



The Orchard Curriculum



Orchard Framework of Intent – May 2020

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.

The Orchard School – Together We Learn

The Orchard Curriculum – Orchard Framework of Intent

Rationale

At Orchard, we believe that all of our pupils are unique and therefore individual learning pathways are central to the practice and provision within the school. This is further strengthened through our commitment to early intervention and the philosophy and pedagogy of early year's education founded in the Development Matters framework 2012 and the provision of a broad and balanced curriculum.

At Orchard School, our learners have the added complexities of physical, sensory and medical difficulties. The multiplicity of these means that each, and every learner has their own individual strengths and also some specific barriers to learning. The school provides a personalised, varied, vibrant and challenging learning pathway which enables progress to clearly be demonstrated and reported. This is possible because we follow a personalised approach and adapt learning to meet the unique needs of every child. Consequently, barriers are overcome, and learning opportunities maximised.

Central to our teaching is the belief that pupils have to be engaged, motivated and active in their learning whatever their starting point, as suggested by the Characteristics of Effective Learning (CoEL). Therefore, the CoEL is crucial to identify key elements for learners to engage in learning, to be motivated to extend their learning and encourage active participation in their learning.

There is a collaborative approach to planning and delivery of individualised learning programmes which includes multi-agency teams, teaching teams and partnership with families in creating very specialised approaches.

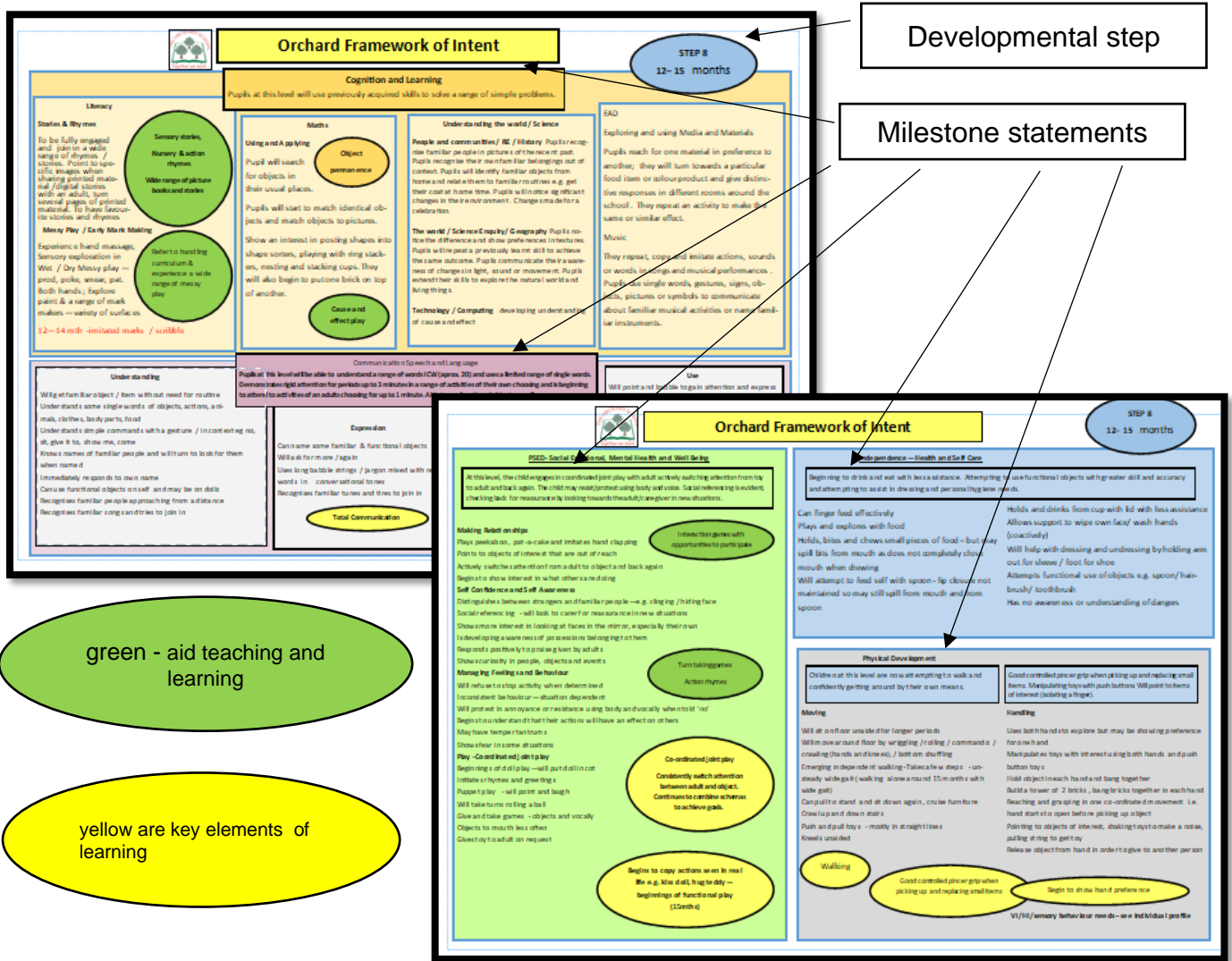
The Curriculum - Developmental Steps

Following the 2016 Rochford Review the Orchard, like many schools, has moved away from P levels in favour of our own structure built around developmental steps and milestones.

Our curriculum, which we call the 'Orchard Framework of Intent' links directly to the key areas of the EHCP:

- Cognition: (Literacy/Maths/UW/EAD)
- Communication and Language
- Social and Emotional Development
- Independence and self-care
- Physical Development

Based on well-known sources of child development research, (such as Mary Sheridan and others), the framework is laid out as developmental steps, with a milestone statement for each key area at each developmental level. Currently there are 16 developmental steps, each laid out as shown below. We are currently in the process of extending to Step 20.



Each developmental 'STEP' of the framework gives an overview of 'typical' development at a specific age band, and this provides a good guide to ensure that teaching and learning is developmentally appropriate and relevant, being pitched at just the right level for each child. Behind each 'STEP' there are a block of outcomes to achieve. These provide the focus for teaching and learning in each of the five areas and link to the key goals as outlined in each child's EHCP.

The following chart gives an approximate reference to the old P levels and show the age bands for each developmental STEP.

STEP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Approximate old level / NC	P1i (ARL*)	P1i	P1ii	P2i	P2ii	P3i	P3ii	P4	P5	P6	P6	P7	P7	P8		
Developmental age	Pre 0-1 mth	0-1 mth	1-2 mth	2-4 mth	4-6 mth	6-9 mth	9-12 mth	12-15/ 15-18 mth	18-24 mth	24-30 mth	30-36 mth	3-3.5 yrs	3.5-4 yrs	4-5 yrs	5 yrs ELG	

Orchard Learners

All Orchard pupils follow a personalised developmental pathway for learning. There is inevitably a crossover of 'STEPS' in different areas of learning. Due to the complex nature and needs of the pupils at the Orchard, we know that their progress does not follow one linear pathway and a spikey profile is expected.

PRE-SUBJECT SPECIFIC: Those pupils working from STEPS 1- 9 are taught through topic-based activities, combining curriculum areas through supported, multi-sensory led learning experiences and play.

SUBJECT SPECIFIC: Those pupils working from STEPS 10-16 increasingly have more opportunities for subject led teaching and group learning. Using in-depth knowledge of the pupils, the teacher will decide upon the best approach for each child. The topic themes guide planning and delivery but there will be more focused lessons for some subjects such as science. As pupils progress through steps 10 onwards there will be increased encouragement and expectation for pupils to become more active in their own learning. By Step 13/14 some children will have their own workbooks for maths and literacy.

Due to the complex nature of all our learners at the Orchard there are additional barriers to learning and these are always considered to ensure the effectiveness of provision. Our Orchard learners are identified in one of the following four categories:

PMLD children with multiple profound and complex needs (steps 1-9)

SLD children with severe learning difficulties (steps 10+)

SP severe learning difficulties with additional challenges due to physical needs (Steps 10+)

S+ more able SLD, not yet in MLD (moderate learning difficulty) category (Steps 16+)

Intent – Curriculum Content:

Communication and Language

Communication and language skills are developed in the following areas for all pupils:

- Speaking (expression)
- Listening (understanding)
- Attention
- Use (of language)

All pupils need to access an effective mode of communication that can be understood and supported by a range of other people with whom the pupil will interact. This might be supported with PECS symbols, Makaton signing, aided language displays, or technology aided communication systems.

Pupils working between Step 1-9 will experience activities through TACPAC, Dance Massage, Music Interaction, Interaction Rhymes and Intensive Interaction to enhance communication and interaction skills. For those working from Step 10 onwards there may be group opportunities for learning and there may be more use of interaction games to enhance the use of language. Pupils will be extending their understanding and use of language through a variety of activities. We also use the Derbyshire Language Scheme to support this.

Speech and Language Therapists support the teaching of communication to ensure that each child's mode of communication is appropriate and developed and embedded effectively.

Cognition and Learning:

Cognition and Learning- Reading

Pupils working at steps 1-10 have planned activities to develop their literacy skills by experiencing and engaging with a wide range of sensory stories; on body rhymes; story massage and are supported in exploring different types of appropriate print and books. The emphasis is on promoting a love of books, stories and rhymes and providing a wide breadth of experience to do this.

For pupils working from Step 10 onwards, the curriculum is broken down into the following categories:

- Book skills
- Comprehension
- Narrative
- Phonological Awareness (as appropriate)
- Whole Word

Pupils working between steps 1 – 12

Pupils will have access to a varied range of continuous provision of class library indoors / outdoors and school library; have daily shared reading; story rhyme experiences 1:1 or in small groups; at least 1 weekly planned reading lesson differentiated with intended outcomes and next steps to provide a breadth of experience.

Pupils working between steps 13 – 16

Pupils have access to continuous provision of class library indoors / outdoors and school library; daily shared reading / story rhyme experiences 1:1 / small groups; at least 3 weekly planned Literacy lessons to meet the needs of the children's individual specific learning outcomes

Some pupils follow a phonics route, but this is not always appropriate or successful for all. For some pupils, a 'whole word' approach may be a more appropriate method of learning.

Cognition and Learning - Writing

Pupils working at steps 1-10 have activities planned alongside the Physical Handling Curriculum to develop fine motor skills. This is achieved by experiencing and engaging with a wide range of messy play and mark making experiences (as appropriate), using a wide range of tools and media on a wide range of surfaces.

For those pupils working above step 10, skills are broken down into the following categories:

- Grips
- Motor Movements
- Surfaces and Tools
- Mark Making with Meaning
- Composition.

Cognition and Learning - Maths

Use and Apply

All pupils engage in the 'Using and Applying' strand of Mathematics. Pupils have planned activities designed to develop their understanding of objects, explore cause and effect, problem solving and the application of mathematical concepts.

Pupils working at Steps 1-10 develop their understanding of characteristics of objects and materials through activities around relational play. This encourages problem solving and active exploration of the

function of objects. From step 11 onwards, there is a wider breadth of teaching and learning covering three strands: Using and Applying (see left), Number and Shape, Space and Measure.

Number provides opportunities to develop skills in counting, understanding and using numbers, calculating simple addition and subtraction problems. Shape, Space and Measure develops understanding and skills to describe and use shapes, spaces, and measures in different contexts.

Handling Data is a higher-level skill in collecting and organising data for different purposes and comes into effect after STEP 16.

Cognition and Learning - Understanding of the World (Creative Curriculum)

Understanding the world involves guiding children to make sense of their physical surroundings and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Topics themes (see below) have been chosen to ensure coverage of all UW areas across the year.

Lower School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Marvellous me and Autumn	Celebrations and colour	Winter and materials	Weather and Tremendous tales	Spring and Animals and minibeasts	Summer and Water
Year 2	Marvellous me and Autumn	Celebrations and food	Winter and natural world	Weather and the Wild	Spring and moving around	Summer and in the home and garden
Year 3	Marvellous me and Autumn	Celebrations and light	Winter and our senses	Weather and something old, something new	Spring and growing	Summer and Holidays

Middle School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Marvellous me and Autumn	Celebrations and food	Winter and natural world	Weather and Keeping healthy	Spring and moving around	Summer and in the home and garden
Year 2	Marvellous me and Autumn	Celebrations and light	Winter and our senses	Weather and something old, something new	Spring and Animals and Minibeasts	Summer and the environment
Year 3	Marvellous me and Autumn	Celebrations and sound	Winter and materials	Weather and the Wild	Spring and Recycling	Summer and Water

Upper School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Marvellous me and Autumn	Celebrations and sound	Winter and our senses	Weather and something old, something new	Spring and Recycling	Summer and the environment
Year 2	Marvellous me and Autumn	Celebrations and touch	Winter and around the world	Weather and Tremendous tales	Spring and growing	Summer and Holidays
Year 3	Marvellous me and Autumn	Celebrations and colour	Winter and natural world	Weather and Keeping healthy	Spring and Animals and minibeasts	Summer and in the home and garden

The World (Science and Geography)

Specific outcomes for science enquiry begin at Step 11. Prior to that science is embedded into learning through exploring and discovering via first-hand experience of materials and the physical world around. Geography covers locations and environments in, around and beyond the school.

People and Communities (RE and History)

RE follows the main religions of the school population, namely: Sikhism/ Hinduism/ Islam/ Christianity. Each half term has a religion to explore and this includes a celebration of a festival/ event occurring in that half term period for that religion.

FOCUS 1: SPECIAL WORDS, COLOURS, SOUNDS AND PATTERNS	FOCUS 2: SPECIAL PEOPLE, STORIES AND PLACES	FOCUS 3: SPECIAL THINGS- (symbolic items to have, to use, to wear, to eat)
----------------------------------------------------------------------	----------------------------------------------------------	--------------------------------------------------------------------------------------------

There are 3 focus areas to explore. Each half term, a focus is allocated to each department (lower/Middle/Upper). This means that different aspects of a religion are explored. Every class has a daily act of worship that is designed in a way that is most appropriate for the pupils in the class group.

History is taught in a way that is appropriate for the pupils and links to key points in time within their own lives. Significant historical events are included across the year.

Technology

Technology skills are taught to support a pupil in their learning. It will therefore be evident across curriculum areas. Skills are mapped out for each ‘Step’ to ensure a breadth of experience that matches the development level.

Cognition and Learning EAD – Expressive Arts and design (Creative Curriculum)

- Media and materials
- Music
- Being Imaginative

Expressive arts and design involves enabling children to explore and use a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design & technology. Music is also supported by Big Top Musical Adventures who deliver bespoke music lessons to class groups across the year. EAD follows the same topics as UW.

Social and Emotional Development and Wellbeing

Relationships and Health Education is embedded into the **PSHE curriculum**. Relationships and Health Education becomes mandatory from September 2020. PSHE follows x2 integral components:

1. HALF-TERMLY TOPICS

Teaching and learning through focused **half-termly PSHE topics**, which supports understanding of positive relationships and develops a good understanding of health, encompassing all the statutory ‘Relationships and Health’ requirements. Each half-termly topic has a focus event day (see the grid below).

2. INDIVIDUAL FOCUS AREAS

Key focus elements are identified for each pupil. These are taught across all areas of the curriculum and across the day during planned opportunities for learning.

Steps 1-3 focus on adult-led interactions through emerging awareness and responses to a range of people and objects and a range of sensory stimuli.

From Step 4 of the Framework of Intent, there are specific outcomes in three distinct areas to map out development in:

- Making Relationships
- Self Confidence and Self Awareness
- Managing Feelings and Behaviour

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Family	Caring Friendships	Feelings	Keeping Healthy	Community and the wider world	Change
	SUPPORTING EVENT: Meet my family* (Dept./Class led)	SUPPORTING EVENT: World Kindness Day November 13	SUPPORTING EVENT: World Happiness Day March 20	SUPPORTING EVENT: Healthy School Week March/April	SUPPORTING EVENT: Family Fun Day International Day of Families 15 May (UN)	SUPPORTING EVENT: Achievement Assemblies Leaver Assembly/ Prom
	<i>Throughout: Keeping safe- asking for help/ understanding privacy/ keeping healthy (healthy eating)/ Being safe in the sun/MFB/MR/SC-SA developing skills as appropriate*/ hand washing (bacteria)</i>					
	<i>Awareness training parents: online relationships/ online safety mobile phones/ iPad/ social media/ access to the internet</i>					
RHE links	RE-Families and people who care for me	RE-Caring friendships RE-Respectful Relationships RE- Online Relationships*	HE-Mental Wellbeing HE Physical health and fitness	HE Physical health and fitness HE-Basic first aid* HE-Health and prevention HE-Health Eating	RE-Families and people who care for me RE-Caring Friendships RE-Respectful Relationships	RE- Being safe HE- changing adolescent body*
Throughout:	RE Online Relationships/ (RE)Being safe (add element to each term) HE Mental wellbeing/ HE- internet safety and harms HE-Healthy Eating					

Fundamental British Values (FBV) is integrated through all curriculum and school life. As a school we have reflected on what each area might look like at The Orchard. Each class will consider what FBV looks like in their class, ensuring that FBV areas are encouraged, as appropriate, throughout the school day. The areas for Fundamental British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs and for those without faith.

SMSC -Spiritual, Moral, Social and Cultural learning

SMSC is integrated throughout the curriculum but there are specific opportunities for development through PSHE and the RE curriculum. It underpins personal development across the school curriculum and also links in to FBV in promoting equality, understanding and celebrating the diversity of the school and wider community.

All pupils at The Orchard School are encouraged to contribute to activities that involve the whole school, families, and the wider community. The pupils, families and staff participate in fund-raising activities. School takes part in national and international days of significance, such as Comic Relief and MacMillan Cancer Care, Remembrance Day, International Happiness Day, Random Acts of Kindness Day and International Make a Friend day. These opportunities help pupils to develop an awareness of the needs of others and promote a sense of caring and kindness to others.

Off-site educational visits provide further opportunities to develop social skills and self-confidence. At Key Stage 2, some groups undertake residential visits. (*Refer to separate policy statement for Off-Site Activities*).

Along with special assemblies, celebrating birthdays, trips out of school, celebrating special religious days and learning about other religions, the pupils have a variety of opportunities to develop their experience and understanding of the world through spiritual, moral, social and cultural events across the year.

In planning activities teachers will be including ways to explore:

Spiritual- Being reflective about their own experiences, feelings and values. Enjoying learning about themselves and others and the world around them.

Moral – recognising the difference between right and wrong and understand the consequences of their own behaviour and actions.

Social – develop social skills in different contexts and with different people. Understanding the need to follow social rules.

Cultural – develop some awareness and understanding of their own cultural heritage and that of others. Participate in different artistic, musical and cultural opportunities.

Independence Skills

Independence skills are promoted throughout the day. Each pupil will have focused areas to develop their independence skills in the following categories:

- Dressing and undressing
- Personal hygiene
- Eating and drinking
- Being healthy and keeping safe (starting at step 12).

For some pupils one category may have greater significance. Links are made with home so that the development of these skills can also be supported in the home

Physical Development

MOVING – GROSS MOTOR SKILLS

Developing the coordination of larger movements of the arms, legs, feet or whole body.

Each pupil will have key areas of gross motor skills to develop. For some pupils a physiotherapy programme guides their movement programme. This is created and supported by the physiotherapist and delivered by the class team.

Pupils at Step 10 and above (and are physically able) will take part in planned PE sessions once a week following set Units for PE covering dance, gymnastics, balance and team games.

Pupils below Step 10 may be offered yoga sessions, Rebound and water movement in school.

Where appropriate, pupils attend either the Portway Centre for PE supported by the WBA Trust or Malthouse for rock-climbing activities. Some pupils also participate in PE sessions planned and delivered by the WBA Trust.

Additionally, pupils are timetabled for either swimming, water movement or hydrotherapy in the school pool, depending upon their individual needs. Some pupils attend swimming lessons at the local Langley Baths.

HANDLING -FINE MOTOR SKILLS

Developing the coordination of small movements, involving synchronisation of the hands and fingers with the eyes

Pupils at Orchard have a variety of complex needs and some have challenging physical difficulties so handling skills may be a real challenge but also a key element of developing some control over the world around them. The development of handling skills is an important aspect of developing an element of independence and the ability to actively engage in the world around by exploring and handling a range of materials and objects.

Sensory Needs and Behaviour

Some pupils require support for specific sensory needs. Some pupils require the use of a specialist equipment and the development of a 'sensory diet' in order to meet specific sensory seeking needs. For some pupils there are real challenges in processing the world around them. Support provided is tailored to the pupil and shared with families so that similar routines can be followed in the home.

Where appropriate, pupils have a behaviour plan which outlines positive strategies to support the pupil in managing difficult times and aim at teaching more appropriate responses.

Sensory Needs – VI and HI

Some pupils have additional needs for a visual or hearing impairment. A teacher of hearing Impairment and a Teacher for Visual Impairment support teachers in planning and delivering in the most effective way.

Implementation - Planning teaching and learning

Long-term planning - linked to the long-term outcomes identified on the pupil's EHCP ('by the end of the key stage...') (red apples sheet)

Section B-E-F (the landscape section of the EHCP) is added to the long-term plan for easy reference to the long-term targets that are in the EHCP.

These are evaluated at the time of updating the EHCP for the annual review.

Communication and language	LONG TERM PLAN TO END Foundation stage / KEY STAGE 1/2 NAME	Physical
Cognition and learning	Independence	Social emotional mental health and wellbeing

Individual long term plan September 2019

Medium Term planning sets out the key areas that will be taught and developed through to the end of the current academic year. These are the smaller outcomes that guide teaching and learning as the foundation blocks towards the achievement of the longer-term goals of the EHCP.

This is a working document and is annotated and updated as needed throughout the year.

Every pupil has a CoEL 'Characteristic of Effective Learning' document which outlines important information of interests and motivators and how to support each individual pupil in their learning. It details the enabling environments and key adult support needed to further enhance teaching and learning for the individual pupil to make progress. This information is added to the back of the Medium-Term planning sheet for easy reference. It too is annotated as a working document.

Short Term planning- is the ongoing, weekly planning that drives daily teaching and learning. It documents the ongoing recording of progress made, highlights elements to revisit to address misconceptions, and plans for a range of learning opportunities to embed learning. It informs the next steps for planning as an ongoing assessment tool.

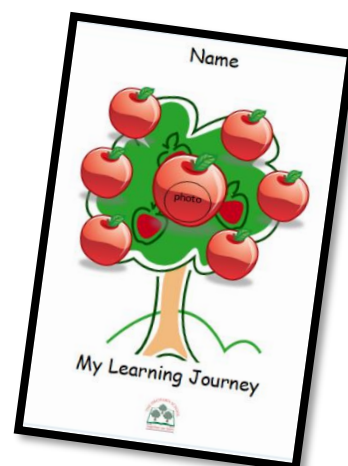
Impact – Assessing learning

Formative assessment - ongoing recording as part of the planning/recording process to inform next steps. This includes a trouble shooting process to enable learning where there are barriers or misconceptions that have been identified.

Summative assessment -Orchard uses the assessment tool 'Onwards and Upwards' to record achieved outcomes. Each pupil has a personal goal to work towards a desired expectation to achieve. This is embedded into the assessment program. This expectation goal is a realistic and personal goal.

Teacher judgement some subject areas do not have outcomes to record in an assessment tool. Teachers use professional judgement and knowledge of the pupil's learning in other curriculum areas, to identify progress made and to match to a STEP descriptor for EAD/UW subjects. Teachers and support staff also record observations of key moments of learning that have been observed as WOW moments that are pivotal for planning next steps.

Learning Journeys evidence the progress that has been made for each pupil. Annotated photographs and comments map out specific key elements of learning and identify next steps of learning to put in place. It may also contain examples of work that evidence an aspect of learning and comments from parents that also evidence some aspect of learning- possibly a skill that has transferred to home or that has been learned at home and can be transferred to school.



Some pupils also have workbooks for numeracy and literacy, (as appropriate from step 11 onwards). Each child has a Learning Journey and it is a key element of demonstrating progress over time.

At the back of the Learning Journey, there is summary of progress using the developmental STEPS for each area of the curriculum.

Learning Journeys follow an agreed format. Subject Leaders evaluate the content.

The Learning Journey is sent home at the end of the school year. A digital copy is kept in school as an integral part of each pupil's unique 'learning journey'.

Reporting end of EYFS and end of Key Stages 1 and 2

EYFS pupils follow the required assessment process through the Foundation Stage Profile and this records the EYFS age band they are currently levelled at.

Other pupils working from Steps 1-9 at end of key stage, are to be assessed using the Engagement Profile. This is a new element of assessment for all schools and there is more work to be done to develop this. Pupils working from step 10 onwards at the end of a key stage, are assessed against the DFE Pre-Key Stage Standards.

The Early Years Foundation Stage Curriculum

The Orchard curriculum content and style of implementing has been shaped by the EYFS curriculum and Development Matters. Currently, we only have very small numbers of Early Years pupils at the Orchard, so Early Years pupils make up part of the Lower School which caters for pupils up to Year 1.

The EYFS philosophy places emphasis on learning through play and this method of teaching and learning is encouraged throughout the school.

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.

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 and development of the curriculum

Curriculum development is always a dynamic process. This is essential to ensure that the curriculum meets the needs of all pupils and is challenging and innovative in its content and delivery.

Each subject leader is responsible for developing and monitoring their subject area and have an allocated budget to ensure resources match expectations of intended content. Subject leaders ensure that high standards of teaching and learning for their subject area are supported and maintained.

Strategic development of the curriculum is ongoing to ensure breadth, balance and relevance for all children. Currently we are in the process of developing our 'Steps' further up to 'Step' 20 to ensure coverage extends for any pupil who requires a higher level of learning.