

# DEEP DIVE:

Curriculum area: Nurture



**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: NURTURE

## Intent

At Cornfields and Belle Vue, we use the Early Years Foundation Stage (EYFS) as a guide to recognise and build upon pupils' prior learning from previous settings and home experiences. Our aim is for pupils to become independent in their learning, to be curious 'thinkers and doers' to prepare them to be active members of the local and wider community.

Many aspects of our Nurture class at Cornfields and Belle Vue follow the Curiosity Approach. Where possible, we allow the pupils to have the freedom to play, explore, create, think critically and actively learn. These are, of course, the characteristics of effective learning. These elements underpin everything we do.

Teaching and learning will encourage pupils to ask questions about what they are learning, for there to be a sense of wonder. With skilful teaching, thought-out uses of open-ended resources and inviting environments, we will be enabling our pupils to have the confidence and passion to become thinkers and doers of the future.

## Implementation

Our bespoke curriculum is delivered through small group work and pupil-initiated learning during play and exploration. Our scheme of work offers opportunities to develop skills through the seven areas of learning in the EYFS encompassing Personal, Social and Emotion Development, Communication and Language, Physical Development, Mathematics, Literacy, Understanding the World and Expressive Arts and Design. Pupils will become effective and motivated learners who will participate successfully in society.

Through adopting a flexible timetable, we are able to provide differentiated learning opportunities to enable pupils to complete tasks and activities at their own pace and allow for extended learning. The learning environment is set out to ensure our pupils feel safe and comfortable while at school, as this allows them to learn at an optimum level. A cosy and homely setting accommodates the well thought-out activities that are set out during independent learning time, to ensure objectives within the curriculum and developmental goals are met. A well-resourced classroom provides the pupils with opportunities to use materials and tools available to enhance their own learning, creating a sense of independence and autonomy.

It is the role of the adults working with the pupils to ask thoughtful and skilful questions to push their learning forward. This may be in focused activities or during pupil-initiated learning time. Time is taken to explore the learning that the individual pupil is interested in, to develop ideas and offer alternative suggestions to spark the spirit of inquiry. Adults are continually assessing the knowledge of pupils, reflecting on their previous understanding and considering the additional life skills our pupils will require to deepen their learning.

# Impact

Progress in the 17 areas of learning within our curriculum is assessed using the Early Learning Goals. These are broken down into small, achievable objectives that are individual to each pupil – at their level of development – at a specific time. These are assessed in the moment, by the adult, who then has the knowledge of the curriculum and the individual pupil to be able to support learning on an increasingly deeper level.

Pupils will leave Nurture being independent learners in a variety of ways. Whether it is being able to access the resources they need to complete a task, knowing the types of questions to ask to enhance their learning, or being able to apply the skills in real-life situations. All pupils are given the tools they need to start the next stage of their education, regardless of their individual academic ability.

# CURRICULUM AREA: NURTURE

Communication & Language – Listening & Attention, Understanding & Speaking

## Intent

- To provide meaningful and quality conversations in a language-rich environment to encourage cognitive development.
- To develop listening skills in a range of situations.
- To learn how to engage with and respond appropriately to others.
- To develop narratives and explanations by connecting ideas or events.
- To understand the past, present and future.
- To confidently follow instructions, express themselves effectively and show awareness of others.

## Implementation

- Model being a good listener, give time for pupils to respond and opportunities to speak.
- Value the pupil's contribution and use them to inform and shape the direction of discussions.
- Give clear instructions, cues, prompts and directions during individual and collaborative tasks.
- Provide opportunities for listening games, rhymes, songs and stories.
- Identify patterns, draw conclusions, explain 'effect, predict and speculate'.
- Use open-ended questions.
- Experiment with words to develop narratives during play.
- Sequence stages in word-and-picture form before activities and tasks.
- Frequently provide opportunities to engage with pupils through conversation, stories, rhymes and poems.
- Provide extensive opportunities to use and embed new words in a range of contexts.

## Impact

- Pupils will be confident communicators who can initiate discussions, participate in meaningful speaking and listening activities, elaborate using a rich range of vocabulary and language structures.
- They will be able to talk and plan for themselves, ask and respond to questions, predict and order events.
- They will demonstrate extended concentration to focus on a given task.

# CURRICULUM AREA: NURTURE

## Physical Development – Gross Motor Skills and Fine Motor Skills

### Intent

- To enable pupils to be active, enabling them to pursue happy, healthy and active lives.
- To help pupils to have good control and coordination in large and small movements.
- To support pupils to move confidently in a range of ways and to safely negotiate space.
- To promote health awareness and encourage pupils to manage their personal needs.
- To give opportunities for pupils to handle tools and equipment safely.
- To develop strength, coordination and special awareness

### Implementation

- Provide opportunities for indoor and outdoor activities to develop core strength, stability, balance, spatial awareness, co-ordination and agility.
- Investigate the positive effects of diet and exercise on the body and the effects different environments may have.
- Provide opportunities for pupils to see how their bodies react after exercise.
- Motivate pupils to be active through playing games.
- Acknowledge and encourage pupils' efforts to manage their own personal needs.
- Support pupils in learning how to use equipment safely.
- Repeated and varied use of small-world activities, puzzles, arts and crafts and using various tools as well as large pieces of equipment.

### Impact

- Pupils will be active in ways that interest them and that match their health and ability.
- Gross motor skills will provide the foundation for developing healthy bodies and social and emotional well-being.
- Fine motor control and precision helps with hand-eye co-ordination, which is linked to early literacy.
- They will have an understanding of the positive contribution and importance that exercise and healthy eating can have on their bodies.
- An increased independence as they begin to manage and understand their own basic hygiene and personal needs.
- The use of small and large resources allow pupils to develop proficiency, control and confidence.

# CURRICULUM AREA: NURTURE

Personal, Social and Emotional Development – Self-Regulation, Managing Self and Building Relationships

## Intent

- Help pupils to value and support their own and others' opinions.
- Gain knowledge of cultural differences and attitudes and be able to recognise that their actions can hurt others.
- Have high expectations of themselves and others.
- Be confident to feel good about their own successes, while showing concern and respect for others and their environment.
- Gain knowledge on how to look after their bodies, including healthy eating and managing personal needs independently.

## Implementation

- Encourage collaboration, cooperation, and thoughtfulness during all activities.
- Provide numerous group activities to encourage sharing and turn taking.
- Explain and maintain clear reasonable and consistent limits and boundaries.
- Ensure stability and routine giving time to complete tasks and to listen.
- Vary activities and make equipment accessible.
- Build strong and supportive relationships to enable pupils to understand their own feelings and those of others.

## Impact

- Pupils will become confident learners who want to try new activities, can speak to others in a confident manner and express their needs and feelings.
- Pupils will be able to recognise boundaries and adjust their behaviour to different situations with the understanding that some behaviour may have consequences.
- Through building positive relationships, they will become sensitive to others' needs and feelings.
- Through supported interactions, pupils will learn how to make good friendships, co-operate and resolve conflicts peacefully.

# CURRICULUM AREA: NURTURE

Literacy – Comprehension, Word Reading & Writing

## Intent

- To develop a life-long love of reading in both dimensions – language comprehension and word reading.
- To be able to read and understand simple sentences.
- To use their phonic knowledge to decode regular words and write words that match the spoken word.
- To read aloud, accurately.
- To demonstrate understanding when talking with others about what they have read.
- To write simple sentences that they can read themselves.
- To spell some words correctly and others phonetically.

## Implementation

- Encourage mark-making and the meanings that the children give for them.
- Support recognition and writing their own name.
- Demonstrate different writing styles.
- Support and scaffold individual pupils' writing and reading as opportunities arise.
- Provide regular systematic, synthetic phonics sessions that are multi-sensory in order to capture interest, sustain motivation and reinforce learning.
- Provide visual clues and prompts.
- Provide opportunities to look at and talk about stories and non-fiction books, rhymes, poems and songs.

## Impact

- Pupils will gain the confidence to practise their developing skills.
- They will develop an understanding that words have meaning.
- Develop knowledge that writing has a wider purpose.
- Pupils will be able to decode and recognise printed words, transcribe and compose pieces of writing, articulate their ideas in greater detail – and give their writing structure.

# CURRICULUM AREA: NURTURE

Maths – Number, Numerical Patterns

## Intent

- To develop a strong grounding in numbers so that pupils develop the necessary building blocks to excel mathematically.
- To help pupils to count confidently and reliably to 20 and recognise relationships and patterns within them.
- To place numbers in order and say which is one more or one less than a given number.
- To solve problems including doubling, halving and sharing numbers.
- To identify quantities of objects and to solve problems.
- To understand the addition and subtraction of two single digit numbers and count on or back from a given number.
- To count objects in a random layout.

## Implementation

- Model and use mathematical language and number language during various activities to encourage the understanding of size, weight, capacity, position, distance, time and money.
- Use manipulatives for organising counting to develop a secure base knowledge and vocabulary from which the mastery of mathematics is built.
- Demonstrate methods of recording including number digits and tallies.
- Provide opportunities to estimate and problem-solve.
- Support development of understanding, identifying problems and devising solutions in all areas.
- Recognise, describe and create patterns.

## Impact

- Pupils will be confident to use numbers in purposeful contexts.
- Pupils will have the knowledge to explore characteristics of everyday objects and shapes and use mathematical language.
- Pupils will have the ability to identify and solve problems and value their different solutions.
- Positive attitudes and interest in mathematics will have been developed and pupils will be able to look for patterns and relationships, spot connections, 'have a go' and not be afraid to make mistakes.

# CURRICULUM AREA: NURTURE

Understanding the World – Past and Present, People, Culture and Communities, The Natural World

## Intent

- To help pupils to talk confidently about past and present events.
- To understand and know similarities and differences with themselves and others as well as other communities and their traditions.
- To guide pupils to make sense of their physical world.
- To be able to make observations of animals and plants and explain why some things occur.
- To enable pupils to coordinate their actions so they can use technology appropriately.

## Implementation

- Strengthen positive impressions of all cultures and faiths by sharing and celebrating a range of practices and special events.
- Speculate on the reasons why things happen or how they work.
- Provide opportunities for children to share experiences and knowledge.
- Examine the change of the natural world over time.
- Encourage pupils' opinions on our natural and built environment.
- Provide a frequent and broad range of experiences to help increase knowledge of the world around us.
- Organising opportunities to meet important members of our society, such as police officers and nurses.
- Experiences through books, film and internet research to foster their understanding of our culturally, socially, technologically and ecologically diverse world.

## Impact

- Pupils will be able to be sensitive of others' differences, faiths and beliefs and will gain a wider knowledge of the diversity of the world.
- Pupils will demonstrate positive attitudes and challenge negative attitudes and stereotypes.
- They will have knowledge of similarities and differences in relation to places, objects, materials and living things.
- Pupils will be able to select and use technology for a particular purpose.
- Pupils will enrich, widen and extend their knowledge of the world, making it a more familiar place.

# CURRICULUM AREA: NURTURE

Expressive Art & Design – Explore & Use Media & Materials, Being Imaginative

## Intent

- Provide regular opportunities for pupils to engage with the arts.
- Safely explore and use a variety of materials, tools, techniques to experiment with colour, design, form, texture and function.
- Through design and technology, art, music, dance, role play and stories – develop and extend pupils' experiences and expand their imagination.

## Implementation

- Encourage pupils to notice the changes in properties of media as they transform through becoming wet, dry, hot or cold, etc.
- Provide different opportunities to mix different media together to create a new effect.
- Support and encourage pupils to communicate through expressive movement.
- Provide stimulating experiences to encourage inventiveness and gain confidence in their own representing ideas.
- Give opportunities for pupils to use different technology to help gain knowledge and learn how objects used in everyday life work and are beneficial to us.
- Introduce music from around the world, play listening games, sing, and explore rhythm.

## Impact

- The development of pupils' artistic and cultural awareness will support their imagination and creativity.
- Through the quality and variety of what pupils see, hear and participate in, pupils will develop self expression, vocabulary and their ability to communicate through the arts.
- Pupils will be able to select appropriate resources and adapt them if necessary.
- Use the correct tools and techniques competently and appropriately.
- Understand cause and effect.
- They will be able to use their skills to explore concepts and ideas through representation.
- Using what they have learnt, they will be able to use media and materials in original ways to represent their own thoughts, ideas and feelings.

# 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.