



*'Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers

# Curriculum Policy

## Reviewed January 2019

# Curriculum Policy

## Statement of Intent

Every pupil attending Newark Orchard School is entitled to a broad and balanced curriculum. As a school we welcome a flexible approach to the delivery and design of our curriculum in order to ensure that each individual's needs are being met. Each area of the curriculum has individual policies which detail the content of both the core and foundation subjects.

## Our Curriculum Offer (Appendix 1)

Our ethos is to offer each and every child attending the school the opportunity to develop not only academically but also socially and emotionally. We have developed our curriculum to offer individual pathways for each pupil. On entry to the school we will carry out a baseline assessment to determine which pathway is the most suitable, taking into account both the age and stage of each student.

## Explorer Pathway (P1-4)

The Explorer pathway is for pupils with complex needs who require a different approach to their learning. It focuses on early communication, social, emotional and cognitive skills that are vital foundations for learning. There is also an emphasis on play and learning through play alongside sensory and multi-sensory approaches to learning. The curriculum is flexible and adaptable in order to meet the very individual needs of the pupils. Developing their communication and interaction is vital in order to deepen their engagement and become active learners. For older learners following this pathway, the curriculum recognises that life skills are an important aspect in order to prepare for adulthood. The school has designed a curriculum to recognise this which incorporates all aspects under the headings of the EHC plan.

The Engagement Profile is used to monitor each pupil's progress alongside associated targets which may be set in partnership with the Physiotherapist, the Speech & Language therapist and the Occupational Therapist where appropriate.

## Adventurer Pathway (P5-8)

The Adventurer pathway is for pupils who have developed their skills a little further and who are showing engagement with their learning. The pupils begin to experience individual curriculum subjects within a topic based approach. Pupils' journeys as a learner are still individual and activities are differentiated to meet their needs. This pathway supports each student in acquiring early learning skills in order to become effective communicators, thinkers and problem solvers.

This group of learners will likely have a spikey profile but the expectation is that they will move through targets set using Wilson Stuart to monitor progress

in communication, reading, writing, number, scientific enquiry and social, moral, spiritual and cultural development.

### **Trailblazer Pathway (P9 upwards)**

The Trailblazer pathway is for pupils who are working above the traditional P Levels and have moved further on in their learning. This group of pupils are taught through individual subjects and their progress is monitored using Wilson Stuart.

### **Accreditation (Appendix 2 )**

As pupils move to our 14-18 department they will have the opportunity to work towards appropriate accreditation. Pupils who have been working on the Explorer Pathway will continue on this in order to develop their complex needs.

Pupils who have been working on the Adventurer Pathway will continue in Key Stage 4 with individual subjects where progress is monitored through Wilson Stuart. In Post 16 they will access the Aim Independent Living award at Entry 1. Pupils who have been working on the Trailblazer Pathway will work towards AQA English and maths at the appropriate level, ASDAN science short course and ASDAN PSHE short course. When moving to Post 16 they will work towards AIM Functional Skills in English and maths, AIM Independent Living units and ASDAN CoPE AT Level one.

### **Work Experience**

Where appropriate pupils in Post 16 will have the opportunity for a work placement either within the school itself or out in the community. The placements are risk assessed and monitored closely. The placements give the pupils an opportunity to access the work environment and apply the life skills they have developed over time.

### **Curriculum Enrichment**

The curriculum is enriched in a variety of ways to ensure all of the pupils experience learning in a variety of contexts.

This includes visits to school by bands, theatre groups and sports coaches. The pupils also access the local community via trips to the library, local shops, nature reserves, local attractions, Newark College, museums, cinema and sailing club. This is not an exhaustive list and the school is regularly adding to the list of interesting places to visit which support the pupils' learning.

## **Extended Curriculum**

The pupils also have the opportunity to access a wide range of lunch time clubs which includes a games club, choir, girls group, pool club, DVD club and a dance club. Again these are offered and added to depending on the interests of the pupils.

The school also offers a range residential field study trips each year such as Center Parcs, Beamsley and Hagg Farm.

For our learners who may be a little reluctant to go away for the whole week, we also offer an overnight camping experience within the school grounds and extended school days which include a barbeque.

## **Principles**

- Pupils are all entitled to a broad and balanced curriculum which is appropriate to their age, cognitive understanding and needs.
- Pupils of differing abilities are entitled to develop at their individual level and stage of development
- Within the delivery of the curriculum issues relating to gender, race, culture, disability or sexual orientation will be incorporated, providing equality of opportunity. Differences will be celebrated.

## **Evaluation of the Curriculum**

Each policy will be reviewed, audited and managed by the Strategic Planning Sub Committee of the Governing body on a three year rolling cycle or sooner if changes need to be made.

# Curriculum Pathway (Accreditation Focus)

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<b>KS4</b>		
<b>Explorer (informal)</b>	<b>Adventurer (semi-formal)</b>	<b>Trailblazer (formal)</b>
Engagement with Adulthood	WSPs – English WSPs – Maths WSPs - Science	AQA – English (E1/2/3) AQA – Maths (E1/2/3) ASDAN – Science short course ASDAN – PSHE short course
<b>P16</b>		
<b>Explorer (informal)</b>	<b>Adventurer (semi-formal)</b>	<b>Trailblazer (formal)</b>
Engagement with Adulthood	WSPs – English WSPs – Maths AIM – Independent Living (E1)	AIM FS – English (E1/2/3) AIM FS – Maths (E1/2/3) AIM – Independent Living units (E1/2/3) ASDAN – CoPE (L1)

**Newark Orchard Pathways for Assessment**

**Key Stage One to Three**

Explorer

P1-4



Engagement Profile

Adventurer

P5-P8



Wilson Stuart

Trailblazer

P9 Upwards



Wilson Stuart/KPIs

**Key Stage 4**

P1-4



Engagement with Adulthood

P5- P8



Independent Living/ Asdan/SEFL/Entry Level/GCSE

P9 Upwards



**Post 16**

**Continue on chosen pathway with the addition of Functional Skills/Work Readiness**