

# DEEP DIVE:

Curriculum area: Romanian



'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: ROMANIAN

## Intent

Learning a foreign language provides an opening to other cultures and a deepened understanding of the world. At Cornfields and Belle Vue, we encourage pupils to express their ideas and thoughts in another language – and to understand and respond to its speakers – both in speech and in writing. We also provide opportunities to learn new ways of thinking, help pupils read the original literature and even compare two languages.

## Implementation

For this purpose, our curriculum for Romanian covers not only vocabulary and grammar, but also various short introductions to different aspects of daily life from Romania – and of Romanian people. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that pupils have opportunities to repeat and revise their learning with further insight into Romanian culture. Pupils will learn quick phrases that will help conversations in daily communication.

Lessons are designed to be practical, focusing more on listening and speaking. Movies, presentations, music and picture galleries will be used as supportive media. The pupils will be encouraged to investigate, search and appreciate the differences and similarities.

## Impact

On completion of the curriculum, pupils are expected to:

- Possess the minimum necessary knowledge of the Romanian language and culture.
- To have broadened their vocabulary.
- To have developed their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- To describe people, places, things and actions in writing.
- To understand basic grammar appropriate to the language being studied, including(where relevant): feminine, masculine and neuter forms.
- To build sentences and how these differ, or are similar to, English lessons.

Understanding another country will motivate them to explore more of foreign cultures and make the pupils open-minded about the unknown. Much-needed tolerance is gained through positive knowledge.

# 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.