

# DEEP DIVE:

Curriculum area: Photography



**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: PHOTOGRAPHY

## Intent

The photography sequence of work aims to engage pupils with the world around them and expand their understanding of how pictures and media are created. In the modern world, everyone is a photographer and we are surrounded by pictures from phones and cameras – yet we wish to promote the positive use of cameras – through teaching techniques and composition. Photography provides an opportunity to develop a pupil's interest in all aspects of the still and moving image. It intends to develop a pupil's curiosity and understanding, leading to possible education opportunities and career paths in the media world.

Through carefully planned and resourced lessons, pupils will acquire a curiosity for composing and developing photographic compositions that enhance their knowledge and skills. The sequence of work can stimulate emotional and aesthetic responses, explore creative, technical, social and vocational skills, improve expression, communication, confidence and self-esteem – and facilitate positive changes in behaviour and well-being.

## Implementation

The sequence of work is intended to be taught in units to enable pupils to build upon previous learning and explore topics relevant to their developmental age and personal interests.

The units are designed to be delivered in creative and practical ways, reflecting the creative nature of photography – and using many approaches such as group working, paired exercises – and solo work – leading to the production of a personal portfolio. Across the sequence of work, our pupils will have opportunities to develop projects, focussing on different genres and styles of photography. There are opportunities for guest speakers or external visits. The activities should help pupils to build knowledge, experience, confidence and resilience. They should be able to understand a photographic brief and complete a series of assignments to become more independent.

Due to the nature of our schools and our pupils' experience with previous schools, we aim to gain engagement through practical lessons. Therefore, the course will be a combination of theoretical and practical lessons with pupils being given the opportunity to get out into the community and explore the surrounding areas.

# Impact

Creative activities such as photography are important to stimulate social interaction and brain development. They help pupils to appreciate the environment around them as they develop observational skills and acquire technical knowledge.

The Cornfields and Belle Vue sequence of work provides pupils with an effective curriculum, combining a mix of practical and theoretical learning. A knowledge of image creation and management helps pupils to build a portfolio of evidence, showing both progression and depth of learning. The sequence of work provides a stepping stone to further study, be it in a college setting, an apprenticeship the wider world of work. Pupils will feel confident that they have the skills, knowledge and vocabulary to successfully transition into their next steps.

Pupils are able to achieve a number of AQA Unit Awards to build a portfolio of achievement.

## 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.