

DEEP DIVE:

Curriculum area: LAMDA
Spoken communication skills



**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: LAMDA

SPOKEN COMMUNICATION SKILLS

Intent

At Cornfields and Belle Vue, we teach spoken communication skills to pupils because we understand that they are essential for a number of roles and everyday practices in adulthood. Relating to others, building positive relationships with family and friends, engaging with work colleagues and contributing to teamwork – all are critical for successful communication.

What does successful communication mean?

- Acknowledging the presence of others without feeling overcome by anxiety.
- Demonstrating the ability to listen actively to others.
- Willingness to risk sharing thoughts and ideas in an appropriate fashion.
- Having the confidence to engage in two-way communication.
- Responding to questions co-operatively, offering more than single word answers.
- Showing understanding and responding appropriately in discussion, not avoiding the conversation or stopping the flow.
- Expressing thoughts, feelings and ideas clearly, using appropriate vocabulary and body language.
- Encouraging further communication through positive responses and feedback.
- Assimilating and evaluating information from a variety of sources and developing and expressing independent ideas.
- Engaging and persuading an audience in both formal and informal settings.

Implementation

- Warm up and relax with word and response games.
- Demonstrate interest in each individual pupil.
- Demonstrate active listening and engaged responses.
- Group listening to stories, poems, descriptions and discussions.
- Teacher stimulates responses to what has been heard through specific questioning.
- Encouraging imaginative engagement through 'What, why, who, where, when, how' questions.
- Repetitions of heard stimuli, with pupils tasked with writing down words they like.
- Sharing vocabulary choices with the group.
- Using vocabulary in sentence-building.
- Using drama to act out scenes from stories or poems.
- Using specific vocabulary from original text in dramatic scenes.
- Expecting contributions from all pupils but allowing opt out if resistance: pupils often engage voluntarily if not confronted.
- Contributing, responding, performing and presenting in front of other students and staff.
- Evaluating what is effective about a text/performance/each other's presentations.

Impact

- Familiarity with speaking appropriately in the formal setting of the classroom.
- Familiarity with active listening, appropriate responses and thoughtful contributions.
- Experience of using an expanded vocabulary to explain thoughts and ideas more precisely.
- Experience of positive, constructive responses from others.
- Experience of explaining and describing hobbies, locations, experiences.
- Experience of retelling stories and building narrative in a logical and detailed fashion.

Pupils have the opportunity to use these skills to acquire LAMDA qualifications in a number of amateur dramatic, role play and spoken communication areas.

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.