

'Individual Growth, Individual People'

Head Teacher: Mr Matt Joyce



Curriculum Policy

Reviewed September 2024

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 run alongside this policy.

Our curriculum offer inspires and supports our pupils' to become the most successful and as independent as possible adults. Our differentiated pathways offer allows our pupils to gain qualifications reflecting their understanding and abilities in different areas of the curriculum.

Implementation

There are the following curriculum pathways

Engagement

This offer is for pupils who are working pre SOLAR steps. This curriculum focuses on the five areas of engagement; exploration, persistence, initiation, realisation and anticipation. Regular observations will be carried out and this information is used to guide the teaching and learning the following week to increase their engagement. If the pupils reach all targets they then follow our Primary and Key Stage 3 curriculum to further their knowledge and understanding. If they have not reached the targets by Key Stage 4, then the students follow our engagement into adulthood pathway which has a stronger emphasis on maintaining and improving life skills and preparing them for adulthood. Targets are taken from a range of professionals and shared with all stakeholders.

Primary and Key Stage 3

This offer is for pupils who are working on our SOLAR steps reporting system and are in Primary and Key Stage 3. The curriculum is balanced with four English and phonics sessions a week, four maths sessions a week, two science sessions and a range of other foundation subjects. There is a strong focus on life skills in direct lessons and throughout the curriculum. The pupil's progress in communication, reading, writing, number, RSHE and science is measured on SOLAR with termly targets set.

Key Stage 4

In Key Stage 4 the pupils continue on SOLAR steps, or for those who are able, are taught and assessed against AQA English, maths and science entry levels. The pupils are offered 'options' of choosing vocational subjects which work towards key skills in that subject.

They also have weekly life skills lessons with a strong focus on cooking and domestic duties. The classes also take part in group career projects, have 1:1 career meetings and start to focus on their pathway into adulthood.

Key Stage 5

The main focus in Key Stage 5 is preparing for the next stage into adulthood.

The pupils either complete functional skills, where they sit end of course assessments, or complete coursework towards ASDAN life challenge work in English and maths which both containing a strong element of applying their skills to real world experiences. The pupils continue with their vocational skills and where appropriate increase their work experience to individual opportunities. They complete the ASDAN Personal and Social Development qualification, which also gives opportunities to increase life skills and independence. They visit many different venues that offer education, employment and training opportunities and have support from the school whilst choosing their next steps.

From Key Stage 3 onwards there is the offer of independent travel training within the classroom and with the specialist TA.

Throughout all the curriculum offers, the school focuses on meeting all the pupil's needs and a range of interventions run alongside the classroom based activities.

All our curriculums are supported by long term plans, which are regularly reviewed and the class team create medium term plans.

Interventions

In order to support our pupils to be ready to learn, understand key concepts and to make good progress the school runs a range of different interventions. These range from 1:1 emotional coaching, sensory integration, curriculum 1;1 tuition including phonics, writing, maths and science enquiry. This is reviewed termly consideration the impact using reports from those running the interventions, pupil's voice and the termly data analysis.

Policies to support this document

EYFS

Careers – work related learning

Design & Technology

Homework

ICT curriculum

Life skills

Maths

Physical Education

Planning, Assessment, Recording & reports

Post 16

Religious Education

Science

Travel Training.