



## Horticulture Policy

### **Aims and Objectives**

In teaching Horticulture at Tor View School we aim to:

- To make Horticulture accessible to all students in FE.
- To develop students' initiative and their ability to work both independently and in co-operation with others.
- To develop confidence and competence in concepts and skills pertinent to Horticulture.
- To apply skill knowledge and understanding from other programs of study.
- To use and apply skills learned in everyday life.
- To modify schemes of work to be suitable for pupils with a wide range of special needs.

### **Classroom Organisation / Teaching and Learning Style**

The Horticulture curriculum follows the National Curriculum Programmes of Study and the Open Pathways accreditation. The content and delivery has been modified to ensure appropriately challenging learning opportunities for students with moderate, severe and profound multiple learning difficulties.

Through their planning teachers provide students with opportunities to develop the skills associated with 'horticulture' including; subject, employability and enterprise. To facilitate a structured approach to the teaching and learning of these horticulture skills each term carries with it a particular horticulture skill focus. Modelling of the skills combined with activities designed to encourage its application ensures that by the end of the term students are moving towards independence in this horticulture skill area.

Teachers plan activities that are multi-sensory in their approach giving students opportunities to access the lesson in their preferred learning style and minimizing the limitations of any particular sense a student may have. As such activities contain aspects of each of the following learning styles:

- Visual – e.g. pictures, symbols, signs, models;

- Auditory – e.g. discussion, sound-effects, scripted role-play;
- Kinaesthetic – e.g. practical, hands-on experience.

Teachers ensure they identify strategies to support literacy or numeracy difficulties students may have, for example:

#### Literacy

- Pictorial support for text;
- Word cards;
- Simple font;
- Phrases or short sentences.

#### Numeracy

- Difficulty using numbers e.g. replacing numerical temperature scales with pictures.
- Difficulty using appropriate measures e.g. using non-standard units of time such as an egg timer;

Horticulture will be taught as a vocational option subject within the Further Education Department.

Pupils will have opportunities to experience Horticulture through individual work, group work and whole class sessions.

Pupils will be encouraged to work independently with physical or verbal prompts as appropriate during practical sessions.

Teaching assistants, under guidance from teachers, will assist in the teaching of Horticulture.

### **Lesson Outline**

Lessons follow a three-part structure: the introduction sets the context for the lesson, outlining a particular horticulture topic. This is age appropriate, motivating, engaging and related to familiar experiences and interests of the students.

The main activity offers the opportunity to complete a variety of horticulture tasks. Activities:

- Are differentiated so as to match the conceptual and practical demands to student ability.
- Consist of a variety of subject based activities such as ground maintenance, tree care, pruning, planting and the care of plants, shrubs etc.
- Consist of a variety of employability based activities such as use of hand-tools such as spades, forks, secateurs, rakes, brushes, hammers etc and health and safety.
- Consist of a variety of enterprise based activities such as making hanging baskets to sell and general production of horticultural products

The plenary enables the class to come together as a group to discuss the skills which have been learnt during the lesson.

### **Assessment**

Students are assessed using the horticulture PIVATS and National Curriculum level descriptors on a yearly basis in line with the school's assessment policy. This information determines whether the student completes the Entry level 1, 2 or 3 modules for the Open Pathways accreditation.

Lesson objectives focus on a smaller aspect of the horticulture skill so as to scaffold learning over the half term. Teachers use observations of each student at work to ensure lesson objectives are appropriate and modify them as necessary to ensure students can progress towards achieving their Horticulture Skill Target.

### **Monitoring**

Termly evaluations are completed by the teacher along with samples of student work. These are collated by the Subject Leader who compares these against a portfolio of levelled work to ensure that progress is being made in line with expectations.

### **Cross-Curricular Links**

This subject links directly with all curriculum areas and cross references the Life Skills Planners.

Updated by A. O'Brien 2021