



Curriculum Statement



Approved by Governing Body on: October 2016

Date of Review : Reviewed Sept 2017/ Sept 2018

Curriculum is currently being developed in the light of the Rochford review.

Vision Statement

Opportunities for all

Realising the child's potential

Challenging and exciting

Holistic, happy and healthy

Aspirational

Recognising and celebrating achievements

Diversity and partnership

Mission Statement

Together with home and the community, we aim to provide a nurturing, challenging, high quality teaching and learning environment within a friendly, supportive multi-cultural setting. Encouraging children and staff to respect and value one another.

Philosophy

The Orchard School provides a curriculum to meet the needs of individual children by following a personalised learning pathway. The curriculum fulfils statutory requirements, including The National Curriculum and the Early Years Foundation Stage Curriculum.

The curriculum at The Orchard School aims to:

- Provide a stimulating environment where there is high quality and challenging teaching and learning, delivered through a broad, balanced and relevant curriculum.
- Provide a variety of creative and engaging activities and resources which enhance the learning experiences and outcomes for every child
- Ensure equality of access for all pupils regardless of race, age, gender and disability.
- Provide a curriculum that is personalised to meet the individual pupil's needs.
- Promote every child's spiritual, moral, social, cultural, mental and physical development.
- Prepare children for the opportunities, responsibilities and experiences of adolescent and adult life.
- Develop successful learners who enjoy coming to school and have an enthusiasm for learning.
- Provide a safe and secure environment in which all children can learn and develop to their full potential.

Personalised Learning

A child's individual programme of study may differ from fellow class peers, depending on their age, need and priorities, which are central to their learning and quality of life. The teaching staff, multi-agency team, medical team and parents/carers are all involved in designing an appropriate learning timetable for the children. Some children may require a greater degree of therapeutic activities or may follow a 'complex care' regime to best meet their needs, especially where medical and care needs are more of a focus of daily life.

Characteristics of Effective Learning

Every child in the school has a 'Characteristics of Effective Learning'. This document, which should be instantly visible in every class, contains valuable information about how a child engages in learning, what motivates them to explore further in their learning and how they have made links to extend their thinking about learning. It details the child's interests and motivating activities and experiences. It outlines the enabling environments and adult support needed to further enhance teaching and learning for the individual child to make progress. It guides the teacher in planning activities that are personalised for each child and is updated regularly to reflect learning that has taken place. Since it is personalised to each pupil and takes account of their individual

interests and motivations to learn, it enables pupils, as far as they are able, to become as active as possible in their own learning.

The Early Years Foundation Stage Curriculum

The children within the EYFS follow the subject areas outlined in the Early Years Foundation Stage curriculum and Development Matters .

The Foundation Curriculum is delivered to all children from two years of age until five, when the child reaches Key Stage 1. The Early Years curriculum places emphasis on learning through play.

The areas of study for Early Years include:

Three Prime Areas of Learning:

- PSED - Personal Social Emotional Development (Making relationships, self-confidence and self-awareness, managing feelings and behaviour)
- Physical Development (Moving (gross motor skills) and handling (fine motor skills) and health and self-care)
- Communication and Language (Attention, Listening, Understanding and Speaking).

Four Specific areas of Learning:

- Literacy- (Reading and Writing)
- Mathematics (Numbers, Shape, Space and Measure).
- Understanding the World (People and Communities, The World, Technology).
- Expressive Arts and Design (Exploring and Using Media and Materials and Being Imaginative).

The rationale and detail for the Early years Foundation Stage can be found in The Early Years Foundation Stage Policy and in The Early years Outdoor Education Policy.

The Curriculum for Key Stage 1 and 2

The curriculum for Key stages 1 and 2 includes the following National Curriculum subjects: -

- English -including Speaking and Listening.
- Mathematics- Using and Applying/ Number/ Shape, Space and Measure
- Science
- Personal and Social and Health Education - includes Sex and Relationship Education (for certain pupils at year 5 and 6)
- Geography
- History

- PE and Physical Development
- Art and Design
- Music
- Design Technology
- Information Communication Technology - Computing Curriculum

In addition, there is a statutory requirement to teach:

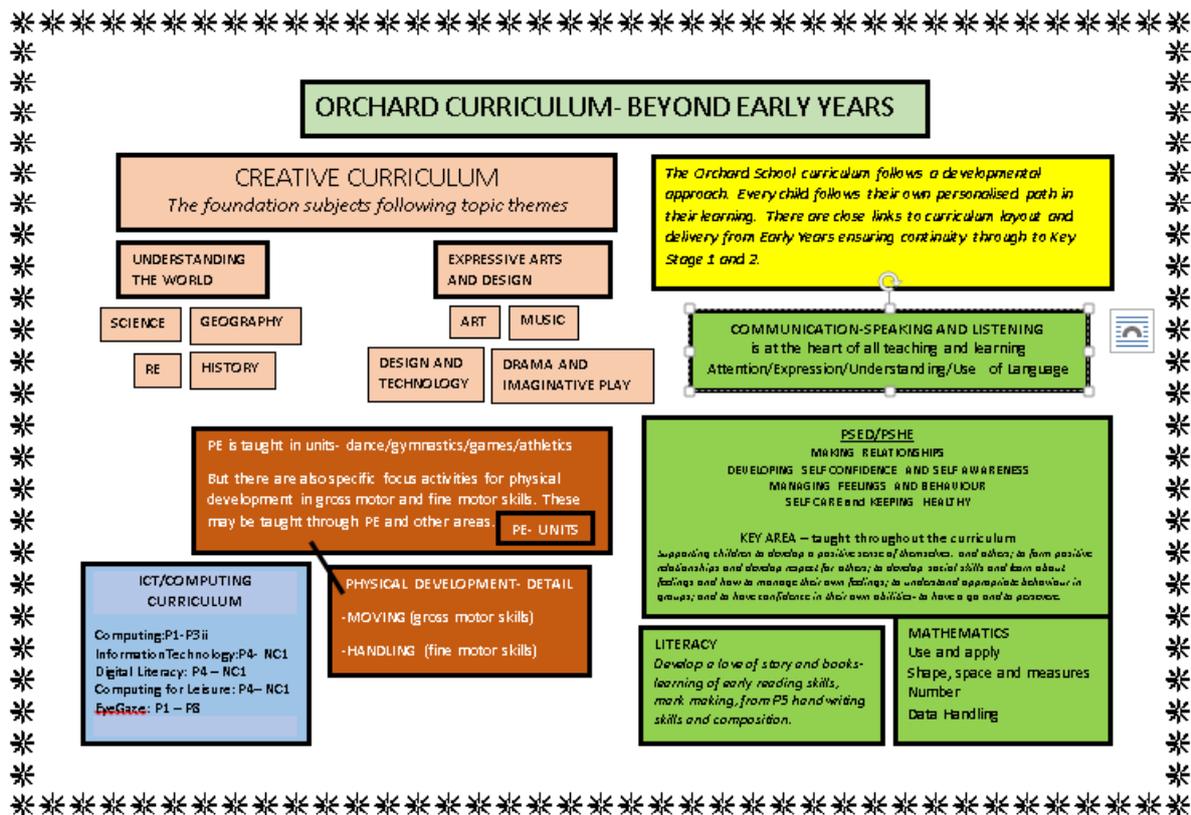
- Religious Education (RE), following the agreed Sandwell syllabus provided through SACRE
- and have daily act of collective worship.

The challenge for The Orchard School is to customise this basic entitlement to learning in the context of Government legislation, policies and strategies to create a curriculum that is unique and relevant to the needs of each individual child at the school.

Foundation subjects are taught through the 'Creative Curriculum' route. Each child has personalised goals for speaking and listening, English, Mathematics, PSHE and Physical Development and these form the basis of each child's IEP.

The Creative Curriculum follows half termly themes. The foundation subjects are taught through these themes. The programme of study and experiences provided are tailored to the interests and abilities of the pupils in each class group. The P levels are used as a guide to ensure that the pupils' experiences are at an appropriate level.

The table below outlines the content of the curriculum for Key Stages 1 and 2.



Organisation of the timetable

Key Stage 1 and 2

Literacy has been identified as a priority for all children working above P3 at The Orchard School. All children will have a session each day. The length and dynamics of the session will be determined by the need of the individual children which make up the class group.

Children working below P level 3 will work on the speaking and listening curriculum as a priority, but will have opportunities to hear storytelling, share books, and have stories for interaction on an individual or small group basis.

For those children working below P level 3, Literacy sessions will be guided by personalised 'intended outcomes' designed by the teacher and specific to individual pupil need. These 'intended outcomes' are highly personalised and take into account individual pupils needs, responses, likes and interests, as well as sensory requirements. For those children working at P level 3 and above, individual focus areas taken from the school's P level outcomes are used to guide learning through individual procedure sheets. Class teams will identify and plan for the best conditions and methods for the

children to work in and this is written into the procedure sheet as a guide for the adult.

In addition to this, pupils working above P level 5 will more likely be taught some of their Literacy reading and writing learning outcomes in a more formal group setting. The children will begin to develop their early reading skills through a phonics or whole word approach.

Communication Speaking and listening is a priority for all children at The Orchard School. All children have a daily session. However, speaking and listening skills are taught throughout the curriculum and school day to promote generalisation and consolidate skills. Each child will have specific focus areas for attention, listening, speaking and use of language.

Mathematics Maths has been identified as a priority for all children at the Orchard School. All children will have a session each day. The curriculum focuses on three areas - using and applying, shape, space and measure and number. Children working below p5 have targets from using and applying only. Those pupils working from P level 5 onwards have a target focus from each of the three areas.

Science. Each class has a 'scientific enquiry' session weekly. The science lesson may link to the Creative Curriculum theme or be a separate aspect of scientific enquiry but should be taught weekly.

Science focuses on the following areas: life processes and living things, materials and their properties and physical processes.

Personal, Social, Emotional and Health Education (PSHE).

PSHE includes self-care and keeping healthy and safe; developing self-confidence and self-awareness; managing feelings and behaviour; making relationships and developing play skills.

PSHE is taught at appropriate times of the school day, for example dressing skills will be taught before a PE session.

In addition PSHE is taught through the curriculum to develop moral understanding.

A Sex and Relationships programme is taught, with parental consent, to pupils in year 5 and 6 where appropriate, (i.e. those pupils who are able to understand the subject matter). The programme includes aspects of personal hygiene, understanding and coping with aspects of change linked to puberty, privacy and personal safety. The programme has been created by the Orchard School and draws on materials and ideas from the Family Planning Association resources ('Talking Together about Growing Up') for children with special needs. The programme is delivered in the autumn and summer terms following a parent information morning for those children invited to take part.

Healthy School Week-There is a special week annually for Healthy School activities. The week explores aspects of the PSHE curriculum. Activities combine

classes to explore healthy eating, exercise through sport and dance, personal hygiene and relationships through play activities. There are special activities such as Bhangra dancing and music workshops which create exciting opportunities for the children across the school to mix.

There is a social and emotional framework to measure a child's progress in their ability to manage their behaviour in terms of increasing and developing desired behaviours and decreasing incidents of undesired behaviour. This runs alongside a child's individual behaviour plan and may guide focus areas within PSHE.

PE and Physical Development

Each child will have one PE session per week. For some children, their priority will require them to have more physical development and this will be incorporated into their individual education programme (IEP) , or 'complex care' programme and timetable.

- **PE Units** in PE cover gymnastics, dance and games in years one and two. At year three athletics and outdoor and adventurous activities are introduced, plus one swimming or water movement activity. Physiotherapy and motor programmes may be incorporated into PE sessions, but are not instead of PE sessions. For those children requiring specific physio or motor programmes these will be taught at separate time throughout the day and included on their IEP. Programmes are written by the physiotherapist and continued throughout the week by class.
- **Physical development** alongside PE sessions, each child will have specific focus areas for moving (gross motor skills) and handling (fine motor skills). These will be incorporated into activities throughout the day. Fine motor skills form the pre-requisite skills needed for early mark making (refer to the Literacy Policy).
- **Swimming and Hydrotherapy.** Each child will have a swimming, water skills or hydrotherapy session, depending on their need. At key stage 2, some pupils will have the opportunity to use the local public swimming baths at Langley. Certificates are given for achievements in swimming.

The school receives additional funding for physical activity through the Sport's Premium. The PE leader has control over this budget and uses it for additional expert provision for physical activity including rock climbing, dance and additional activities led by WBA Foundation. A separate overview and report on spending is completed by the PE leader and can be found on the school website.

Creative Curriculum

The Creative Curriculum follows half termly topics and incorporates all the foundation subjects. Topic themes are Key Stage based. There are combined activities as appropriate such as outside visitors or events to link to the topic theme. The creative subjects combine into two key areas:

Understanding the World- Geography, History and Science
The Arts- Music, Art, Design and Technology and Imaginative Play

Art is planned for through the creative curriculum and teachers will plan activities to teach and practise specific art and design skills offering a range of materials, tools and techniques to explore. Children have access to a specialist art room for art lessons.

Design Technology offers pupils opportunities to:

- focus on design problems that are meaningful to them
- carry out practical tasks in which they can make a contribution to the development of individual or group projects
- work within a flexible range of contexts and topics that can be adapted to suit individual interests and motivations.
- work on IDEAS (Investigate, disassemble and evaluative activities), FPT (Focused practical tasks), and DMA (design and make assignments)

Music forms part of the Creative curriculum and activities will generally link to the theme. Music skills will be taught through these sessions.

Each class will have a music session each week in the music and drama studio. This has a range of instruments for use along with an Omni Beam interactive system.

The Orchard School has a peripatetic music teacher who teaches music to designated classes for one day. Some children learn to play instruments such as piano and cello. All children will have the opportunity to be taught with the specialist music teacher during each school year.

The music teacher has recently supported the school to create our own Orchard School Song. This is used at all assemblies and events.

Some children have additional music therapy support, which is delivered in short sessions over a six week period.

Imaginative Drama/ Play

This links to aspects of PSHE and develops skills in self awareness, self confidence, managing behaviour and making relationships through drama/play activities linked to the creative theme. More able children will explore the theme through role play activities.

Humanities : Geography

Through the study of Geography, children will be offered opportunities:

- To explore their immediate, local and wider environments.
- To understand that they can have an effect on their environment.
- To become aware of, and develop curiosity in their immediate surroundings.
- To develop an interest in, and knowledge of, places and people beyond their immediate experience.

- To develop an understanding of scale, that objects, people and places can be represented in a symbolic way.
- To experience aspects of other countries and cultures, especially where there are comparisons with their own.

Humanities -History Where appropriate, pupils should develop an awareness of the past using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should understand some of the ways we find out about the past, (e.g. from books, photographs, internet).

Where appropriate, pupils should be taught about:

- Changes in living memory (this will link to their own history, e.g. growing up)
- Events beyond living memory that are significant nationally or globally (e.g. the Royal Wedding)
- The lives of significant individuals in the past who have contributed to national and international achievements (e.g. the Queen)

Religious Education is statutory and the programme of study follows the guidelines from the Sandwell Agreed Syllabus from SACRE for Sandwell.

Key Stage 1 and 2 follow a religion for a half-term. Aspects of prayer, food, clothing, customs, places of worship, stories are covered. Teachers plan at a level that is appropriate for the class following the RE guidelines.

Through RE and PSHE aspects of SMSC and British Values are incorporated into the curriculum. The children learn about being kind and respectful to each other and celebrate different religions through activities to mark key festivals across the year. Parents are involved in some of these celebrations through phase-based or class based assemblies or activities.

Computing - Information Communication Technology.

The curriculum covers general ICT skills with focus strands on computing, digital literacy, computing for leisure and Eye Gaze.

Each child may have specific ICT focus s each week and practise skills throughout the curriculum.

Additional Areas

Additional areas to the curriculum, which have been identified as a priority for a child may include the following: -

- Access to specialist rooms such as the soft play area, multi-sensory suite- including the white room, access to a dark room environment, adapted play equipment in the Quad and sensory garden.
- Physiotherapy/ Occupational therapy programmes- including sensory diets.
- Nurture Time programmes within class or as groups.

- Toileting programmes
- Visual impairment support programmes incorporating Braille or Moon methods of teaching.

Planning

Strategic planning of the curriculum ensures breadth, balance and relevance for all children. Each subject area leader will produce a:

- Subject policy
- Scheme of work and guide for staff
- Planning and recording sheets
- Yearly audit of development and priorities
- Development plan
- Spending plan
- Termly curriculum reports

Long term plans

Long term planning outlines the whole subject area, mapping out the progression and breadth of the subject area for the whole school. The long-term plan relates to the QCA 'P' scales showing continuity and progression for each subject throughout the school.

Each subject area is evaluated on a rolling programme to ensure the programmes of study provide the breadth, balance and relevance required.

Medium term plans

The medium term planning builds upon the long term plans to provide greater detail. The medium term plans include intended outcomes, possible teaching groups, differentiation, teaching ratios, resource implications, plan of intended activities. Medium term plans are working documents and therefore should be amended and updated as applicable.

The class teachers write medium terms plans for all subject areas at the beginning of each term. Medium terms plans are saved on to the server so that they can be accessed and monitored.

Medium term plans for the Creative Curriculum take the form of a 'mind map' which outlines areas to be covered in the designated period for the topic theme. They ensure breadth of coverage of all foundation subject areas.

Short term plans

Short term planning is specific to a class or a group of children, which may take the form of weekly plans, daily files or lesson plans. Short-term plans should be flexible enough to allow for spontaneity in responding to pupil interest and unforeseen eventualities. However despite the informality, short - term plans are crucial to the classroom organisation and delegation of staff responsibilities and resources. The

short-term plans are specific to that group and session on a specific day. Teaching staff will evaluate sessions on these plans.

Continuity and Progression

Progression for children with complex and profound multiple learning difficulties (CPMLD) is not simply attainment of skills and therefore must be viewed as a broader picture.

Some children make progress through the acquisition of attainment - vertical progression. However, for some children, progression can be viewed horizontally, whereby a skill needs to be generalised and reinforced through a series of planned and varied contexts, thus broadening and widening the experiences presented to a child to embed their learning.

The complexity of the learning difficulties presented means that the pace of learning can be very varied from pupil to pupil and makes the individual and personalised journey of learning even more important.

Progression may be seen in the following ways and needs to be credited for each child:

- Vertical, linear progression
- Horizontal, lateral progression- including levels of engagement in their learning.
- Progress in a particular area
- Maintenance of skills
- Significant reduction of staff support
- Generalisation of skill
- Sustainability of a skill
- Reduction of regression
- Length of time to make progress
- Increased length of concentration and persistence in learning tasks.

Monitoring

Each subject leader is responsible for monitoring their own curriculum area to ensure the following: -

- Long term planning is adhered to and correctly followed
- Medium term plans include individual targets related to the intended outcomes, differentiated activities, resource implications
- Recording sheets are kept updated
- Evaluation records on the progress reporter are kept updated

Copies of all medium terms plans will be put on the school server, so that the subject leader can access planning for monitoring purposes, as outlined in the Monitoring Policy.

The monitoring programme outlines a set timetable, whereby the senior management monitor all aspects of classroom management and teaching and learning throughout the school.

Subject leaders monitor their subject area once a term and are responsible for identifying areas that need to be developed or improved. Monitoring may take the form of informal lesson observations or learning walks, scrutiny of planning, children's work and data analysis.

Responsibility

Each subject leader is responsible for the writing, implementation and monitoring of their subject area and reporting outcomes to the SLT and Governors via curriculum meetings and reports with the Curriculum leader..

The Curriculum leader sits on the curriculum committee of the Governing Body and reports back outcomes and developments of curriculum areas. Subject leaders present policies and evaluated curriculum documents to Governors on a rolling programme in line with the School Improvement Plan.

Each Governor has a responsibility for a subject area and can liaise directly with the subject leader on specific areas as needed.

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