

DEEP DIVE:

Curriculum area: Animal care



**Belle Vue
School**



**Cornfields
School**

'Improving life chances'



INTRODUCTION

In September 2019, Ofsted introduced changes to the inspection framework. They continued to report on all aspects of a school, as set out in section five of the Education Act 2005, but changed the judgement headings and introduced a 'quality of education' judgement.

The revised inspection methodology, which supports the education inspection framework, has combined aspects of the previous key judgements of 'teaching, learning and assessment' and 'outcomes' to provide a more holistic view of standards, particularly focusing on the curriculum.

The new methodology also saw the introductions of 'deep dives', which involves gathering evidence on the curriculum intent, implementation and impact. The Ofsted deep dive is one of the key elements of the new Ofsted inspection framework's curriculum focus.

In any school, the primary focus must be the education pupils are receiving day to day in the classroom. In order to establish if what pupils are receiving in the class is a quality education, we must be clear on the purpose of what we are delivering.

We have therefore utilised the Ofsted 'deep dive' framework as a system to ensure we are focussed on the quality of education and are able to accurately direct resources to achieve an outstanding curriculum. Our staff have looked at the subjects we offer and our cohort of pupils. Our staff have reflected and asked the questions.

1. What is the intention of this programme of study? (Intent)
Only when we can answer this question do we move on to the next question.
2. How should we best deliver this programme of study? (Implementation)
Only when we can answer this question do we move on to the next question.
3. How will we know we have been successful? (Impact)

At the core of our deep-dive approach is to consider and evaluate how education flows from intention to implementation to impact within our school. Without doing this, it would be impossible to form a valid judgement on the quality of the education we provide. Moreover, in completing the deep dives, we are able to ask ourselves pertinent questions and are able to accurately identify areas for improvement, from which we are able to quickly respond to provide necessary improvements in the quality of the education we deliver.

In summary, the deep-dive approach adopted by Ofsted has been developed to allow for accurate assessments of the quality of education to be made. It has been seen that this assessment process is a highly effective tool and we have embraced this tool as a regular feature of our self-assessment process in considering the quality of education we offer.

CURRICULUM AREA:

ANIMAL CARE

Intent

By encountering and interacting with animals, we aim for pupils to acquire a sense of responsibility. The responsibility of caring for animals teaches accountability, trust, honesty and builds self-esteem. Pupils are empowered to trust and gain trust from animals by carrying out basic tasks such as feeding and grooming. Pupils will learn how to carry out health checks and spot signs and symptoms of illnesses and necessary treatments. We aim for students to come away with an understanding of animal behaviours and appropriate interactions that they can translate throughout their life.

We ensure that all pupils have high-quality teaching in both theory and practical aspects of the course, and uphold positive role modelling throughout all areas of school life. We encourage pupils to show a desire to learn and acquire new skills, or improve skills they already possess. We encourage trust and bravery when entering new situations and celebrate both small and significant achievements.

Implementation

The course will be delivered through written and practical lessons.

- Pupils will be taught the importance of animal welfare and will explore specific needs for a range of animals. They will acquire an understanding of legislations and codes of practice surrounding animal keeping and gain knowledge of animal behaviours and why they are exhibited.

Once pupils have an understanding of basic needs and behaviours through theoretical lessons, they will experience practical sessions with animals where they can observe the behaviours they have discussed.

- Pupils will be given a hands-on approach to learning as they get involved with the everyday feeding, grooming and general care for animals.
- Pupils will learn how to carry out basic health checks and will explore possible causes and solutions for illnesses or abnormal behaviours, making links back to what they have previously learnt about animal welfare needs.

Everything taught in the classroom will be built upon during practical sessions, allowing pupils to see the impact of their classroom-based lessons on real life situations, giving the course and teaching a natural progression through theory and skills-based learning.

The course will be made up of a series of standalone AQA Unit Awards, building a portfolio that presents the capability for students to care for a range of animals.

Impact

- Pupils will gain experience in caring for another living thing and an understanding of why behaviours are exhibited.
- Pupils will gain skills in basic care, spotting good and ill health, understanding the needs of others, understanding behaviours and understanding legalities surrounding animal care. The skills and understanding gained can be translated throughout life and into peer interaction.
- Pupils will come away having experienced a sense of nurture and responsibility, having conquered fears and improved their self-esteem through small and significant achievements throughout the course.
- Pupils will leave with the confidence to continue studying in this field or the knowledge to take into adult life and with the ability to express interest in the nature and animals around them.

Progress will be assessed through written and practical elements and through the achievement of AQA Unit Awards in each area, building a portfolio of accredited qualifications.

IN SUMMARY

The core purpose of our schools is to 'improve the life chances of children'. In short - we aim to reverse and eradicate the known correlation between poor outcomes in life - and factors that have made pupils vulnerable to underachievement at school. We achieve this by going above and beyond, setting high expectations and improving outcomes by working together with others.

We have a clear and compelling vision about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. Our school ethos and curriculum are firmly embedded with a belief that we can powerfully address social disadvantage.

We are clear about the end points the curriculum is building towards - and what pupils need to know and be able to do to reach those end points. Our school curriculum is planned and sequenced so that new knowledge and skills build on what has been taught previously.

Ofsted has outlined that schools who take a radical approach to the curriculum - with effective sequencing, structure and implementation - will be assessed favourably. We welcome this autonomy and believe that the curriculum needs to be radically reviewed, as doing more of the same will result in the status quo of underperformance of disadvantaged groups being the norm.

A well-constructed, well-taught curriculum will lead to pupils learning more and - and therefore achieving positive results. We aim to ensure that all of our pupils acquire the knowledge and cultural capital they need to succeed in life.