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CURRICULUM

POLICY

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This policy will be kept up to date and will be reviewed once per year as part of the company's Quality Assurance arrangements.

Review Period
1 Year

Approved by
Directors/Governors

Review Carried Out By
Quality Team

Date of Approval
August 2019

Curriculum Policy

Introduction

It is Orion's intention to provide a curriculum relevant for today and the future, one which equips all our students with skills for life and work with clear pathways to employment, apprenticeships and higher-level study.

Our curriculum will combine academic success with vocational, social, moral and cultural development. It will include emotional learning to prepare students for opportunities and experiences in life, making their educational experience enjoyable as well as challenging.

Core Beliefs and Values

Ambition - Determination - Success

At Orion we believe that all young people should have the right to an educational experience, that will enable them, no matter what their starting point, to fulfil their potential and realise their ambition. It is our aim therefore to provide a curriculum in which all students experience quality learning, set in a safe and harmonious environment, centred on driving aspiration and ambition, fostering self-determination and inspiring success.

Curriculum Aims

The aim of our curriculum is to ensure that:

- All students enjoy learning
- All students are ambitious and determined to succeed
- All students make progress and achieve their full potential
- All students are confident, resilient and are able to live safe, healthy and fulfilling lives.
- All students are responsible citizens who (where possible) make a positive contribution to society
- All students have fair and equal access to the curriculum, including those with complex needs (refer to Accessibility Policy)

We aim to ensure that the curriculum:

- Is broad, balanced and relevant focussing on functionality
- Equips students with a range of skills that will support their success in learning, life and work.

- Is accessible to all, flexible and personalised to meet the individual needs of every student. (including those with identified needs and those with non-identified needs as established through our baseline assessments or parental self-diagnosis)
- Provides opportunity for spiritual, moral, and social development
- Adheres to underlying principles of democracy and cooperation
- Develops lively and enquiring minds
- Fosters work-related practices and includes world of work activities
- Stretches and challenges
- Reflects the multicultural nature of the local community, is compliant with the protective characteristics of equality and diversity and builds on British Values
- Develops confidence, high self-esteem and independence
- Develops a respect for other people and the environment
- Prepares students for the opportunities, responsibilities and experiences of adult life
- Leads to qualifications that are of worth for employers and for entry to employment, training, further and higher education.
- Provides careers information, advice and guidance

The Curriculum Model

The design of the curriculum will ensure that students develop skills to be successful in modern day life and work environments which require far more than thinking skills and content knowledge. The ability to navigate today's complex life and work environments, necessitates students to pay rigorous attention to developing adequate life and career skills, such as; flexibility and adaptability, teamwork, negotiation, independent thinking, decision-making, self-review and social skills.

Opportunities to motivate and engage young people, develop their independence and resilience, prepare them for work and life and raise their attainment will be provided throughout the curriculum. Students will follow personalised pathways with 'wrap around' work and life skills modules (delivered as stand-alone sessions, through assemblies, embedded in other subjects and through extra-curricular activities) which they can access to build holistic career and life skills; all aimed at engaging them and enhancing their personal growth. Following assessment, students will be able to choose a pathway that best harmonises their interests and aspirations, presenting an educational experience that they will be more likely to engage in and enjoy.

Personalised Pathways

Personalised pathways for students will include:

1: Practical Pathways - Designed for students who prefer a practical work-related approach to learning, where they will develop skills in a practical context. Qualifications attained will be technical or vocational based only from Entry Level to level 1.

2: Combined Pathways - Designed for students wanting a combination of academic and vocational subjects. Also aimed at students working at higher levels in some subject areas and lower levels in others. The pathway allows for total flexibility across subjects and levels, allowing a personal programme of learning to be created. Qualifications attained will be academic as well as technical or vocationally based and attainment levels will be Entry Level to Level 1 for vocational and up to GCSE level for academic subjects.

3: Accelerated Pathways - Designed to challenge the more able student to move from Level 1 to 2 in subject areas quickly or complete qualifications in a shorter period of time. They can choose either practical or academic subjects to progress through. Attainment will be at Level 1 or Level 2.

4: Supported Pathway - Designed to support less able students or those with complex needs, challenging behaviour or SEND. Students following this pathway can choose practical or academic subjects and qualifications ranging from Entry Level to Level 2.

Work and Life 'Toolkit'

In addition to academic and vocationally based subjects, the curriculum model will include a range of accredited and non-accredited skills for work and life modules, aimed at equipping students with a 'toolkit' of skills they can utilise beyond school in future careers and life. The 'toolkit' can be personalised and gradually built throughout their learning journey providing them with the opportunity to develop personal and social skills as well as building resilience to become work and life savvy. The 'toolkit' will also include subjects or themes based around the development of spiritual, moral, social and cultural development and fundamental British values as well as skills for employment.

Curriculum Subjects

Students will be immersed in an exciting and varied curriculum which will allow them to explore a range of subjects before refining their educational and career pathway for the future. Students will be encouraged to become truly active learners. They will have the freedom to explore knowledge and gain understanding, to question and challenge, research and discover.

As well as the full range of core subjects, students will study Humanities, Technology, The Arts and Physical Education in a dynamic, creative and supportive environment. Orion's status as an Automotive and Engineering centre will reflect a commitment to technology-based study for our students.

Staff will nurture the necessary combination of enquiry, diligence and invention which allows students to succeed in this field. Whether this leads to a career in technology, engineering or another subject.

Curriculum Subjects
Motor Vehicle Service and Engineering
English
Mathematics
Combined Science (Chemistry, Biology & Physics)
Citizenship
Personal Social Health Education
History
Physical Education
Art

With all our students we want to drive ambition, foster self-determination and inspire success. All our students will:

Be Ambitious

- Be confident, happy and self-aware
- Be able to realise their own potential and have plans for the future
- Have high-expectations of themselves and others
- Have greater choice and opportunity
- Have the chance to be creative
- Have freedom and independence

Be Determined

- Be dedicated and hardworking
- Believe they can achieve
- Have 'grit' to keep trying and bounce back from challenges
- Have enquiring minds with the ability to problem solve
- Be challenged and stretched

Be Successful

- Achieve their academic and vocational learning goals
- Have sound literacy, numeracy and essential skills for life
- Be equipped for further study and the world of work
- Have the ability to communicate and interact with others
- Be responsible citizens with strong British Values

Personal Social and Emotional Health

The curriculum will actively engage students with social and emotional aspects of learning. Spiritual, moral, social and cultural development and fundamental British Values permeate all areas of the school and are actively promoted by all staff.

This ensures that all students:

- Are self-aware and have self-confidence
- Can manage their feelings and have self-regulation (including conflict resolution and anger management)
- Are emotionally resilient and know where to go to get help if needed
- Have empathy for others and are thoughtful and supportive
- Are motivated and enthusiastic
- Have social and emotional skills to be successful in work and life

Extra-Curricular Activities

The curriculum will provide opportunities for all students to learn beyond the classroom. The technical and PE department will be lead subjects in this area, offering activities such as automotive skills, body repair, auto electrics, football, basketball, badminton, table tennis and much more. There will also be numerous visits, trips and residential experiences offered as part of the curriculum which will contribute to developing the whole student.

Personalised Learning and Inclusion

The curriculum will be adapted for individual students according to their needs. Students' - strengths, needs and interests will be recognised early on and built upon to promote achievement and success. Academic, vocational, personal, social and emotional needs will be identified through a comprehensive assessment process and all learning will be planned and adapted to meet these needs. Commitment will be given to providing the best learning opportunities, including access to resources and learning programmes that link classroom learning to life skills for all students. Alongside the traditional curriculum, support will be provided to help students who have special educational needs or disabilities so that they can fully access learning.

Careers Education, Information Advice and Guidance

Careers Education, Information Advice and Guidance (CEIAG) will be provided to all students as part of the curriculum. Careers education in the curriculum will be a vital means of giving all students the skills, knowledge and understanding to manage their own lifelong learning and career development.

Careers Education, Information, Advice and Guidance (CEIAG) will be an essential part of the support we offer to students at Orion. Effective careers support will help to prepare our students for the opportunities, responsibilities and experiences of life; it will help them to make decisions and manage transitions as students and workers. As options for students become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme will have a whole-school remit designed to complement the rest of the school curriculum. To achieve CEIAG objectives, we will utilise the Eight Gatsby Foundation Benchmarks, ensuring we fulfil our legal duties to provide a framework for good careers guidance development ensuring the best possible careers education, information, advice and guidance on both academic and technical qualifications and routes for our students.

Responsibilities

The Head of School has overall responsibility for ensuring the curriculum is implemented in line with this policy. The Curriculum Manager has responsibility for planning and monitoring the delivery of the curriculum.

Orion aims to ensure that:

- Lessons are challenging and have pace, rigour and direction for each of the students.
- A range of relevant teaching styles are employed to ensure that students individual needs are met.
- On-going assessment informs planning.
- Students learning progresses smoothly and prepares them for life beyond school.

It is the teacher's role through implementing the curriculum policy and practices, to ensure that they provide a variety of relevant experiences for students in the classroom that serve to develop knowledge, skills and understanding and enable students to value themselves as learners

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within Orion and extending beyond the classroom into the family and community.

- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated careers education, information, advice and guidance to enable them to make the appropriate curriculum choices at Key Stages 4 and 5.

Parents will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

The governing body will receive a termly report from the Head of School on:

- The standards reached in each subject compared with national and local benchmarks
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout Orion.