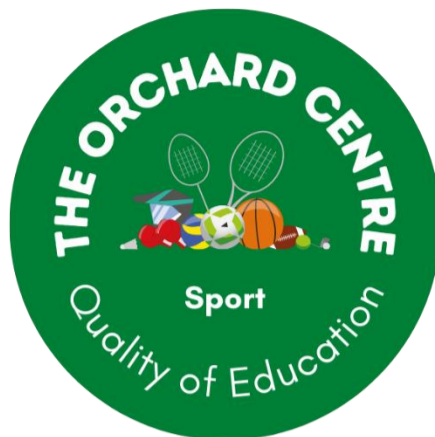
Implementation - All Key Stage 3 learners are timetabled a double session every week throughout the academic year. Regardless of background, ability or need session activities are adapted to ensure they can be accessed by all learners. Learners are assessed at a minimum termly and more regularly on a needs basis. The curriculum is planned on a long and medium term basis but these plans are flexible and are reviewed regularly in order to respond to learners emerging needs. Sessions feature opportunities for individual and group reflection that supports the cycle of planning, delivering and assessing.

Impact - As well as learning and practising practical skills, Forest School sessions support the holistic development of our children and young people. Sessions and activities will equip our learners with the self-awareness, self-regulation, confidence and social skills to build their resilience and to enable them to confidently grow and achieve in other areas of their education and life.

Staff; MH

To achieve a John Muir Award, each participant must:

- Meet four Challenges – Discover, Explore, Conserve, Share
- Complete the required time commitment
- Show enthusiasm and commitment towards their involvement
- Have an awareness of John Muir
- Understand what the John Muir Award is and why they are participating



Autumn Term

Overarching theme for this term is “Exploration”.

Activities linked to Seasonal changes, celebrations and customs.

Spring Term

Overarching theme for this term is “Creatvity”.

Activities linked to Seasonal changes, celebrations and customs.

Summer Term

Overarching theme for this term is “Community”.

Activities linked to Seasonal changes, celebrations and customs.

Year 3



Year 2

Summer Term

Overarching theme for this term is “Our Planet and Green Technology”.

Activities linked to Seasonal changes, celebrations and customs.

Spring Term

Overarching theme for this term is “Physical Health and Wellbeing”.

Activities linked to Seasonal changes, celebrations and customs.

Autumn Term

Overarching theme for this term is “STEM Project”.

Activities linked to Seasonal changes, celebrations and customs.



Autumn Term

Overarching theme for this term is “Past, Present and Future”.

Activities linked to Seasonal changes, celebrations and customs.

Spring Term

Overarching theme for this term is “Natural Hazards”.

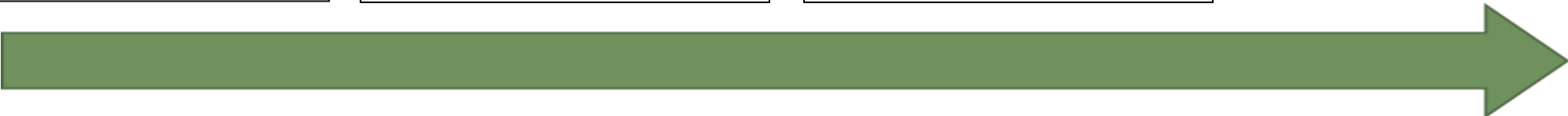
Activities linked to Seasonal changes, celebrations and customs.

Summer Term

Overarching theme for this term is “Field to Fork”.

Activities linked to Seasonal changes, celebrations and customs.

Year 1





Sport

“You can't put a limit on anything. The more you dream, the farther you get”.

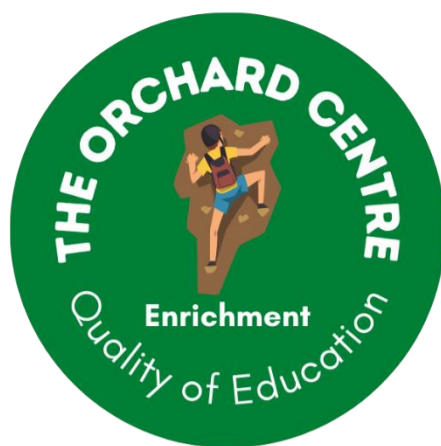
Intent - The OCR Cambridge Nationals in Sports Studies (Level 1/2), is intended to provide a sector based, knowledgeable experience for all pupils who have an interest in working in the sport sector, or have a passion or drive for personal development. Here at the Lawnswood Campus, our staff are well equipped to encourage pupils to delve deeply into the theoretical knowledge of sport, with 2x core units and following 2x optional units of; contemporary issues in sport, developing sport skills, sports leadership and sport in the media.

Implementation - Pupils at Lawnswood Campus who study the OCR Cambridge Nationals in Sports Studies (Level 1/2) engage in meaningful theory and practical lessons which develop them holistically as a learner. The impact of the course will leave pupils with many transferrable skills which can be dispersed across many different sectors such as; time management, resilience, self-discipline, teamwork and co-operation. A learner who studies this course at the Lawnswood Campus will be developed and prepared to move onto further education or training upon exit.

Impact - Our OCR Sports Studies incorporates a variety of teaching and learning methods, which in turn, enables pupils to select their preferred style when liaising with their course teacher(s). The plethora of assessment methodologies include; observation, demonstration, written exam, project based portfolio, questioning, simulation, self –assessment and many more! Pupils are provided with 4x timetabled OCR Sports Studies lessons per week with an initial 50% theory and practical split (these may change due to attendance, punctuality and upcoming assessment deadlines).

Staff; RH, SJ

Awarding Body; OCR



Enrichment

“The action of improving or enhancing the quality or value of something”

At the Orchard Centre we offer an integrated Enrichment Program with the following aims-

- To support the mental health and wellbeing of our young people.
- To broaden the curriculum offer beyond 'Lawnswood Campus'
- To enhance the learning experience of our learners.

Our Enrichment program is a great way to encourage our learners to follow their passions, develop new interests and build new skills.

On a Tuesday, sessions will be delivered for key stage 4 on a carousel basis and students will rotate through each option every half term. These sessions will contribute to student's portfolio of evidence for their Duke of Edinburgh Bronze Award.

On a Friday, sessions will be delivered for key staged 3 and 4. There will be some element of structured/directed choice for these sessions. Teaching staff leading these sessions need to ensure that all learners are working towards and AQA Award Scheme Unit or similar accreditation.

Active participation in sessions should be encouraged but students are expected to attend the session they are timetabled for.

STAR points should be awarded for Enrichment sessions and catch-up time and consequences should be put in place for students not meeting expectations as with other lessons. The pastoral team will be happy to support staff with consequences and catch-up time.

Tuesday – Key Stage 4

Option 1 Cycling	Option 2 Walking	Option 3 Sport	Option 4 Art	Option 5 Boxing	Option 6 Community
CW TP	LK LO	SJ AM	MG NC	AR SC	RH KD

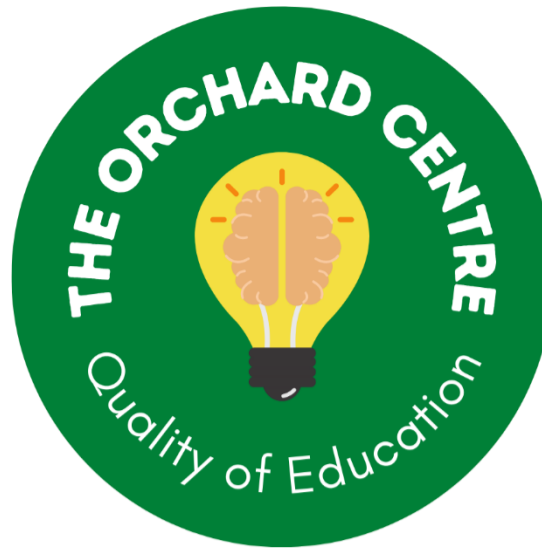
+ DofE camp craft / expedition training withdrawal group.

Friday – Key Stage 3 and 4

Option 1 Radio Station	Option 2 Sport	Option 3 Cycling	Option 4 Art	Option 5 Walking	Option 6 Community
PL AP	SJ AM	CW TP WC	MG MM	LL CD	RH KD

+ Drumming withdrawal group.

+ Boxing withdrawal group.



Building an Aspirational Reading Centre

At the Orchard Centre, we aspire to be an 'Outstanding' reading centre. We believe in both the importance of developing children's discrete word-reading skills and comprehension, and the need to engender their love of books and reading. We recognise that the two elements are intertwined; each relies on the other if children are to become life-long readers.

- place reading and books at the centre of the curriculum
- recognise that being able to read well is a key life skill for children, whatever their background.
- believe that every child can learn to read with the right teaching and support
- acknowledge that not all children will have had the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school – just like any other area of the curriculum
- build time for all children to read independently, read aloud and be read to during the school day
- develop a coherent whole-school strategy for promoting reading for pleasure
- spend money and time to support reading, including buying books and developing the centre environment to support reading
- believe that every teacher should be an advocate for reading
- devote time to training staff so they are equipped to support the learners enjoyment of reading
- involve parents to ensure the culture of reading that the school has developed extends into the home.

Six Steps to Promoting Positive Reading ...

1	2	3	4	5	6
SUPPORTING STAFF	TEACHING THE READING CURRICULUM	ENGAGING PARENTS	DEVELOPING THE READING ENVIRONMENT	TARGETING RESOURCES	CELEBRATING READING
Equipping staff with the skills and knowledge they need to teach children to be accomplished and keen readers	Making use of every opportunity the curriculum offers to teach children to become life-long readers	Harnessing the enthusiasm of parents to ensure the culture of reading developed by the school extends into the home	Understanding the role the physical environment, including libraries, book areas, and displays can play in teaching children to be readers	Using a wide range of different reading material to teach children to become readers	Involving the school community in special events to raise the profile of reading and engage children

Literacy – Reading across the curriculum Key Stage 3		Year 7	Year 8	Year 9
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> use their knowledge of: <ul style="list-style-type: none"> word roots and families grammar, sentence and whole-text structure content and context make sense of words, sentences and whole texts use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information assess the quality and reliability of information on web pages, considering its origins and verifying accuracy 	<ul style="list-style-type: none"> use their knowledge of: <ul style="list-style-type: none"> word roots and families grammar, sentence and whole-text structure content and context make sense of words, sentences and whole texts use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information be selective about which internet sources to download or quote depending on their reliability and relevance 	<ul style="list-style-type: none"> use their knowledge of: <ul style="list-style-type: none"> word roots and families grammar, sentence and whole-text structure content and context make sense of words, sentences and whole texts use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues
	Comprehension	<ul style="list-style-type: none"> read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them select the main points from texts and identify how information and evidence are used to support them read between the lines using inference and deduction identify how a text is organised, e.g. logically or thematically, to make the content clear and informative follow up initial ideas that interest them by further research 	<ul style="list-style-type: none"> read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them locate and selectively use additional information and evidence from different sources use inference and deduction to understand layers of meaning make connections between texts, their themes and factual content, and identify any agreement and contradictions read around a topic that interests them and develop a broader understanding of it through research 	<ul style="list-style-type: none"> read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them follow up and use additional material in texts to extend understanding gain a full understanding of texts using inference, deduction and analysis compare and contrast themes and issues across a range of texts research a wide range of sources to develop a full understanding of a topic or issue
Responding to what has been read	Response and analysis	<ul style="list-style-type: none"> collate and summarise relevant information, e.g. pull together and sum up facts and ideas about an issue, from different texts distinguish between facts, theories and opinions and use evidence to show the differences compare views of the same topic and consider which is most valid evaluate the content, presentation and appeal of a text. 	<ul style="list-style-type: none"> summarise and synthesise information, e.g. concise account of a broad topic, using different sources distinguish between bias and objectivity and explain how they are different identify different views of a topic and any areas of agreement and contradiction evaluate texts in terms of quality and level of interest. 	<ul style="list-style-type: none"> synthesise and analyse information to gain in-depth understanding, e.g. of causes, consequences, patterns, using different sources distinguish between facts/evidence and bias/argument identify different interpretations of facts and information and evaluate their relative merits evaluate the usefulness and reliability of texts.

Literacy – Reading across the curriculum More able and talented		Extension
Elements	Aspects	Learners are able to do the following.
Locating, selecting and using information	Reading strategies	<p>Learners build on their skills and experiences in reading across the curriculum to tackle print, on-screen and multi-modal texts with ease. They have strategies to research issues and tackle unfamiliar topics, acknowledging their sources. They use techniques (skimming, scanning, annotation, prediction) to extract meaning from challenging texts. They understand both obvious points and also nuances in meaning and are alert to different interpretations of issues and ideas.</p> <p>They can explain how texts use words, illustrations, diagrams and images to convey meaning and influence the reader/viewer and they can evaluate how effective such techniques are. They use the internet with discernment, searching selectively and assessing the validity and significance of what they find. They show their understanding by analysing, synthesising and challenging what they read.</p>
	Comprehension	
Responding to what has been read	Response and analysis	

SEND Provision

Our aims for children and young people with Special Educational Needs

We aim to:

- Raise the aspirations of, and expectations for all children and young people with SEND.
- Focus on personalised outcomes for children and young people supporting them to make progress and close gaps in learning and attainment.
- Encourage children and young people to become more independent in their learning in order to prepare them for life after school.
- Support children and young people to make a successful transition from school to further and/or higher education and employment.
- Address specific issues, raise self-esteem and learn to value themselves and others.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

*Many children and young people who have SEN may have a **disability** under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*



Objectives

- To identify and provide effective support for children and young people who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole child and young person, whole school” approach to management and provision of support for special educational needs.
- To provide a SENDCO who will manage, monitor and review the SEND Policy.
- To provide support and advice for all staff working with children and young people with special educational needs.

Our Centre

What we offer.....

- All children and young people who attend The Orchard Centre have an additional need. This is usually due to a Social, Emotional, Mental Health or medical reasons. We support those who are unable to access mainstream school.
- The provision is available for children and young people aged between 11 and 16 years of age.
- All children and young people are offered a full-time provision of 25 hours per week.
- Most children and young people are transported into the Centre by minibus.
- All children and young people can access a breakfast club, breaktime snacks and a two-course lunch.

Academic Provision

- Children and young people are offered 25 hours of onsite tuition per week.
- Children and young people are taught in small groups (no more than 10) with access to both a specialist teacher and teaching assistant.
- 1 to 1 tuition is available if required.
- Children and young people are given access to a personalised curriculum diet that includes a mix of both academic and social learning.
- Children and young people have individual targets that are central to planning the curriculum.
- For those children and young people requiring additional learning support, academic and skills-based interventions are available, eg. White Rose maths, Toe by Toe literacy, Cool Kids.

SEMH Provision

We provide support for children and young people to improve their emotional and social development in the following ways:

- Lawnswood Integrated Therapy Service team support.
- Specialist Teaching Assistants working alongside the classroom teacher in supporting ALL children and young people.
- Nurturing approach within the Centre.
- Trauma Informed methodology underlines everyday practice.
- For those children and young people requiring additional SEMH support, targeted interventions are available, e.g. social stories, Time to Talk, Lego therapy.
- Enrichment offers including those focused on well-being.

Our Ambition

To improve life chances of young people by providing a first-class, appropriate and broad education, supporting individual needs in a nurturing environment.

Our STAR Spirit

SUPPORT TRUST ACHIEVE RESPECT

Our Vision

We believe that by creating a meaningful, caring, stimulating and safe environment young people have the opportunity to address their particular issues, raise their self-esteem, and learn to value themselves and others. We seek to minimise the disruption to young people's education and offer an enriching and enjoyable experience, helping to reduce anxiety about schoolwork.

Our Values

Kindness Empathy
Honesty Positivity



Commitment Resilience
Responsibility Curiosity

SMSC Overview

Spiritual development:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral development:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Social development:

- Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

RSHE – Curriculum Overview

By the end of secondary, pupils will need to know:

Families

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage and civil partnerships are, including their legal status (e.g. that marriage and civil partnerships carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)
- Why marriage and civil partnerships are an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- How to determine whether other children, adults or sources of information are trustworthy; how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs

- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour, can damage the way people themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy, including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

PSHE Curriculum Overview

By the end of secondary, pupils will need to know:

Mental wellbeing

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
- That happiness is linked to being connected to others
- How to recognise the early signs of mental wellbeing concerns
- Common types of mental ill health (e.g. anxiety and depression)
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet safety and harms

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image or how people may curate a specific image of their life online); over-reliance on online relationships including social media; the risks related to online gambling including the accumulation of debt; how advertising and information is targeted at them; and how to be a discerning consumer of information online
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight (including the links between an inactive lifestyle and ill health, such as cancer and cardio-vascular ill health)
- About the science relating to blood, organ and stem cell donation

Healthy eating

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, alcohol and tobacco

- The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions
- The law relating to the supply and possession of illegal substances
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- The physical and psychological consequences of addiction, including alcohol dependency
- Awareness of the dangers of drugs which are prescribed but still present serious health risks
- The facts about the harms from smoking tobacco (particularly the risk to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention

- About personal hygiene, germs (including bacteria and viruses), how they are spread, treatment and prevention of infection, and about antibiotics
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- In late secondary, the benefits of regular self-examination and screening
- The facts and science relating to immunisation and vaccination
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic first aid

- Basic treatment for common injuries
- Life-saving skills, including how to administer CPR (best taught after 12 years old)
- The purpose of defibrillators and when one might be needed

Changing adolescent bodies

- Key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females, and the implications for emotional and physical health.



The Role of the Tutor

Pastoral Care ~ Support & Guidance

Safeguarding Communication Attendance Uniform Behaviour Tutor Target Time SMSC

The role of the Form Tutor is vital to the efficient running of The Orchard Centre as Tutors offer guidance, support and encouragement throughout the student's time with us. The Tutor should be one of the first people whom a student will turn to for help or advice. Support for the young person should be discussed in collaboration with the young person's Keyworker. It is through regular daily contact that unobtrusive care is exercised. Tutors must 'own' their tutees and do everything they can to ensure that their safeguarding (health, safety and welfare) is the main priority. The main functions are as follows:

A. SAFEGUARDING

- Ensure the health, safety and welfare of tutees
- Complete Safeguarding Concern forms for tutees if there are safeguarding concerns
- Identify counselling needs
- Share any Safeguarding concerns at the debrief at the end of every day

B. COMMUNICATION

- Contact with home when appropriate via phone calls or emails
- Email incidents to home, schools, partners and multiagencies
- Share Reports with Parents/Carers at the Parent/Carer Consultation Meetings
- Share any communication concerns at the debrief at the end of every day
- Attend student reviews when appropriate to support the work of the Keyworkers
- Work collaboratively with the pastoral team to clarify and support communication with relevant agencies
- Display relevant form information on the form time display board

C. ATTENDANCE

- Identify patterns of lateness and absence weekly and consult with the attendance officer regarding concerns
- Analyse weekly attendance data
- Ensure tutees are rewarded for 95%+ & 100% attendance in accordance with the rewards and incentive programme
- Share any attendance concerns at the debrief at the end of every day

D. UNIFORM

- Ensure that students wear the correct uniform and that it is addressed in Tutor Target Time
- Contact home if uniform is becoming an issues via phone call or emails
- Put consequences in place for incorrect uniform (catch up)
- Share any uniform concerns at the Debrief at the end of every day

E. BEHAVIOUR

- Discuss achievements and behaviour during Tutor Target Time
- Encourage students to follow Behaviour Expectations
- Support student in completed Behaviour Reflection Sheets after every incident of unacceptable behaviour
- Ensure students are supported during consequences for behaviour
- Ensure progress in good behaviour is rewarded
- Nominate students for Head of Centre award (Pupil of the week/ most improved pupil)
- Encourage students involvement in eating lunch and lunchtime activities
- Share any behaviour concerns at the debrief at the end of every day
- Promote positive interaction with the House System

F. TUTOR TARGET TIME

- Settle students in the morning and give them an opportunity to talk, laugh, give praise, encourage reflection, build trust and relationships
- Ensure personal targets from the Learning & Behaviour Passport are reviewed by student and Tutor
- Update personal targets every week with students
- Read EHCP and extract personal targets in line with the targets from the Learning & Behaviour Passport
- Read PEP for CYPiC and build upon personal targets in line with the targets from the Learning & Behaviour Passport
- Maintain the students Learning and Behaviour passport
- At the end of Tutor Target Time ensure pupils feel listened to and ready to learn
- To support staff with any issues of no homework
- Know your students and share with staff any barriers to learning and strategies that are needed to support the student
- Celebrate significant events in tutees lives
- Support significant triggers of tutees
- Share any Tutor Target Time concerns at the debrief at the end of every day

G. TUTOR TIME LESSON

- Deliver the daily programme of SMSC through effective and engaging learning and teaching
- Take part in creating resources for the SMSC Programme
- Ensure team building is built into the SMSC learning experience
- To maintain the students SMSC Lesson folder with their work
- Share any SMSC Lesson concerns at the debrief at the end of every day

2022/2023

Autumn Term	Spring Term	Summer Term
<p>Calendared Events: Black History Month. Jeans for Genes Day European Day of Languages. Anti Bullying Week Children in Need.</p> <p>SEMH/PSHE Focus: KS3 – See attached calendar KS4 - See attached calendar</p> <p>Literacy Focus: Morning reading 1 day per week 10mins</p> <p>Assembly Themes: Relaunch importance of reading on int literacy day Mental Health Day, Bonfire Safety</p> <p>Wellbeing Focus: Activities/cake sales Jeans for Genes Day Anti Bullying Week, fun activities European Lang Day</p>	<p>Calendared Events: Safer Internet day, London Marathon. World Book Day, Comic Relief</p> <p>SEMH/PSHE Focus: KS3 - See attached calendar KS4 - See attached calendar</p> <p>Literacy Focus: Morning reading 1 day per week 10 mins.</p> <p>Assembly Themes: Creative Curriculum Activities leading up to World Book Day. Global warming,</p> <p>Wellbeing Focus: World Book Day- Staff/pupils dress up as book characters, AH completing marathon – activities to raise money for his charity.</p>	<p>Calendared Events: Mental Health Week, Olympics, European Championships.</p> <p>SEMH/PSHE Focus: KS3 - See attached calendar KS4 - See attached calendar</p> <p>Literacy Focus: Morning reading 1 day per week 10 mins. Pupil writing competition around Olympics.</p> <p>Assembly Themes: Wimbledon, Friendship,</p> <p>Wellbeing Focus: Activities linked to mental health week and Olympic themed events with PE staff.</p>

2023/2024

Autumn Term	Spring Term	Summer Term
<p>Calendared Events: Black History Month. Jeans for Genes Day European Day of Languages. Anti-Bullying Week Children in need. Int Literacy Day. Children In Need</p> <p>SEMH/PSHE Focus: KS3 - See attached calendar KS4 - See attached calendar</p> <p>Literacy Focus: Int Literacy Day – Form time Reading</p> <p>Assembly Themes: National Day of Encouragement World Kindness Importance of reading.</p> <p>Wellbeing Focus: Activities/cake sales Jeans for Genes Day Anti Bullying Week, fun activities European Lang Day, Children In Need events.</p>	<p>Calendared Events: Safer Internet Day, LGBT Week, Chinese New Year, Comic Relief SEMH/PSHE Focus:</p> <p>KS3 - See attached calendar KS4 - See attached calendar</p> <p>Literacy Focus: Form time reading</p> <p>Assembly Themes: New Years Resolutions, Life journey, World Autism Day, International happiness day.</p> <p>Wellbeing Focus: World Book Day- Staff/pupils dress up as book characters, Comic Relief Activities,</p>	<p>Calendared Events: Commonwealth Games in Birmingham Mental Health Week. Walk to School Week. Football World Cup. SEMH/PSHE Focus:</p> <p>KS3 - See attached calendar KS4 - See attached calendar</p> <p>Literacy Focus: Form time reading</p> <p>Assembly Themes: World environment, Dreams and aspirations, Personal Safety, Sports Week,</p> <p>Wellbeing Focus: Activities linked to mental health week with PE staff. Commonwealth Games Events.</p>

Autumn Term	Spring Term	Summer Term
<p>Calendared Events: Black History Month. Jeans for Genes Day European Day of Languages. Anti-Bullying Week Children in Need. Rugby World Cup</p> <p>SEMH/PSHE Focus:</p> <p>KS3 - See attached calendar KS4 - See attached calendar</p> <p>Literacy Focus: Form time reading</p> <p>Assembly Themes: International Literacy Day, Human Rights, Christmas</p> <p>Wellbeing Focus: Activities/cake sales Jeans for Genes Day Anti Bullying Week, fun activities European Lang Day.</p>	<p>Calendared Events: Safer Internet Day, LGBT Week, Chinese New Year, Comic Relief, Cricket World Cup.</p> <p>SEMH/PSHE Focus:</p> <p>KS3 - See attached calendar KS4 - See attached calendar</p> <p>Literacy Focus: Form time reading</p> <p>Assembly Themes: Stress Awareness, Slavery, World Book Day,</p> <p>Wellbeing Focus: World Book Day- Staff/pupils dress up as book characters,</p>	<p>Calendared Events: Mental Health Week. Walk to School Week, Refugee week, World Environment Day.</p> <p>SEMH/PSHE Focus:</p> <p>KS3 - See attached calendar KS4 - See attached calendar</p> <p>Literacy Focus: Form time reading.</p> <p>Assembly Themes: Different types of family, Walking to school week,</p> <p>Wellbeing Focus: Activities linked to mental health week with PE staff. World Environment Day activities,</p>



Post 16, WEX & Destinations

Intent

Our intent at The Orchard Centre PRU is to deliver a high quality Post 16 and WEX programme that provides a range of opportunities and differentiated experiences suitable to the needs of our students as they embark on their journey into Post 16. This includes working alongside our students in partnership with parents/carers and career advisors to offer unbiased guidance on work experience, apprenticeship, vocational qualification, colleges, and other routes available Post 16 to help them make positive decisions for their future destinations.

Implementation

The Post 16 and WEX programme at the Orchard Centre PRU, follows the eight Gatsby Benchmarks as outlined in the Careers Statutory Guidance 2018. Our programme aims to broaden students' knowledge of the World of Work and Further Education and promote equality of opportunity and inclusion, raise aspirations and support readiness for a successful transition from year 11 to Post 16.

Impact

Our Post 16/ WEX programme is continually evolving to and responding to the demands of the market, employers and the diverse needs of our students. The impact of our Post 16/WEX include:

- Pupils will have a successful transition on from Year 11 to their chosen post 16 destinations (*reducing the number NEETs*)
- Pupils will be well informed about the wide range of options available, and have a clear understanding of achievable direction about their future pathways.
- Parent/carers will be aware of wide range of opportunities and support available enabling them to make informed decisions about their child's future choices.
- Pupils and parents/carer's will be able make use of local labour market trends and understand ways in which they can contribute based on their interests and needs.
- Pupils will develop an understanding through the careers curriculum of the employability skills they need.
- Pupils and parents/carers will be aware of any Post 16 funding available to them, to assess the financial costs associated with Post 16 choices.
- Pupils will have an understanding of the importance of STEM subjects and the range of careers these subjects can lead.
- Pupils will understand that if English and Maths is not secured at grade 4, then this will result in a continued study of the subject at Post 16
- Pupils will have a portfolio record of all extra-curriculum enrichment and career related activities taken part in.

Impact will be measured by:

1. Attainment and destinations of students
(*reducing outcomes between students from disadvantaged backgrounds i.e. PP and other groups*).
2. NEET figures
3. Work experience placements and by the pupils themselves
4. Personal Portfolios/Record of Achievement of Certificates received by those pupils who successful complete an enrichment activity.
5. Parent/career surveys at the end of year 11
6. Pupil voice

1.A stable careers Programme which is known understood and evaluated

- Careers and Transition support delivered to students to enable them to have an understanding of the full range of opportunities available and skills required in their journey from education to employment
- Student voice/suveys used to gather views and understanding of Post 16 provision
- Surveys used to gather views and understanding from parents/carers on Post 16 provision
- Careers and Post 16 Transition support delivered to students and parents/ carers through the annual review of EHCP
- Management team to support and approve the Post 16/WEX strategy, making recommendations where necessary.
- Technical and vocational courses linked to real-world employment (1/4)

2.Learning from Labour Market Information	<ul style="list-style-type: none"> ➤ 1:1 careers advice and support to students from Connexions advisor ➤ Presentations from local employers arranged by the Black Country Hub delivered (in-person/virtually) ➤ Pupils have access to Labour Market information provided the Black Country Hub and have the opportunity during SMSC/PSHE/Enrichment to use the online careers tools provided. ➤ Parents/carer have access to Labour Market Information (where appropriate) from their child's key workers to enable them to make informed decisions about the Post 16 options for their child. ➤ Weekly 'Career of the Week' shared during form time ➤ Visiting speakers
3. Support the needs of each student	<ul style="list-style-type: none"> ➤ 1:1 Careers advice and support from Connexions advisor (to include an assessment of interests/needs/academic and practical strengths to ensure clear guidance –preparation of this to be compiled during form/SMSC time). ➤ Careers and Transition support delivered to students and parents/ carers through the annual review of EHCP (<i>to reduce number of pupils becoming NEET</i>) ➤ Careers focused lessons on employability skills delivered in SMSC and PSHE leading to ASDAN accreditation ➤ Duke of Edinburgh ➤ Visits to Post 16 providers, such as: <ul style="list-style-type: none"> - Nova Training visit (3,7) - College visits (Dudley college and Wolverhampton) (3/7) ➤ Black Country Hub Apprenticeships presentations and access to online resources for teachers and students (3,7) ➤ Form tutors/ PSHE teachers/ Career advisor to support year pupils in: <ul style="list-style-type: none"> - Work experience preparation - Interview preparation - Personal statement ➤ Career display board signposting career advice and employment information. In addition, display boards used to show employment routes taken by staff in the Centre ➤ Assembly / tutor time with year 11 outlining Careers support ➤ Parent information outlining careers support provided during EHCP meetings / progress meetings ➤ Financial advice provided to students applying for college / 6th form ➤ Provide a programme of career and social enrichment activities ➤ Provide travel training through the enrichment programme ➤ Work with Careers advisor/other professionals to share regular updates where students transition on leaving the Orchard Centre ➤ SENCO's to provide additional career support and advice to pupils and parents/careers with EHCP's(where appropriate) ➤ Transition support staff (WC, LL, MG) to provide continued support to school leavers in the early days of their transition into further education/work. ➤ Teachers and TAs to facilitate enrichment activities that provide the opportunities for students to develop the essential 'soft skills' needed for employment. ➤ Draw on the experiences of previous students who have had a smooth Post 16 transition. ➤ CPD provided to all staff on how to access to Black Country Hub resource to raise staff awareness of the wide range of Post 16 opportunities available to students, enabling all staff can to provide students with career guidance. ➤ Management team/Head teacher to work with the LA to identify students who are in need of additional targeted support or at risk of NEET.
4.Curriculum learning links to the Careers Programme	<ul style="list-style-type: none"> ➤ All teachers to show links between subject lessons and world of work– to be embedded in SOW highlighting the relevance of their subject for a range of future career paths. ➤ Career posters for classrooms linking curriculum, displayed in classrooms. ➤ Careers focused lessons during SMSC, to include ASDAN Employability skills at Level 1 ➤ Careers focused lessons in PSHE- using the Barclays "Skills for Life" program and other online/website links to careers guidance. ➤ All pupils to be informed that if they do not secure a minimum of grade 4 in English or Maths by the end of KS4, they would be required to continue studying these subjects as part of their Post 16-19 study.
	<ul style="list-style-type: none"> ➤ Every student will have the opportunity learn from employers about work, i.e. through Community work based at Beacon for the Blind, SMSC and enrichment activities including visiting speakers ➤ STEM opportunities for students to explore during maths and science lessons. (5/4/7) ➤ Investigate the World of Work (real or online), through the Black Country Hub and external visitors. ➤ Local charity fundraisers to build aware awareness of national and local charity organisations. These may include: The Well Food Bank, The Good Shepherd, The Lotus Sanctuary ➤ Visiting representatives from business and industry to inform students of career routes (in person/on-line)
6. Experiences of Workplaces	<ul style="list-style-type: none"> ➤ Every student will have the opportunity to explore of career opportunities through work experience i.e. Community work based Beacon for the Blind community work, work shadowing or work visits – virtual or real. ➤ Enrichment opportunities to Alpaca Farm
7.Encounters with Further/Higher Education	<ul style="list-style-type: none"> ➤ All students to be advised on the range of opportunities available to them, such as vocational routes, colleges, 6th form and in the workplace during assemblies / form time ➤ Nova Training visits ➤ College visits (Dudley college and Wolverhampton)

8. Personal Guidance	<ul style="list-style-type: none"> ➤ 1:1 Career Interviews offered to all students with an external Connexions career advisor (*with priority to see <i>Pupil Premium</i> and students with <i>EHCP's</i> first) ➤ Careers and Transition support delivered to students. ➤ Careers and Transition support delivered to parents/ careers (1,2,3,8) ➤ Careers focused lessons during SMSC (twice a week), leading to an accredited ASDAN qualification ➤ Draw on the experience of previous students who have had a smooth Post 16 transition since leaving the Centre and inviting them for talks.
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**Learning
Support**

“Supporting Learners to Excellence”

A shared approach to supporting learning.



Supporting Learning	Promoting Engagement	Positive Role Model	To be a 'Teaching Partner'	Being an effective communicator with learners, colleagues, parents and professionals	To become experts in a chosen area of SEND support
<p>Teaching Assistants</p> <ul style="list-style-type: none"> Will initiate and build relationships with learners to understand how and when support is needed. Will work with the Teacher to develop a strategy to promote inclusivity. Will be creative in developing kinaesthetic approaches to learning. Will be both a learning and behaviour partner. 	<p>Teaching Assistants</p> <ul style="list-style-type: none"> Will work with the learners to model WAGOLL. Will support visual learning for ASD learners. Will use questions of the Teacher and learners to develop engagement. Will support in appropriate 'time out'. Will be available for 'meet and greet' to ensure a positive start to the learning. 	<p>Teaching Assistants</p> <ul style="list-style-type: none"> Will demonstrate effective communication within the lesson between colleagues and learners. Will demonstrate positive behaviours that we as a centre want our learners to exhibit. Will be punctual and professional. Will develop positive relationships using learner strategies as a support tool. 	<p>Teaching Assistants</p> <ul style="list-style-type: none"> Will work alongside the Teacher to deliver outstanding learning. Will continue to develop their knowledge of learning styles and structures. Will take an active part in Teaching and Learning. Will take an active responsibility in behaviour management in support of and with the support of the Teacher. 	<p>Teaching Assistants</p> <ul style="list-style-type: none"> Will communicate effectively and professionally, either personally or via use of email and Teams. Will use appropriate time to develop effective communication channels with all stakeholders. 	<p>Teaching Assistants</p> <ul style="list-style-type: none"> Will undertake specific training where appropriate.
<p>Teaching Staff</p> <ul style="list-style-type: none"> Will need to ensure that TA's have access to all Medium Term Plans. To ensure that clear instructions are given to TA's in targeted support. Will work alongside the TA as a learning and behaviour partner. 	<p>Teaching Staff</p> <ul style="list-style-type: none"> Will be consistent with their expectations of learners and supporting staff. Will provide tools and strategies for Teaching Assistants to use as alternative stimulus to support learning. 	<p>Teaching Staff</p> <ul style="list-style-type: none"> Will support positive relationships with TA's and learners. 	<p>Teaching Staff</p> <ul style="list-style-type: none"> Will support TA's in developing their CPD linked to T&L. Will share all planning documents with TA's. Will guide and support TA's in exploring a range of learning styles to work inclusively with learners. 	<p>Teaching Staff</p> <ul style="list-style-type: none"> Will communicate effectively and professionally, either personally or via use of email and Teams. 	<p>Teaching Staff</p> <ul style="list-style-type: none"> Will support TA's in undertaking specific training where appropriate.



The KS3 Curriculum Offer

Key Stage 3 learners are taught through innovative teaching styles and curricula designed as a reflection of the students' needs at this point in their educational development. Rising Stars has a single Key Stage 3 Nurture Group, both led by a specialist 'Nurture UK' Practitioner and supported by suitably qualified teaching assistant.

Taking a lead from Nurture UK and Boxall profiling, Rising Stars delivers a curriculum which offers a structured, yet more flexible timetable. Teaching follows a thematic approach based on innovative organisation of the curriculum so that the specific needs of pupils are better met. We ensure that the design of the curriculum is both pragmatic and flexible to meet the needs of an ever-changing cohort. New concepts are delivered through a 'thematic approach' each half term in line with the Project Based Learning model that is implemented within the Orchard Centre thus enabling re-integration to Centre lessons where appropriate. This also enables the learner to acquire and demonstrate new skills.



Built in to the curriculum is learning time off site as part of our Enrichment programme, supporting the 'Beyond Lawnswood' approach which is integral to our curriculum design as an SEMH provision.

Learners have time to address personal and social skills such as independence and interacting with others. 'Time to Talk' and access to our LITs Therapy service and key drivers in developing each learner holistically in a secure and safe environment.

Each learner has access to Orchard Centre lessons through our SMSC offer, ensuring a continuing connection to a broader range of peers and supporting reintegration to the Centre when deemed appropriate.

English, maths & science have a great emphasis placed upon them. They are core strands of knowledge and skill used throughout learning and development, as well as the wider curriculum. Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationship between the staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Both nurture classrooms have kitchen areas, and food is prepared and shared at 'breakfast' or 'snack time' with much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.

During the afternoon session, all learners have access to specialist therapy curriculum activities, delivered staff who have undertaken significant training to ensure that the therapeutic needs of the learner are catered for. This may include 'Bricks for Autism', Animal Therapy, Horticultural Therapy or Outdoor Education and Nature Immersion. We also believe that an active start to the day is integral and integrate 'Cool Kids' within the curriculum offer.

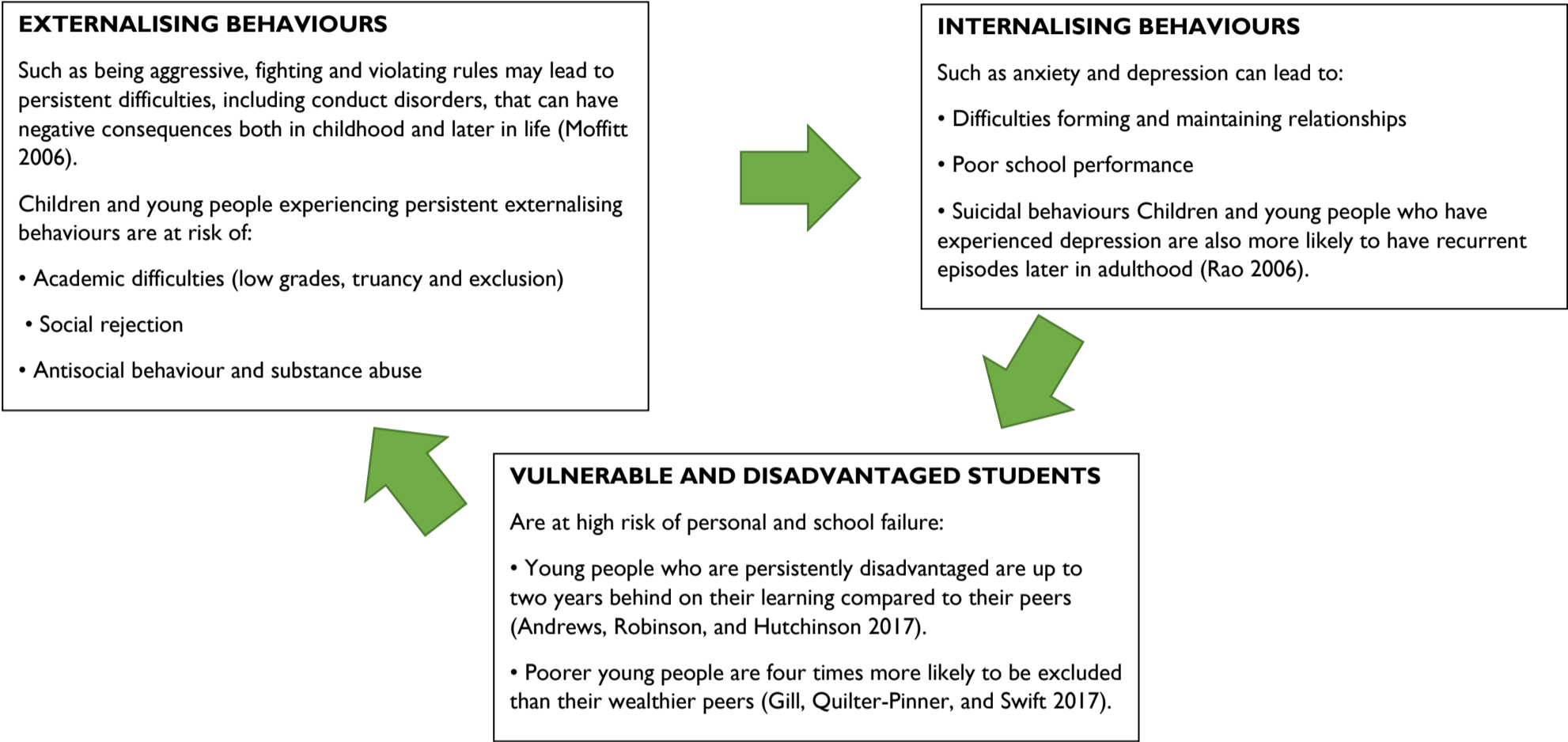
The 'Boxall Profile' assessment tool is the perfect framework for learners who stay long term, or for those students whose referring schools use Boxall too. The Readiness Scale is used on a regular basis to assess, and inform target setting, with regards to a learners personal and social skills. Neither tool is a quick fix, however coupled with the use of 'solution circle' and daily 'check in and out time', staff gain a greater understanding of the development of individual children and are able to focus on both growth, more appropriate teaching methods and intervention programmes.

'Learner Passports', with personalised targets, are written in conjunction with the learners' keyworker. All KS3 learners receive 1:1 keyworker support and a bespoke development programme to enable the young person to move to their long term educational placement. The statutory assessment process may be a part of the graduated approach for some learners. For these young people in our care, some may transfer to identified schools that will better meet the long term needs of the individual. All young people will receive a planned programme of support and a transition package to their new school placement.

Ambition through our Curriculum

- Feel competent
- Be socially connected
- Feel valued and respected
- Make a difference in one’s social group
- And feel that one has some control over one’s own behaviours and experiences
- Address feeling of personal trauma either internalised or known
- Develop positive relationships.

What could lead to a ‘Rising Stars’ referral?



	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.30am Session 1	Communal Breakfast Reading Support	Communal Breakfast Numeracy Support	Communal Breakfast Literacy Support	Communal Breakfast Science Support	Communal Breakfast Numeracy Support
10.30-10.45am BREAK	Cool Kids	Cool Kids	Cool Kids	Cool Kids	Cool Kids
10.45-11.45am Session 2	Project Based Learning	Project Based Learning	Project Based Learning	Project Based Learning	Project Based Learning
11.45-12.00pm BREAK	Free Play	Free Play	Free Play	Free Play	Free Play
12.00-12.30pm Session 3	Circle Time	Circle Time	Circle Time	Circle Time	Reflection and Rewards
12.30-1.00pm SMSC	PSHE & RSHE Orchard Immersion	PSHE & RSHE Orchard Immersion	PSHE & RSHE Orchard Immersion	PSHE & RSHE Orchard Immersion	PSHE & RSHE Orchard Immersion
1.00-1.30pm LUNCH	Family Lunch	Family Lunch	Family Lunch	Family Lunch	Family Lunch
1.30-2.30pm Therapy Session	Therapy Session <ul style="list-style-type: none">• Bricks for Autism• Animal Therapy• Horticultural Therapy• Outdoor Ed	Therapy Session <ul style="list-style-type: none">• Bricks for Autism• Animal Therapy• Horticultural Therapy• Outdoor Ed	Walking for Wellbeing	Therapy Session <ul style="list-style-type: none">• Bricks for Autism• Animal Therapy• Horticultural Therapy• Outdoor Ed	Therapy Session <ul style="list-style-type: none">• Bricks for Autism• Animal Therapy• Horticultural Therapy• Outdoor Ed



Learning Documentation

Lesson Plan

Learning Context;

Where does this lesson sit within the Chapter of learning?

Are there any special learner considerations that we need to consider?

Link to Medium Term Matrix;

Success Criteria;

Assessment Focus;

Learning Question;

ENGAGEMENT

CONSOLIDATION

PROGRESS

DIFFERENTIATION AND SEND CONSIDERATIONS

ASSESSMENT AND PROGRESS REVIEW

Social Capital Education	
SMSC	
British Values	
RSE	
Careers and Employment	
Citizenship	

Common Learning Interface



Creating Dyslexia Friendly Content

Readable Fonts

- Use sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans.
- Font size should be 12-14 point or equivalent (e.g. 1-1.2em / 16-19 px). Some dyslexic readers may request a larger font.
- Larger inter-letter / character spacing (sometimes called tracking) improves readability, ideally around 35% of the average letter width. If letter spacing is excessive it can reduce readability.
- Inter-word spacing should be at least 3.5 times the inter-letter spacing.
- Larger line spacing improves readability and should be proportional to inter-word spacing; 1.5 / 150% is preferable.
- Avoid Underlining and italics as this can make the text appear to run together and cause crowding. Use bold for emphasis.
- Avoid text in uppercase / capital letters and small caps, which can be less familiar to the reader and harder to read.

Headings and Structure

- Use headings and styles to create consistent structure to help people navigate through your content.

In Word, you'll find these tools in the 'Home' tab:

- For headings, use a font size that is at least 20% larger than the normal text. If further emphasis is required, then use bold.
- Use formatting tools for text alignment, justification, indents, lists, line and paragraph spacing to support assistive technology users.

In Word, you'll find these tools in the 'Layout' tab:

- Add extra space around headings and between paragraphs.
- Ensure hyperlinks look different from headings and normal text.

Colour

- Use single colour backgrounds. Avoid background patterns or pictures and distracting surrounds.
- Use sufficient contrast levels between background and text.
- Use dark coloured text on a light (not white) background.
- Avoid green and red/pink, as these colours are difficult for those who have colour vision deficiencies (colour blindness).
- Consider alternatives to white backgrounds for paper, computer and visual aids such as whiteboards. White can appear too dazzling. Use cream or a soft pastel colour. Some dyslexic people will have their own colour preference.

- When printing, use matt paper rather than gloss. Paper should be thick enough to prevent the other side showing through.

Layout

- Left align text, without justification.
- Avoid multiple columns (as used in newspapers).
- Lines should not be too long: 60 to 70 characters.
- Use white space to remove clutter near text and group related content.
- Break up the text with regular section headings in long documents and include a table of contents.

Writing Style

- Use active rather than passive voice.
- Be concise; avoid using long, dense paragraphs.
- Use short, simple sentences in a direct style.
- Use images to support text. Flow charts are ideal for explaining procedures. Pictograms and graphics can help to locate and support information in the text.
- Consider using bullet points and numbering rather than continuous prose.
- Give instructions clearly.
- Avoid double negatives.
- Avoid abbreviations where possible; always provide the expanded form when first used.
- Provide a glossary of abbreviations and jargon.

Medium Term Matrix

	LEARNING What is the LQ? How will the learning be delivered?	SUCCESS CRITERIA What does success look like for the learner? What does success look like for the Teacher?	ADDRESSING MISCONCEPTIONS Where will additional learning support be needed? What are the potential problematic areas for the learning?	SUPPORT Differentiation techniques? How will you ensure progress for all?	CHALLENGE What opportunities will the learners have to explore and expand their skills? How will this be supported?	ASSESSMENT What are the assessment outcomes? How will this be linked to specification or framework assessment objectives?	REFLECTION Successes and developments of the learning taking place each week. What adaptations to this chapter of learning would enhance the learning?	PBL Where appropriate, how will the learning support the learning outcomes of the PBL Project within KS3?
WEEK 1								
WEEK 2								
WEEK 3								
WEEK 4								
WEEK 5								
WEEK 6								

Sequencing Statement:

The starting point for this chapter of learning is-

How will I develop learning throughout?

Where will my checkpoints of learning be?

EHCP Target Sheets

Lawnswood

Campus

Orchard

EHCP Outcomes and steps notes:

Name:

DoB:

Outcome:

Steps:

Outcome

Cognition and Learning

:

Steps:

Outcome:

Communication and Interaction

Steps:

Outcome:

Physical and Sensory

Steps:

Assessment

3 tips for effective classroom assessment

1. Focus on the purpose of your assessment.
2. Talk to the young people about their learning. The best evidence is hearing from the children.
3. Listen to your learners' questions.

Engagement - Consolidation - Progress

Assessment is continual throughout a lesson, a chapter of learning and across the academic year.

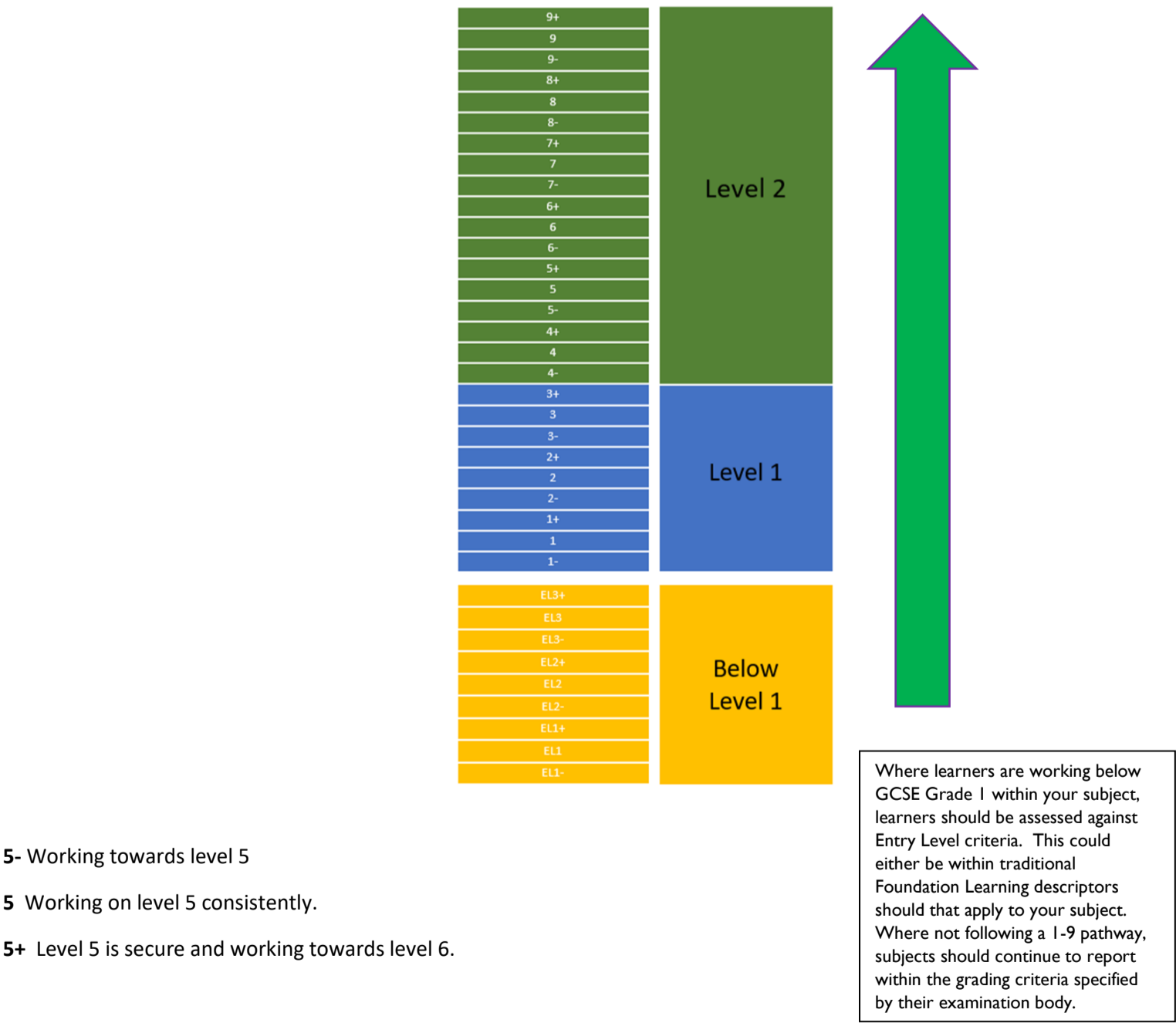
- Learners should know their assessment outcomes. Their targets and their progress against targets.
- Assessment should demonstrate to our learners how to improve.
- Assessment drives the tailored interventions that take place.
- Marking and feedback should be linked closely to the assessment outcomes of your curriculum.

The ‘Lawnswood Learning Ladder’ is the central assessment platform that Teachers should utilise to inform their judgments.

See separate ‘Assessment Handbook’ for guidance on:

- *Assessment Calendar*
- *Marking and Feedback Policy*
- *Lawnswood Learning Ladder*
- *Age Related Expectations*
- *Progress and Target tracking*
- *Grade Descriptors*
- *Exam and Assessment protocols.*

Lawnswood Learning Ladder





Student Council

The 'School Council' is in place to enable our learners to voice any concerns and share ideas that may help and promote the centre.

We currently have one school representative from within each form group who will attend the scheduled meetings which are calendared on a Tuesday every half term. Each meeting has an agenda of items up for discussion.

Within meetings, learners are able to support numerous initiatives to support wellbeing, teaching and learning, the environment and activities.

Two learners from within these meetings will then meet with the Leadership team to discuss the points raised and actions to be taken.