



Saint Joseph's Catholic Voluntary  
Academy

# Teaching in Orion Group at Saint Joseph's

A Lesson Handbook: Guidance and Resources for Teaching Staff

**Vision: Intention,  
Implementation,  
Impact**

***Intent:***

At St Joseph's Academy we have designed our Orion curriculum with the intent that our most vulnerable children, will become confident, self-motivated learners. Our children will engage in a wide and varied curriculum along with the skills to reintegrate pupils back into the mainstream classroom environment.

Our curriculum will provide the strategies and skills to understand and regulate their emotions to be able to achieve their potential. Through this programme the children will be exposed to a wide variety of topics and experiences that meet their individual needs alongside broadening their knowledge.

We aim to remove barriers to learning by meeting individual needs through a holistic approach to the curriculum and personal targets. Through this curriculum the pupils will develop skills for life that will help learning in the mainstream classroom.

We intend for this programme to be 12 weeks long with a highly structured exit plan to ensure that skills are transferred from the Orion Group into the mainstream classroom.

***Implementation:***

We ensure that our Orion curriculum provides many purposeful experiences that helps to develop and inspire the children into becoming active and engaged learners, whilst being able to understand and regulate emotions.

The Orion sessions run every afternoon, Monday to Friday with a group of 10 children working alongside 3 adults for a total of 12 weeks.

The children are assessed at the start, mid-point and end of the programme. These assessments are used to develop personal targets for each individual child.

Children are taught to recognise and understand their emotions through the Zones of Regulation and personal targets are addressed through Thrive sessions.

A whole group quality is shared at the start of each session and referred to throughout all learning experiences.

The curriculum is taught daily in small groups and revisited regularly to help retain knowledge. All objectives are adapted to the individual need and ability of each child.

Key vocabulary is displayed and discussed at the start of each session.

Free flow activities are incorporated into to support learning through a sensory approach.

Each session follows the same structure, allowing reflection points, breaks and moments of stillness to support emotional regulation.

***Impact:***

Our Orion Curriculum should ensure that:

- Children leave with the ability to recognise and regulate their emotions.
- Children are empowered to engage in learning in a mainstream classroom.
- Children can express themselves in a controlled and clear way.
- Children have a clear understanding of learning behaviours.
- Staff nurture the individual character of each pupil.

<p><b>LTP</b></p>	<p><b><u>Long Term Plan</u></b></p> <p>The curriculum for Orion is carefully planned out to ensure that the children are receiving coverage of the national curriculum in history, geography, science, art, design technology, computing, RE, PSHE, PE. The topics the children cover in the Orion group are different to the mainstream classrooms but will develop skills to ensure that the children can be reintegrated back into the classroom.</p> <p>The curriculum is blocked:</p> <p><b>3 History units of 4 weeks</b></p> <ul style="list-style-type: none"> <li>• History of Space Travel (inc. Science, Earth and space)</li> <li>• Kings and Queens</li> <li>• The Plague</li> </ul> <p><b>3 Geography units of 6 weeks</b></p> <ul style="list-style-type: none"> <li>• Rainforests (Inc. Science: All living things)</li> <li>• Looking after our world (Inc. Science: Materials)</li> <li>• Rainforests (inc. Science: Plants)</li> </ul> <p><b>3 Design Technology units of 2 weeks</b></p> <ul style="list-style-type: none"> <li>• Forces (inc. Science: Forces)</li> <li>• Electricity (inc. Science: Electricity)</li> <li>• Food</li> </ul> <p>Art and computing will be incorporated into all units of work. (see appendix)</p> <p>PSHE will be a theme that is skilfully woven into the spine of every session, as the children are constantly working on their understanding and regulation of their emotions. Sessions are planned out to include the Zones of Regulation and regular Thrive sessions to provide specific tailored SEMH support.</p> <p>RE will be taught one afternoon a week. The theme that the whole school are focussing on will be delivered over a 6 week block. (see appendix)</p> <p>PE will be delivered on a daily basis, following a structured skills-based curriculum. (see appendix)</p>
<p><b>MTP</b></p>	<p><b><u>Medium Term Plan</u></b></p> <p>From the LTP and the national curriculum objective identified a medium term plan is created.</p> <p>This plan shows substantive knowledge (sticky knowledge) alongside the national curriculum objectives.</p> <p>This substantive knowledge is then worded into a question, each one to be addressed as part of the session taught. As part of the process, we invite the children to ask their own questions about an upcoming unit of work and ensure that some of their questions are answered through this planning.</p> <p>We also include disciplinary knowledge, these are the skills that the children need to develop as part of this unit, that can be transferred to any learning environment.</p> <p>A knowledge organiser for each unit is mapped out, for children to constantly refer to.</p> <p>In the MTP ideas for activities, resources and events are included. (see appendix)</p>

<p><b>What does a session look like</b></p> <p><b>Weekly Planning</b></p> <p><b>Recording work</b></p> <p><b>Rewards</b></p>	<p><b><u>Weekly Planning</u></b>  Each week the MTP is broken down into smaller steps, so clear activities for each piece of substantive knowledge are identified.  The weekly planning will include the daily PHSE focus, circle time, free flow activities, specific learning tasks, whole group learning, interventions, Thrive/Zones sessions, PE focus. At the end of each day there is a list of resources that are required for these sessions to take place  This planning is shared and discussed with all staff prior to the week commencing.</p> <p><b><u>What a session looks like in Orion.</u></b>  Structure and routine are essential part of Orion Group to ensure that the children feel safe and settled in the environment. Transitions into and between activities are carefully managed. Between activities, a tambourine is shaken, the children stop and raise their hand for silence before being given an instruction.</p> <p>The sessions within the group are to be short and precise.  The children will be split into 3 groups (according to age).</p> <p>Children are collected from the playground at 1pm, they collect their belongings walk around to the Artemis building, as directed by a staff member.  Another staff member will be waiting in the room with quiet music playing ready to welcome the children and place their names on the Zones of Regulation board.</p> <p>Following this, the children will have 9 free flow activities available to them, that a member of staff will support through questioning and exploring with the pupils. At the same time another member of staff will be working with one of the groups for 15 minute intervals delivering the curriculum task for the day. The third member of staff will be working with individual children on their own personal SEMH target.</p> <p>The children are always given an option to take part in a PE activity during the afternoon.</p> <p>To develop social skills around a table, we provide the children with a drink and a snack. (10 min)</p> <p>Our focus then is PSHE, we deliver the Zone of Regulation curriculum plus any areas that are coming through in all pupil’s assessments to continue to work on personal SEMH targets.</p> <p>Finally, we reflect on our session today, listen to a story and say a prayer.</p> <p>Where possible this is the structure of a session, if any changes of the session need to be made to cater for experiential session or events children will be pre warned before the date.</p> <p>At the end of each unit of work, the children lead a functional showcase, where they share their learning with parents whilst using life skills.</p> <p><b><u>Feedback</u></b></p>
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	<p>Throughout the session, children require constant positive feedback. Where possible this feedback needs to be linked to the PHSE theme for the session or linked to personal targets, alongside acknowledging good work, or questioning.</p> <p><b><u>Rewards</u></b>  The children thrive on recognition for their efforts and this needs to be something that they can all see the benefits of.  Rewards should give an instant impact and a long-term impact, encouraging both independent and group positive choices.  Short term impact and for independent positive choices we give the children dojos. These dojos link to an Orion menu of prizes. Allowing the children to save up their points to buy themselves a treat.  Medium term impact (weekly), a child will be selected as the shining star of the week for having a positive impact on the group and an award will be given on Friday.  Long term impact (half termly) if the children work well as a group, they will earn marbles. If they can get the amount of marbles up to the line in the jar they will earn themselves an end of term treat, to be agreed with the children at the start of each term.</p> <p><b><u>Recording Work</u></b>  The work the children produce is to be displayed in a floor book. Each page displays the learning that has taken place over each session with the focus questions at it's centre. Examples of children's work, drawings, photographs will all go towards this page. Alongside the floor book, a display will be created using similar work. Any photos are to be added to seesaw.</p>
<p><b>Prior learning /Recap</b></p>	<p><b><u>Prior learning</u></b>  Where possible before the start of each unit, an experience will be provided. This will allow all children to have some prior knowledge to unit being taught. It will also stimulate conversation and memories of any experience of this they might have had before.</p> <p><b><u>Recap</u></b>  This experience will be recapped each day as part of the learning task along with any substantial knowledge previously taught. By constantly revisiting learning and experiences the children will deepen their knowledge in this area.</p>
<p><b>Key Vocabulary</b></p>	<p>Key vocabulary for the unit of work will be included in the MTP knowledge organiser. These words need to be displayed on the wall for the children to access at all times. They should also be referred to on a daily basis as part of the whole group teach, learning task and through the free flow activities.</p>
<p><b>Assessment</b></p>	<p><b><u>GL Emotional Literacy Assessment</u></b></p> <p>This assessment is an assessment taken from three viewpoints, the child, the parent and the teacher linked to the child's emotional understanding and recognition in themselves and those around them. These assessments take place before the start of the programme to set personal targets for each individual child and see if there are any areas of general need throughout the group.</p>

	<p>The children are then reassessed at the 6 week point (mid-point) and finally at the 12 week point (end-point).</p> <p>To be part of the Orion group the initial assessment needs to be at ..... Or below. To be part of the exit plan the final assessment needs to be ..... or above.</p> <p><b><u>Thrive Assessment</u></b></p> <p><b><u>Entry/ Exit</u></b></p> <p>The intension is that children who are part of the Orion group are only here for a block of 12 weeks. There may be an occasion where a child may need to repeat the programme but where possible we would be integrating the children back into the mainstream environment. There is a maximum of 10 spaces per programme.</p> <p>To be part of Orion group three criteria need to be met.</p> <ul style="list-style-type: none"> <li>- A meeting with staff to give reasons why this child would benefit from the programme, linked to provision provided.</li> <li>- A GL assessment displaying a score of ..... or below</li> <li>- Permission from parents to allow them to be part of the programme.</li> </ul> <p>Exit from the programme needs to be carefully managed so that the children are able to apply skills taught in the mainstream environment. Conversations about the amount of time and interventions the child requires (eg EHCP/ funded) when back in class are critical to the success of this transition.</p> <ul style="list-style-type: none"> <li>- Final assessment needs to be ..... or above</li> <li>- Evidence that targets set have been met</li> <li>- Discussion with staff about transition</li> <li>- Discussion with parent about transition</li> <li>- Over the last 3 weeks of the programme with the support of a staff member children will have a gradual build up of sessions back in the mainstream classroom. As the sessions near the end of the programme TA support will step away to ensure independence.</li> <li>- Meet with class teacher to ensure that any further interventions that the child might need are in place ready for full time return.</li> <li>- Meet with the pupil about the return to class.</li> </ul> <p><b><u>Graduation</u></b></p> <p>At the end of the 12 week programme, the children will take part in a graduation ceremony. All children will take part in this, regardless of whether they are leaving the programme or not, to celebrate their successes and focus on the positive changes that they have made. Parents are invited to this event.</p>
<p><b>How all pupils are catered for</b></p>	<p><b><u>How we cater for all pupils (scaffolding)</u></b></p> <p>It is essential that all children are included in the process of lessons to develop their understanding of the unit of work. As objectives are taken from both KS1 and KS2 curriculum, adaptations to meet the needs of the individual are an essential part of the planning. We aim to make all lessons accessible to a wide variety of age groups ranging from Year 1 to Year 6. Therefore, careful planning to ensure that this happens is essential.</p>

	<p>Modelling expectation is a vital tool to ensure that all children are aware of the standard required and processes involved in the development.</p> <p>Shared write in small groups lead by an adult help to develop skills and independence.</p> <p>Independent writing can be supported for those children unable to write independently through 1:1 or small group guidance using dictation.</p> <p>Displays and word mats should be used as a tool to ensure that all children can access learning.</p> <p>If required technology such as Clicker and dictation could be used to support certain children.</p>
Appendix	