

ORRELL COLLEGE PATHWAY

Construction Vocational Study

The Preparation for Life and Work - Construction/Deanwood Pathway is thoughtfully designed to provide students with a well-rounded, practical foundation for independent living, employment, and personal development. Through this nurturing and dynamic curriculum, students gain both technical skills in construction trades and essential life skills, all while working toward realistic, individualised goals that align with their EHCP objectives.

Construction Trades and Vocational Skills: Students engage in hands-on training across various trades, including Plastering, Joinery, Brickwork, Painting & Decorating, Grounds Maintenance, Plumbing, and Tiling. Working in a realistic learning environment, with access to PPE and a fully equipped construction unit, gives students industry-relevant experience. Additionally, the pastoral intervention and welfare support available on-site ensure that students are cared for holistically, supporting both their professional and personal growth.

Deanwood Outdoor Centre: Students foster a connection with nature, enhance social, emotional, and physical well-being, and build resilience, confidence, and independence through hands-on, experiential learning. Students develop knowledge and respect for the environment, practical skills, and teamwork abilities through engaging in activities such as ground maintenance, project work, site development, bushcraft, and environmental conservation projects. The programme aims to ensure students demonstrate increased confidence, independence, and resilience. They show improved social skills, a greater understanding and appreciation of the natural environment, and the ability to apply practical skills in other areas of their lives. Our approach helps students achieve personal success targets related to their emotional and social development.

Employability, Personal Growth, and Wellbeing: Alongside technical training, the pathway emphasizes employability and personal development. This includes building practical skills for the workplace (e.g., CV writing, understanding workplace expectations, and sector-specific competencies), as well as social and emotional resilience. The CEIAG sessions in line with the Gatsby benchmarks help students explore various career options and plan for future transitions.

Academic Foundation with a Focus on Maths and English:

The curriculum includes Maths and English to enhance students' functional literacy and numeracy skills, which are essential in the workplace and daily life. These subjects are integrated in ways that support students' goals and reflect real-world applications.

Health and Wellbeing:

Students learn to manage their health independently, with practical guidance on staying active and maintaining relationships. This focus on health, combined with education on safe relationships prepares students for both independent and supported living.

Creative Enrichment Activities:

Recognising the importance of mental and emotional well-being, the pathway includes a creative enrichment curriculum. Students have opportunities to explore cooking in a fully equipped kitchen, engage in fitness activities at the gym, and enjoy the outdoor learning activities. These activities provide balance, encouraging students to step away from structured learning and enjoy social and recreational experiences.

Community Engagement and Project-Based Learning: The project-driven curriculum provides real-world context for skills development. Through partnerships with community sites like the Dean Wood Centre, students can apply what they learn in meaningful ways. Simulated work experiences strengthen their practical knowledge and community connections.

Key Outcomes

Upon completing the pathway, students will have:

1. Developed foundational and sector-specific skills that make them ready for higher-level vocational studies or transitions into other college pathways that align with their aspirations.
2. Gained a thorough understanding of the expectations of both paid and unpaid work, preparing them for potential employment.
3. Enhanced their social, communication, and health management skills to support both independent living and future employment success.

Overall, the Preparation for Life and Work - Construction/Deanwood Pathway provides students with a robust, multifaceted foundation that equips them with the skills, confidence, and independence needed to achieve their goals in life, work, and community engagement. This curriculum is an excellent steppingstone for students as they prepare for their next steps toward a fulfilling, independent future.

Pathway Aim	The pathway will provide students with knowledge and an insight into the practical world of work through a nurturing and creative curriculum.
Pathway Key Objectives	The pathway key objectives are to offer a nurturing curriculum that is tailored and adapted to meet students individual learning and support needs. In addition, the aim is to build trust and positive engagement that will result in students becoming more enthusiastic learning within the wider college facilities.
Key FS Delivery Method	Students will either attend a discrete session with FS tutors, delivered with other students of the same level; 1:1 focus sessions, or they will participate in none-accredited sessions, planned, and supported by the FS tutors but delivered by the class teaching team. The tutors will incorporate employability and vocational elements of the curriculum in their 2024-2025 FS delivery.
Pathway Transition Routes	Transition pathways for each student will be determined individually via an Annual Review reflecting their levels of progress and learning. Progression routes could include supported or independent living, further education, or a Supported Internship Programme. Occasionally students who experience regression due to external personal factors can make a transition into a none-educational or work-related destination.

Curriculum Intent & Implementation

Students have structured and organised information to facilitate understanding, enable cognitive processing and develop foundational understanding of concepts.

Students work towards understanding underlying concepts and principles and understanding.

Students experience modelled and demonstrated application of knowledge in practical contexts.

Students will engage in guided activities or exercises to apply the knowledge in controlled settings

Students receive feedback on performance, to identify areas for improvement, and evaluate their approach to enable refinement of skills.

Students practice applying knowledge independently in simulated or controlled environments linking theory and real-world application.

Students encouraged to solve problems, make decisions, and apply knowledge to different scenarios demonstrating adaptability and critical thinking skills.

Students engage in relevant real-world settings to apply skills in authentic, uncontrolled environments.

Students reflect on their experience(s), identifying successes and challenges. This reflective process contributes to the continuous improvement of skills.

Assessments, exams, or personal targets used to evaluate student's understanding and application of knowledge leading to recognition of acquired skills and accreditation where applicable.

SUBJECTS

1	Employability Skills
2	Personal Development
3	Enterprise
4	Travel Training
5	Functional Skills
6	Retail
12	British Values & PREVENT
13	Generic Pathway/Personal Pathway
14	Community Learning
16	Digital Capabilities
17	Sensory Exploration
18	Independent Living
19	Music
20	Geography
21	RSE
22	County Lines
23	Health and Safety
24	Introduction to Bricklaying
25	Introduction to Construction
26	Cultural and Ethnic Diversity
27	Labour Market Intelligence
28	Introduction to Marketing

Key Teaching Methodology	
Planning individual session content and delivery including support.	
1	Classroom Taught Sessions
2	Classroom Practical Sessions
3	Enterprise Activities
4	Community Activities
5	External Guest Speakers
6	Physical Activities
7	1.1 Coaching Sessions
8	Experiential Learning
9	Peer Learning
11	Self-Directed Study
12	Digital Study (Auditory/Visual/Kinaesthetic)
13	Work Experience Internal
14	Work Experience External
15	External Visits/Trips
16	Peer Mentoring
17	Problem Solving Linked to real life scenarios
18	Inquiry Based Learning (Pedagogy Approach 5)
19	Collaborative Learning (Pedagogy Approach 2)
20	Reflective Learning (Pedagogy Approach 3)
21	Constructive Learning (Pedagogy Approach 1)
22	Integrative Learning (Pedagogy Approach 4)

Key Assessment Methodology (Accredited Options)	
4	Pearson Vocational Study
4	Pearson Functional Skills

Key Assessment Methodology (None-Accredited Options)	
2	Personal Success Targets
4	Student Personal Success Target Trackers
5	BKSB & Diagnostic Assessment
6	Student half-term Progress Reports

Key Support Methodology	
1	Coordination
2	Social Emotional Mental Health
3	Autism
4	Hearing / Visual Impairment
5	Physical
6	Speech Language and Communication
7	Cognition and Learning
8	Assistive equipment and technology

Quality Assurance	
(Head of College), (Forest School Lead) and (Construction Teacher) can confirm that the above subjects and teaching & learning methodologies are a true reflection of the 24-25 curriculum.	