



# The Orchard Curriculum



Orchard Framework of Intent

## Vision Statement

We aim to create a safe, happy and nurturing environment for all our children!

## Mission Statement

The Orchard School strives to provide the best quality teaching and learning with an inclusive and personalised curriculum, where all achievements are celebrated!

## **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, by embedding the philosophy and pedagogy of early years education founded in the Development Matters framework 2012, along with the latest changes in the Early Years Framework 2021 and corresponding Development matters 2021, 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 Teaching and Learning (CoET&L). Therefore, the CoET&L 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.

We know that 'Whole body listening is not best for all children'- Keep still/sit down/hands still type statements can cause **some** pupils to become dysregulated as they may come to ignore what their body is seeking out. When learning takes place in a variety of ways supporting movement, outside learning, following a child's lead, incorporating SI or physio needs all enhance a pupil's ability to be able to attend better to the teaching activities being presented and gives us the best change of each pupil 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.

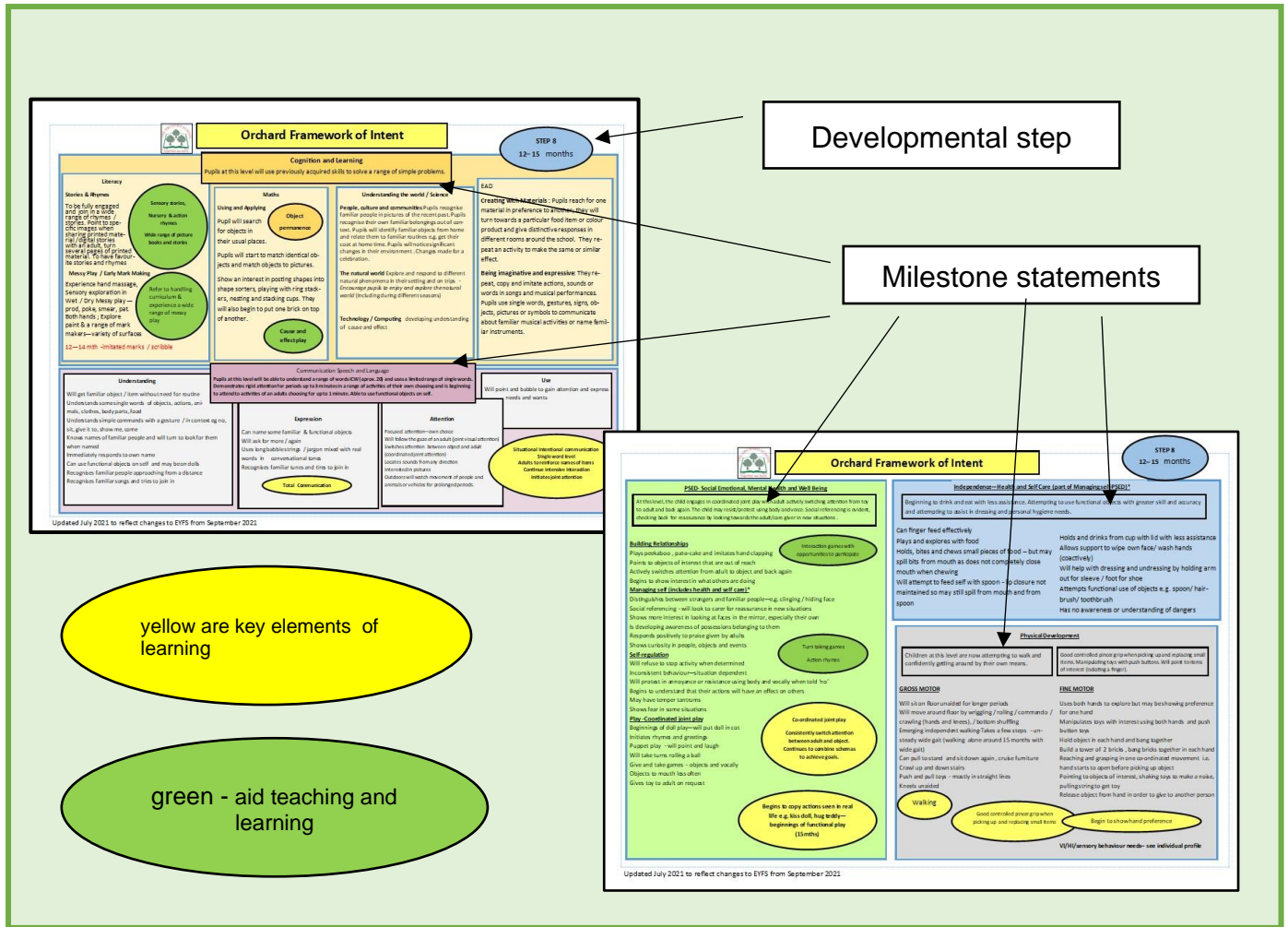
#### **The Curriculum - Developmental Steps**

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), the framework is laid out as developmental steps, with a milestone statement for each key area at each developmental level. Currently there are 16 19 developmental steps, each laid out as shown below.



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.

Pre-0-1mth	0-1mth	1-2mth	2-4mth	4-6mth	6-9mth	9-12mth	12-15mth / 15-18mth	18-24mth	24-30mth	30-36mth	3-3.5yrs / 3.5-4yrs	4-5yrs	5yrs ELG	5-6yrs Yr1	6 yrs Yr1	6-7yrs Yr2
							Intentional 8-18mth	Words and Ideas 12-18mth	Joining words and ideas 18mth-3yrs		Abstract words & reasoning 3-5yrs					
Pre-intentional 0-5 mth				Anticipatory 5-8mth				Birth to 3yrs				3-4 yrs		end rec 5yrs		

Spring 2023, we introduced steps 17-19. These steps equate to learning at year 1 level at mainstream.

## 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 10-19 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. Within steps 17-19, teaching will include broader topics and children working at these levels may be grouped together across school for specific subjects.

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 a range of communication methods; symbols, Makaton signing, eye gaze, aided language displays, communication books, TaSsELs or technology aided communication systems.

Pupils working between Step 1-9 will learn through including ACPAC, Dance Massage, Music Interaction, Interaction Rhymes, sensology, sound bath and Intensive Interaction to enhance communication and interaction skills. For those working from Step 10 onwards there will be group opportunities for learning. 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- Reading**

The emphasis of our reading curriculum is on promoting a love of stories and rhymes and providing a wide breadth of reading experiences. All children at whatever their starting point in reading will be provided with an aspirational, challenging and exciting reading experience which will support them not only with life skills at home but in the community. Children are provided with an individual learning pathway and through joint collaboration with a multi agency team and have an individually set reading journey. A child's individual reading pathway will be guided by assessment and advice from SALT alongside the class team and parents. Reading will be taught across all subjects and as part of other elements of learning. We support children to develop reading skills in a shared and supportive way and believe that through this approach children can recognise and celebrate achievements alongside their peers.

### **Children working between steps 1 – 9**

- Access to a varied range of continuous provision of class book area indoors / outdoors and school library
- Daily shared reading / story / rhyme experiences
- Daily reading opportunities to explore books and listen to stories.

**From step 10** children will have specific reading outcomes which will be referenced in planning and progress will be recorded on evidence for learning.

### **Children working between steps 10 – 16**

- Curriculum is broken down into four areas – book skills, comprehension, Children will have access to continuous provision of class library indoors / outdoors and school library.
- Daily shared reading / story / rhyme experiences

## **Phonics:**

Phonological awareness is one of the links between spoken language and learning to decode in literacy. It means; being able to hear, recognise and play with the sounds of a spoken language. All children receive discrete phonics lessons at their relevant phonics phase.

## **Phase 1**

### **Steps 1 -14:**

All children will have an initial phonics baseline on entry into school using our phase one curriculum and assessed through EFL. All children will have individually set phonics targets taken from our phase one curriculum. **The validated phonics scheme we use is Time for Phonics** (See our Phonics tab for more information)

Children begin their reading journey by being introduced to phase 1 phonics, this takes place as discrete phonics lessons, a phonics element within a lesson and additionally throughout teaching within other activities.

Teaching staff have access to Time for Phonics scheme activities linked to phase 1 – digital content, practical activities and e-books. Children will have exposure to first readers books to provide early experiences of reading at step 13 and above in readiness for moving into phase 2 phonics.

### **Step 15-16:**

Children will now access a formal approach to reading at phase 2 then phase 3. When they reach this point children will have an initial phonics check using the phonics tracker. Children will have at least three to four separate phonics lessons alongside weekly literacy sessions based on comprehension and book skills. Planning will be separate to planned reading sessions and will follow the scheme Time for Phonics and a reading book scheme.

Children will have a reading book linked to the sounds they are learning, and these can also be accessed at home via ebooks. Children will be heard reading within a guided reading session daily or as often as possible.

### **Cognition and Learning - Writing**

Pupils working at steps 1-10 have activities planned alongside the Physical Handling Curriculum to develop fine motor skills and the pre-writing skills. This is achieved by experiencing and engaging with a wide range of messy play and mark making experiences using a wide range of tools and media on a wide range of surfaces, moving through to making marks with meaning and then on to forming letters, words and sentences.

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 Applying**

All pupils are taught knowledge and skills from 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 and Numerical Patterns 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.



## Cognition and Learning – Creative Curriculum – Understanding the World (UW) and Expressive Art and Design (EAD)

### Understanding of the World

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 Natural 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, Culture 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 through a key celebration of a festival/ event occurring in that half term period for that religion. Experiences and learning for the pupils is explored through special words, colours, sounds and patterns; special people, stories and places; special things such as symbolic items to use, to wear to eat. (For further information on our RE curriculum see below)

Past and Present (History) is taught in a way that is appropriate for the pupils and links to key points in time within their own lives, as well as learning about significant historical events across the year.

### Technology

The pupils explore a variety of technology and learn skills to support their learning across the curriculum. A guide maps out technology and skills for each 'Step' to ensure a breadth of experience that matches the development level for each pupil. Access to technology is provided in a variety of ways; for example by accessing cause and effect toys and equipment, Eye Gaze Technology, jellybean switches, iPads and cameras.



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

- Creating with materials
- Being Imaginative and expressive

**Expressive Arts and Design** involve 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 delivering bespoke music lessons to class groups across the school year. EAD follows the same topic themes as UW – our Creative themes.

Religious Education (RE)

The aim of teaching RE is to recognise and celebrate the cultural diversity of our community and country. Sandwell SACRE has provided an agreed syllabus for Sandwell schools, **(following recent new SACRE training in June 2024, we will be updating the teaching of RE for the Autumn term)**. For special schools RE should be taught ‘as far as is appropriate’. At the Orchard School we have adapted provision to link to key religious events that occur across each year and that provide opportunity for our pupils and families to celebrate and participate in a wide range of religious experiences as a school community.

Intent and Implementation

Across the year, pupils will explore religions that reflect the Sandwell/Orchard population. Each half term has a spotlight on one religion, focusing on one of three areas of learning. Key religious events will be marked across the year through department and whole school / family events, promoting and celebrating the diversity of the school community.

Summary:

- Each half term focuses on one religion. Each term has one or two festivals that school will celebrate.
- Each department has a different focus to explore (see grids below), and this guide teaching and learning about that religion.
- The focus area changes each half term so that learning experiences are varied across the year, though there will inevitably be some overlaps.
- Teaching and learning links into the religious event /festival (if there is one) that is to be celebrated in that half term. Varying the focus should ensure that the experiences are not the same year on year.
- All classes are encouraged to visit at least one place of worship in the school year.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HINDUISM	CHRISTIANITY	SIKHISM	CHRISTIANITY	ISLAM	CHRISTIANITY
<b>Festival: Diwali</b> (Hindu/Sikh)	<b>Festival: Christmas</b>	<b>(World Religions Day)</b>	<b>Festival: Easter</b>	<b>Festival: Ramadan</b> <b>Eid Al-Fitr</b>	
Lower Focus 1	Lower Focus 2	Lower focus 3	Lower Focus 1	Lower Focus 2	Lower Focus 3
Middle Focus 2	Middle Focus 3	Middle Focus 1	Middle Focus 2	Middle Focus 3	Middle focus 1
Upper Focus 3	Upper Focus 1	Upper focus 2	Upper Focus 3	Upper focus 1	Upper Focus 2

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

RE comes under 'Understanding the World'. Planning for RE should be included on the planning for UW.

RE content can be planned/taught weekly or as a block-week leading up to the celebration event, whichever is most appropriate for the class, but provision for learning about/experiencing the religion should be made for every class. This is an important aspect of the school's philosophy on SMSC (Spiritual, Moral, Social and Cultural), and Fundamental British Values, to recognise and celebrate the cultural diversity of our school community.

Teachers will plan content that is appropriate for the level of understanding of the pupils in their class. The chart below outlines suggested content for each area. Teachers will take aspects which are meaningful and appropriate. These should, where possible, link to/build up to, the religious event that is celebrated that term/ half-term, where relevant. Pupils below STEP 10 will be exploring through the senses and have opportunities to experience music and artefacts linked to the religion. Pupils above STEP 10 will be exploring aspects of the religion in a more subject specific format.

Impact Learning will be evidenced on EfL.

### Daily Worship

Every class should aim to have a daily 'act of worship' or 'reflection time' that is appropriate for the children in the class. This will look very different in each class and might be a short time of quiet reflection, singing, listening to music, sharing a candle and thinking about people we love and who care for us. It will look very different for each class group but is always created in a way that is appropriate and meaningful for the pupils taking part.

### Assemblies:

Class hold their own or joint class assemblies once a week, celebrating good work, they often include singing, music and sharing ideas and work.

SPECIAL WORDS, COLOURS, SOUNDS AND PATTERNS	SPECIAL PEOPLE, STORIES AND PLACES	SPECIAL THINGS- (symbolic items to have, to use, to wear, to eat)
<p>Special music and/or songs (might be linked to special events). Sounds. Dance. Responding to music/ smells/ sounds/colours linked to religious practice.</p> <p>Special deeds- charity/ kindness/ helping</p> <p>Colours/patterns/symbols linked to the religion/ festivals (e.g. Rangoli patterns)</p> <p>Prayer- what is it? Who do I pray to? Preparation for prayer. Reflection time. Is prayer silent and still? Spoken, thought, sung? Times to pray. Special words used in prayer/ song. Are there special sounds that call us to prayer? What to pray for? Prayer words. Prayer hands. How? Bow head/close eyes/light candles? Special prayers that might be repeated. Are there prayers for different times in the day/ special occasions? Blessings</p> <p>Many names for God- (God may have a different name in different religions)</p> <p>Festival greetings – what is said at festival times? Special words- e.g. holy, pray, blessing, names of religion, festivals and greetings. Things we say, e.g. Merry Christmas, Eid Mubarak.</p>	<p>Share special stories about important people, e.g. Jesus, Muhammad, and Guru Nanak. Often stories will share a lesson to be learned: being brave, kind, helpful, and showing love... The story may link to the religious festival/event being celebrated that half term, e.g. Rama and Sita, Guru Hargobind (Diwali)</p> <p>Special place: Place of Worship- temple/ Gurdwara/ Mandir/Church/Mosque. What do they look like (outside and inside)- visit one Special place: in the home? What to wear/remove when entering a holy place. Who are the special people in the place of worship? (priest/vicar/Imam) What happens in the place of worship? What will I find in the holy place of worship? Anything special happening on a festival day? Visiting a temple- explore through the senses.</p> <p>Special holy places around the world- pilgrimage.</p>	<p>Special things: explore a range of religious artefacts. Explore tactile quality- are they shiny, rough, small, big, heavy, beautiful? What are they/ how are they used? Do the children have any of these in their own home? Have they seen them before? Candles/ candlesticks - symbol of light in different religions- explore Ornaments in the home? Objects that are linked specifically to a festival <u>time</u>? (e.g. advent calendar/ clay diva) Special symbols or patterns? Cards.</p> <p>Special clothes: Colours? Jewellery? Are there special things kept in the home/ at the holy place of worship. Explore hats/ veils/ scarves.</p> <p>Special book: What does the holy book look like? How do we look after something very special?</p> <p>Special food: explore traditional food, especially where linked to religion/festival being celebrated. Sensory experiences- smell/ taste/touch/see/ hear</p>

## Social and Emotional Development and Wellbeing

Relationships and Health Education is embedded into the Orchard PSHE curriculum.

PSHE at Orchard follows x2 integral components:

### 1. HALF-TERMLY TOPICS

Teaching and learning through focused **half-termly PSHE topics**, which supports understanding of positive relationships, promotes health and wellbeing and develops understanding of keeping safe. It encompasses all the statutory 'Relationships and Health' requirements in a way that is appropriate for Orchard School. Each half-termly topic has a linked focus event (see the grid below).

In addition, each term has a 'keeping safe' focus which links into PSHE topic themes where possible, and to key national events across the year, such as Anti-bullying Week (November) and Internet safety, (February). Topics are planned and taught at an appropriate level, taking account of the small steps of learning needed to develop a greater understanding of the themes covered. The themes are revisited each year.

### 2. PSED - INDIVIDUAL FOCUS AREAS

Key focus areas are identified for each pupil from the following three areas:

- **Building Relationships**
- **Managing Self** (includes health and self-care, supplemented by our independence curriculum) - **Self-regulation**

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 for PSED, there are specific outcomes in three distinct areas (as set out above).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSHE- Whole School</b>	Me & My Family	Caring Friendships	Feelings	Keeping Healthy	Community and the wider world	Changes
<b>RHE- Whole School</b>	<b>RE:</b> Families and people who care for me.	<b>RE:</b> Caring Friendships. <b>RE:</b> Respectful relationships. <b>RE:</b> Online relationships*	<b>HE:</b> Mental wellbeing . <b>HE:</b> Physical Health and Fitness.	<b>HE:</b> Physical Health and Fitness. <b>HE:</b> Basic first aid* <b>HE:</b> Health and prevention. <b>HE:</b> Heathy eating	<b>RE:</b> Families and people who care for me. <b>RE:</b> Caring Friendships. <b>RE:</b> Respectful relationships.	<b>RE:</b> Being safe <b>HE:</b> Changing adolescent body*

### **Note about Sex Education**

Orchard School has always offered a simple programme to support some understanding of change as part of transition term, (summer 2). This is part of the topic in summer 2- 'Change' for identified year 5 and 6 pupils, (those pupils who are at the appropriate level of understanding to benefit from the content). The areas covered in this 'Preparing for Puberty' programme are now part of the Relationships and Health Curriculum which became statutory from September 2020.

The content covers changes to the body (as in growth from baby-child-adult), changing emotions and ways to manage them, understanding of privacy, (own and others) and keeping safe.

It is **not** a Sex Education programme. It is a part of the curriculum and delivered through the 'Change' topic in summer term, and as such we no longer need to obtain parental permission as it is a part of the curriculum. However, for those pupils accessing this, parents will continue to be consulted and involved to ensure that they can support their child's understanding of the content covered.

**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. See the chart below for an overview. (Tis chart is also on the website).

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.



# FUNDAMENTAL BRITISH VALUES AT THE ORCHARD SCHOOL



 <p><b>DEMOCRACY</b> <i>We all have a say.</i></p>	 <p><b>RULE OF LAW</b> <i>We respect the rules of school and follow the laws in society.</i></p>	 <p><b>TOLERANCE OF OTHER PEOPLE'S CULTURES AND RELIGIONS</b> <i>Together we are one community who care. Respect and understand one another.</i></p>	 <p><b>MUTUAL RESPECT</b> <i>We respect others and expect them to show us respect.</i></p>	 <p><b>INDIVIDUAL LIBERTY</b> <i>We know our human rights and exercise them in school life and beyond.</i></p>
<p>Everyone has the right to be heard. Every pupil has a voice and is listened to.</p> <p>Every pupil has their communication needs met to make sure they have a means of communicating their needs and ideas. Mode of communication to enable my voice to be heard and my needs to be met. PECS, Tassels, OoR, ALDs, MAKATON</p> <p>Learning good listening is an important aspect of valuing each other's right to be heard. Listening is just as important as using one's voice.</p> <p>Every pupil has opportunity to take part in decision making in school/class activities.</p> <p>A School Council is voted for by all pupils in school. The school Council is made up of those pupils voted for and represents the views of the pupils across the school. Making a positive contribution to the school.</p> <p>Making choices in different contexts.</p> <p>Everyone takes part. Activities are adapted to ensure that no disability or need is a barrier to participate.</p> <p>Turn taking / sharing in different collaborative activities. Begins to understand fair and unfair.</p> <p>Able to take ownership for and be active in their own learning.</p> <p>Make choices in activities.</p>	<p>Pupils learn to recognise and manage their feelings and behaviour.</p> <p>The children learn, through PSHE, how to be kind and helpful, how to manage their own behaviour and to understand how their behaviour affects others.</p> <p>In class good sitting, good looking and good listening are important basic rules of the classroom. Class rules- symbol charts. Good listening, looking, sitting.</p> <p>Create simple rules, such as agreeing the rules about tidying up – having agreed responsibilities in class.</p> <p>The pupils learn, remember, and follow the school and class rules. They begin to understand the need for rules to keep everyone safe.</p> <p>Understanding of right and wrong is important. Understanding the consequences of not doing the right thing is important too.</p> <p>The pupils begin to learn that the police make sure everyone follows the rules in wider society and we all have to follow. The police keep us safe.</p> <p>Playground rules – understanding following rules keeps us all safe.</p> <p>Understand that we need rules in place to keep us safe, healthy, and happy.</p> <p>Following individual behaviour plans</p>	<p>Displays curiosity about the world around them and different people, starting with those within the school community.</p> <p>Accepts and respects the faith and beliefs of others. Recognise that we are all different and be curious to find out more.</p> <p>Learns about other people and religions: custom, prayer and music, food, special people and artefacts and where possible visit places of worship.</p> <p>The school promotes and celebrates religious festivals, involving families where possible.</p> <p>The school recognises difference in religious beliefs and is sensitive to the needs of different groups. (e.g. Being aware dietary laws and customs)</p> <p>Promote diverse attitudes and challenge stereotypes, by sharing stories that reflect and value the diversity of children's experiences.</p> <p>Arrange visits whereby children can engage with the wider community.</p> <p>Use of materials/resources that represent the diversity of the school and community beyond.</p> <p>Learn about/ celebrate key events that happen in the UK across the year – national events.</p>	<p>Treats others with kindness.</p> <p>Help others and know how to ask for help from others. Helps peers when it is needed.</p> <p>Learns and demonstrates good manners – being able to say sorry, thank you, and compliment others, appropriately.</p> <p>Promoting equality as a right of access to the whole curriculum.</p> <p>Learn and develop social skills needed to promote positive relationships. Turn taking/ sharing skills.</p> <p>Recognising emotions in self and in others. Recognising the effects of one's behaviour on how other people feel.</p> <p>Recognising the needs of others beyond school through participating in charity events to raise money for different causes. Recognise we can all make a difference.</p> <p>Pupils will be encouraged to enjoy taking on responsibility for small jobs in class.</p> <p>Circle times activities to share their own ideas and views and listen to those of others.</p> <p>Learning about others through role play.</p> <p>Participate in group activities and recognise everyone has a role in the activity.</p> <p>Antibullying week</p>	<p>Every child has the right to feel loved and valued.</p> <p>Celebrate the uniqueness of each pupil. Recognising and celebrating own differences and achievements.</p> <p>Every pupil has a right to be taught and guided in learning self-help and independence skills to become as independent as possible to meet their own needs. Every pupil has the right to have their basic needs and dignity to be met.</p> <p>Pupils learn how to have control over their own lives by being able to say yes or no, and to recognise that others have this right, too.</p> <p>Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.</p> <p>Everyone has a right to be safe. Know how to ask for help if scared or worried. Know who to ask for help and how to ask for help.</p> <p>Freedom to make own choices.</p> <p>Recognise and include the interests of each pupil into activities across the curriculum.</p> <p>Right to be always kept safe. Know how to seek help if they do not feel safe.</p> <p>Learn how to keep safe.</p>

## Cultural Capital & Preparing for Life in Modern Britain

Cultural capital and preparing our children for life in modern Britain runs through all of our curriculum, below are some examples of what this looks like at The Orchard.

<p><b>Independence</b></p>	<ul style="list-style-type: none"> <li>Children learn to be as independent as possible, opportunities to use cutlery, dress/undress, practise using a towel after foot spa/swimming to allow them to have more autonomy over their bodies as they get older</li> </ul>
<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>All children have individual communication method; shared with home, enabling a 'voice' at all times</li> <li>Eye gaze- Using different technologies to improve communication methods</li> <li>TAC PAC, Music for Interaction- adults cue into each child</li> <li>Intensive Interaction – taking time and waiting for each child</li> <li>Routines and consistency for all- helps children feel secure, settled and ready to learn</li> </ul>



<b>Literacy &amp; Maths</b>	<ul style="list-style-type: none"> <li>Personalised books- mirrors/photos/TV characters</li> <li>Library, phonics, sensory stories, story massage</li> <li>Mark making and writing lessons – sand/outside/foam/jelly/big boards – right from EYFS</li> <li>Maths- Manipulating objects (Link with fine motor) enabling access to every day objects to encourage independence and accessing every day life easier</li> <li>Maths- switch toys, problem solving, 1:1 correspondence- allowing skills to be generalised into every day life, group situations e.g. sharing items with others</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>Building Relationships with peers and adults – looking, sharing</li> <li>Building Confidence and self-regulation- Use of behaviour plans, class jobs, social stories, massage, Foot spa, Dance Massage</li> <li>PSED topic, plus individual learning daily – personalised to each child</li> <li>Sound Bath- Wellbeing promotion</li> <li>Sensory Integration – allowing all to be in a place ‘ready’ and regulated to learn</li> </ul>
<b>Celebration of events</b>	<ul style="list-style-type: none"> <li>Mothers Day/Fathers Day – invite all families in</li> <li>Jubilee- Whole school/families/together</li> <li>Queen’s death- Parents/class/display contribution</li> <li>Parents attend curriculum mornings via teams and face to face- equal opportunities for all. Translated too.</li> </ul>
<b>CoETL</b>	<ul style="list-style-type: none"> <li>Ensure children are learning in their way and special interests are incorporated e.g. superheroes in maths or trains in a book</li> </ul>
<b>Visitors</b>	<ul style="list-style-type: none"> <li>WBA, Lizzie (Dance), Animal man, Beach Day, Clown, Drumming, parents from range of backgrounds – interact/share/bring real life experiences to pupils to widen experiences</li> </ul>
<b>Offsite</b>	<ul style="list-style-type: none"> <li>Rock climbing, class trips to eat out- practise independence skills/build confidence</li> </ul>
<b>Explore the world around them</b>	<ul style="list-style-type: none"> <li>Sensory garden, Quad and gym, forest garden, trim trail- all give children range of opportunities to develop, extend, generalise skills and to ‘have a go’ and become familiar with what they may see in their community at home</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>Children participate in Big Top music lessons</li> <li>Children have access to 1:1 music lessons</li> <li>Projector, Magic Carpet, omni beam, outdoor exploration, creative rooms, focus on skill over outcome – promoting child’s creativity</li> <li>Encouraging own choice/use of tools/mark makers/materials/instruments/dressing up clothes/toys</li> </ul>
<b>At home/Links with families</b>	<ul style="list-style-type: none"> <li>Links with parents; regular parent groups with range of focus e.g. curriculum, ideas for learning at home, home learning sent, class mornings to model methods- Allowing families/children from different backgrounds to be less disadvantaged when supporting their child at home.</li> </ul>

### **SMSC -Spiritual, Moral, Social and Cultural learning**

SMSC is integrated throughout the curriculum with specific opportunities for development through PSHE and RE.

It underpins personal development across the school curriculum and also links in to Fundamental British Values 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. We always welcome any parents/ families to come into school to



share some aspect of their own lives with children, such as Bhangra drumming and dance. 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, World 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 towards others.

Off-site educational visits provide further opportunities to develop social skills and self-confidence. At Key Stage 2, some groups undertake residential visits.

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 include ways to explore these areas by:

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.

There are SMSC, FBVs and cultural capital learning aims that are linked to topics, along with key learning points and rationale for teachers to support their teaching and to ensure that all pupils are given the same opportunities through their school life.

### **Independence Skills**

Independence skills are promoted throughout the day. Links are made with home so that the development of these skills can also be supported in the home. For some pupils one category may have greater significance and may even be linked to a request from home to develop specific skills in partnership with home.

Each pupil has focus areas to develop within their independence skills in the following categories:

- Dressing and undressing
- Personal hygiene
- Eating and drinking
- Being healthy and keeping safe (from Step 12).

### **Physical Development**

#### **MOVING - GROSS MOTOR SKILLS**

Every pupil will have physical gross motor learning aims, these will support the development of co-ordination of movements in arms, legs, feet, trunk, core and whole body.

For some pupils a physiotherapy programme guides their movement programme. This is created and supported by the physiotherapist and delivered by the class team seamlessly throughout lessons across the week e.g. high kneeling whilst reaching for bubbles and requesting more with a symbol.

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

Pupils below Step 10 have a range of movement lessons to support their learning, some of these include; yoga, rebound therapy, water movement and climbing equipment.

Some pupils attend offsite physical activity challenges; Malthouse rock-climbing is regularly accessed on a timetabled basis. Some pupils also participate in PE lessons planned collaboratively between teaching staff and the WBA foundation.

Additionally, pupils are timetabled for either swimming, water movement or hydrotherapy in the school pool, depending upon their individual needs.

### **HANDLING -FINE MOTOR SKILLS**

Every pupils will have fine motor skill aims, developing the co-ordination of small movements, involving synchronisation of the hands and fingers with the eyes, (referred to as hand-eye coordination).

Pupils at Orchard have a variety of complex needs, and some have significant 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 promoting independence and the ability to actively engage in the world by exploring and handling a range of materials and objects. For some pupils this may include hand massage awareness, opening/closing hands, dough disco and for others it may include fastenings, locks, twisting/turning bottle lids and applying these skills to every day life.

### **STEPS 17-19**

Some pupils may reach the end of the steps 1-16 curriculum for a few strands of their learning. Therefore there are now extended steps in place to support their curriculum access and ensure challenge is provided and is consistent for all pupils. Within these strands, there are assessment criteria and set topics. These relate to the learning outcomes at a year 1 NC level.

### **Sensory Processing /Sensory Integration**

For some pupils there can be real challenges in processing the world around them. Some pupils require support for specific sensory processing needs. The activities provided enable the sensory input they seek but in a more appropriate way and this helps pupils to regulate throughout the day. Support provided is tailored to the pupil's needs and shared with families so that similar routines can be followed at home.

The Sensory Integration room is used with specific children on a 1:1 basis in order to support regulation and develop sensory integration.

Where appropriate, pupils may have a behaviour plan which outlines positive strategies to support the pupil in managing difficult times and aim at teaching more appropriate responses. The plan ensures consistency of supportive strategies both at school and at home. Our philosophy is that if pupils are engaged in their learning with adults providing appropriate environments and positive relationships, in addition to consistent communication and sensory integration input there are often less challenges to pupils learning.

### **Sensory Needs – VI and HI**

Many pupils have either one or both visual and hearing impairment. A teacher for the Hearing Impaired and a Teacher for Visual Impairment support class teachers in planning and delivering teaching in the most

effective way. This includes supporting teachers in adapting resources e.g. many pupils at The Orchard have a cortical visual impairment (CVI) and require material presented in specific ways.

### **Implementation - Planning teaching and learning**

Long-term planning - long-term outcomes are identified on the pupil's EHCP ('by the end of the key stage...') Section B-E-F (the landscape section of the EHCP). These are evaluated at the time of updating the EHCP for the annual review.

Medium Term planning- Sets out topics for each half term for the year, for each department. Each topic then has a pre-completed Medium Term Plan that states key learning points, rationale, learning overview for each step with suggested activities per step. This ensures all pupils meet all strands of learning across the year at a level that is appropriate to them, providing breadth and challenge.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSHE-Whole School</b>	Me & My Family	Caring Friendships	Feelings	Keeping Healthy	Community and the wider world	Changes
<b>RHE-Whole School</b>	<b>RE:</b> Families and people who care for me.	<b>RE:</b> Caring Friendships. <b>RE:</b> Respectful relationships. <b>RE:</b> Online relationships*	<b>HE:</b> Mental wellbeing . <b>HE:</b> Physical Health and Fitness.	<b>HE:</b> Physical Health and Fitness. <b>HE:</b> Basic first aid* <b>HE:</b> Health and prevention. <b>HE:</b> Healthy eating	<b>RE:</b> Families and people who care for me. <b>RE:</b> Caring Friendships. <b>RE:</b> Respectful relationships.	<b>RE:</b> Being safe <b>HE:</b> Changing adolescent body*
<b>Creative* See separate grid for department /year</b>	Marvellous Me & Autumn	Autumn & (colour/food/celebrations/light/sound/touch)	Winter & (materials/natural world/senses/around world)	Weather & (tremendous tales/wild/old & new/keeping healthy)	Spring & (minibeasts/moving/community Animals/recycling)	Summer & (water/home/garden/Holidays)

<b>RE</b> <b>Focus 1-</b> Special words, colours, sounds and patterns <b>Focus 2-</b> Special people, stories and places <b>Focus 3-</b> Special things	Hinduism  <b>Lower-</b> Focus 1 <b>Middle-</b> Focus 2 <b>Upper-</b> Focus 3	Christianity  <b>Lower-</b> Focus 1 <b>Middle-</b> Focus 2 <b>Upper-</b> Focus 3	Sikhism  <b>Lower-</b> Focus 1 <b>Middle-</b> Focus 2 <b>Upper-</b> Focus 3	Christianity  <b>Lower-</b> Focus 1 <b>Middle-</b> Focus 2 <b>Upper-</b> Focus 3	Islam  <b>Lower-</b> Focus 1 <b>Middle-</b> Focus 2 <b>Upper-</b> Focus 3	Christianity  <b>Lower-</b> Focus 1 <b>Middle-</b> Focus 2 <b>Upper-</b> Focus 3
<b>Maths</b>	<b>Lower:</b> ALL- Shape & Space	<b>Lower:</b> Step 10+ Number ALL- Colour & Patterns	<b>Lower:</b> ALL- Measurement Sorting	<b>Lower:</b> ALL: Shape & Space	<b>Lower:</b> Step 10+ Number ALL- Colour & Patterns	<b>Lower:</b> ALL- Measurement Sorting
	<b>Middle:</b> Step 10+ Number ALL- Colour & Patterns	<b>Middle:</b> ALL- Measurement Sorting	<b>Middle:</b> ALL: Shape & Space	<b>Middle:</b> Step 10+ Number ALL- Colour & Patterns	<b>Middle:</b> ALL- Measurement Sorting	<b>Middle:</b> ALL: Shape & Space
	<b>Upper:</b> Step 8+ Measurement ALL: Sorting,	<b>Upper:</b> ALL: Shape & Space	<b>Upper:</b> Step 10+ Number	<b>Upper:</b> ALL- Measurement Sorting	<b>Upper:</b> Shape & Space	<b>Upper:</b> Step 10+ Number ALL- Colour & Patterns

	Colour, Patterns		ALL- Colour & Patterns			
<b>Steps 17-19 Maths ONLY</b>	<b>Measurement</b>	<b>Geometry</b>	<b>Number- Place Value</b>	<b>Number -Addition &amp; subtraction</b>	<b>Number - Multiplication &amp; Division</b>	<b>Intervention/Catch up</b>
<b>Literacy</b>	<b>Lower:</b> Books about self	<b>Lower:</b> Rhymes and Poems	<b>Lower:</b> Fiction	<b>Lower:</b> Non-Fiction texts	<b>Lower:</b> Text linked to topic	<b>Lower:</b> Fiction
	<b>Middle:</b> Books about self	<b>Middle:</b> Fiction	<b>Middle:</b> Rhymes and Poems	<b>Middle:</b> Text link to topic	<b>Middle:</b> Non-Fiction texts	<b>Middle:</b> Fiction
	<b>Upper:</b> Books about self	<b>Upper:</b> Non-Fiction texts (Sound, puppets, feely/moving/topic based)	<b>Upper:</b> Fiction	<b>Upper:</b> Rhymes and Poems	<b>Upper:</b> Fiction	<b>Upper:</b> Text link to topic
<b>Phonics – Phase 1</b>	<b>Lower:</b> Rhythm and Rhyme (Step 13+ alliteration)	<b>Lower:</b> Instrumental Sounds (Step 13+ alliteration)	<b>Lower:</b> Body Percussion (Step 13+ Blending & Segmenting)	<b>Lower:</b> Voice sounds (Step 13+ Blending & Segmenting)	<b>Lower:</b> Rhythm and Rhyme (Step 13+ alliteration)	<b>Lower:</b> Instrumental Sounds (Step 13+ Blending & Segmenting)
	<b>Middle:</b> Instrumental Sounds Percussion (Step 13+ Blending & Segmenting)	<b>Middle:</b> Body Percussion (Step 13+ Blending & Segmenting)	<b>Middle:</b> Voice Sounds (Step 13+ alliteration)	<b>Middle:</b> Rhythm and Rhyme (Step 13+ alliteration)	<b>Middle:</b> Instrumental Sounds (Step 13+ Blending & Segmenting)	<b>Middle:</b> Body Percussion (Step 13+Alliteration)
	<b>Upper:</b> Body Percussion (Step 13+)	<b>Upper:</b> Voice sounds (Step 13+ Blending & Segmenting)	<b>Upper:</b> Rhythm and rhyme (Step 13+ alliteration)	<b>Upper:</b> Instrumental Sounds (Step 13+ alliteration)	<b>Upper:</b> Body Percussion (Step 13+)	<b>Upper:</b> Voice sounds (Step 13+ Blending & Segmenting)

	Blending & Segmenting)				Blending & Segmenting)	
<b>Phonics Phase 2+ - Is NOT taught in terms here, due to pupils progressing at individual rates. The 'weeks' refer to the programme and resources on Time for Phonics</b>						
<b>Phonics Phase 2+</b>	Phase 1 Week 10 Phase 2 weeks 1-3	Phase 2 weeks 4-6	Phase 3 weeks 1-5	Phase 3 weeks 6-8	Phase 3 weeks 9-10	If needed repeat phase 2 week 6 and phase 3 weeks 9 and 10). Phase 4 weeks 1-4. Repeat lessons as needed.
<b>Physical Development Step 10+</b>	Gymnastics	Dance/Yoga	Games/Athletics	Gymnastics	Games/Athletics	Dance/Yoga
<i>All bikes/scooters etc to be taught on-going throughout the year</i>						
<b>Speaking &amp; Listening, Independence, writing, handling all taught within the above topics. Continue to have separate S&amp;L lessons too.</b>						
<b>Phonics taught daily for all children.</b>						





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. Levels of engagement are embedded into our evaluation of teaching and learning and inform next steps. Planning is cross curricular and incorporates communication throughout all that is taught.

### Characteristics of Effective Teaching & Learning (CoETL)

Every pupil has a CoETL This is a personalised document which outlines important information of interests and learning styles and identifies how to support each individual pupil in their learning pathways to promote and sustain engagement. It details the key components needed through enabling environments and positive adult support to provide the best teaching and learning.

### Impact – Assessing learning

Teaching staff use formative assessment on an on-going basis in order to assess within the lesson, provide challenge within and for the next lesson. This takes place through teacher and support staff assessment, questioning, observations, through play, games, challenges and other activities.

Summative assessment allows teaching staff, middle leaders and senior leaders to analyse progress made. Evidence for Learning (EfL) is the assessment tool allowing teachers to record small steps of progress, upload evidence and share this with families. We have regular data collections which include the analysis of not only quantitative data but qualitative data too, enabling the whole child's learning journey and current status to be viewed. At the time of data collection; senior leaders meet with teaching staff to reflect on what is working well and what areas require modification and where support is needed e.g. multi-agency teams/in-school training/intervention groups. Senior leaders use the data analysis key points from subject leaders in order to collaboratively put together impact plans.

Teachers and support staff upload evidence of on-going learning, learning related to their EHCP outcomes, curriculum topics and any additional wow moments. Evidence of each pupils' learning journey can be demonstrated over time. This is 'tagged' to the Orchard Framework of Intent along with an observation demonstrating how engaged the child was within their learning and what learning took place, along with what may be appropriate next. Families access the EfL app and are able to view evidence added as well as upload their own evidence.

Observations -staff record observations of key moments of learning that have been observed as WOW moments. Key points of learning are evidenced through our assessment tool 'Evidence for Learning' – this includes photographs or videos with an overview of progress made. Annotated photographs and comments map out specific moments of learning, showing cross curricular links and identifying next steps where applicable. It may also contain examples of work, comments from parents and other professionals as appropriate and this will provide further evidence of learning- e.g. a skill that have been successfully transferred to home context or that has been learned at home and can be transferred to school.

### 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 repeated 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

Each subject leader develops and monitors their curriculum area to ensure that high standards of teaching and learning for their subject area are supported and maintained. 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. All subject leaders meet twice a month in order to reflect on learning taking place, share monitoring and work towards shared aims, these are led by the Head of Teaching and Learning.

#### Curriculum Information on the website

The school website offers guidance for parents and families in supporting their child's learning at home by offering key information around developmental steps linked to each area of the Orchard Curriculum. On the website there are curriculum information cards with 'Step' information, curriculum guides, ideas for activities and some video content to support activities across curriculum areas.

Phonics information is displayed with a specific link to Time for Phonics website for parental videos on pronunciation of letter sounds. There are parent mornings specifically for phonics information sharing.

Curriculum Information mornings provide more detail of the curriculum, how it is delivered and how parents and families can support.

*Reviewed & updated June 2024 – Laura Valentine*