

Primary Curriculum Intent including Implementation and Impact



Academy Values & Ethos

Every child deserves an education. Our primary aim is to support and re-engage young people, enabling them to think positively about their future pathway, and life after our academy, whether that be re-integration into mainstream, Further Education or employment. Our Vision is "Inspire, Achieve, Exceed".

Our pupils will:

- Feel safe, valued and trusted
- Recognise and achieve their full potential
- Take responsibility for their behaviour, and make healthy lifestyle choices
- Be positive about themselves and their future
- Be tolerant of others, and of the beliefs and views of others
- Be successful learners, both independently and when working with others
- Be self-motivated and have high expectations

We will achieve this by:

- Creating a safe learning environment, free of stigma and negativity
- Celebrating the success and achievements of every member of the learning community
- Establishing nurturing and supportive relationships between staff and pupils
- Setting high expectations for behaviour and academic success
- Providing a broad, balanced and relevant curriculum that provides the skills, confidence and qualifications to access opportunities in life
- Innovating learning, to engage and inspire
- Promoting tolerance and mutual respect
- Providing opportunities for pupils, parents and carers to voice opinions which form part of the decision-making process
- Providing an inclusive programme of learning opportunities and experiences that promote engagement.

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Intent of the Primary Curriculum

Our Primary offer is underpinned by Nurture Group principles which will re-engage disaffected, permanently excluded pupils with a passion for learning.

Pupils may arrive at our academy unable to cope with the demands of highly structured curriculum slots in mainstream. Pupils may have poor social skills, poor emotional regulation and/or behavioural difficulties. Many pupils will display challenging behaviour, often due to unidentified need. Pupils may be frequently dysregulated and require a curriculum which incorporates development of SEMH skills. We therefore provide academic lessons via a structured approach and also via a continuous curriculum provision approach to offer different pedagogical methods depending on the learning needs of the pupils. The curriculum also embeds dedicated “Nurture” sessions for pupils to support their SEMH needs over time.

Our academy offers 2 different levels of provision for our primary aged pupils: the ‘Emerging’ and the ‘Developing’ pathways. Pupils may come to roll in any year group, from Reception to Year 6. The curriculums are devised to allow pupils to be placed in an appropriate class based on their stage of learning, not age. Pupils may be on roll for a short period whilst SEND is being assessed and an EHCP produced. The curriculum enables pupils to re-engage in education and learning with their peers in a school environment. Other pupils will be encouraged to reintegrate back to mainstream education as our academy is a short term provision after a permanent exclusion.

At our academy, our Primary curriculum is planned across the following subject areas in both the Emerging and Developing pathways:

- Phonics (learning to read program)
- Maths
- English
- PHRE
- Science

The Emerging curriculum is delivered to pupils working at a lower primary stage of learning. Continuous Curriculum Provision (CCP) is a pedagogical approach to continuing the taught aspects of the curriculum through independent inquiry offering a multitude of routes to learning where the children decide what they want to do. Carefully planned continuous provision will enable pupils to learn skills, will challenge their thinking and help them to embed and connect concepts. This pedagogy underpins the primary curriculum at Esteem North Academy.

At Esteem North Academy, the Continuous Curriculum Provision (CCP) for primary pupils is planned across the following subject areas:

- Phonics and reading programme
- Maths

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- English
- Science
- PHRE

The Emerging curriculum is delivered through carefully sequenced and planned learning activities (CCP). Pupils are able to learn through carefully chosen activities at work stations which are enhanced through continuous provision to support English and Maths development. These include:

- Role Play
- Small World
- Fine motor activities
- Construction
- Pattern and shape activities
- Problem solving tasks
- Educational games
- Reading corner

Our CCP curriculum enables pupils to-

Re-engage in classroom learning by:

- Developing strategies to build their resilience, independence and confidence
- Making choices about what they are learning, and how they are learning
- Developing strategies to allow them to access the classroom environment
- Experience learning through structured and planned play activities
- Become active, independent learners
- Form positive relationships with peers and adults
- Follow the curriculum through increasing teacher-led activities
- Motivating and challenge themselves
- Developing the characteristics of effective learners

Develop Literacy skills through:

- Using communication and language skills to express themselves clearly
- Learning and using target vocabulary in each curriculum area

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- Learning a range of skills that underpin independent reading such as phonics, comprehension and vocabulary acquisition
- Developing and use writing skills for a range of purposes
- Developing a love of reading through experiencing a rich variety of books

Develop Mathematical skills through:

- Accessing learning using the CPA (concrete, pictorial, abstract) approach
- Developing problem solving and reasoning skills
- Developing basic skills in all four mathematical functions

PHRE will allow pupils to:

- Know the importance of being physically and mentally healthy
- Be able to recognise healthy and unhealthy relationships
- Be able to develop healthy relationships
- Be able to keep themselves safe in different situations
- Be able to be safe online

The Developing curriculum is delivered to pupils working at a higher stage of the primary curriculum. It mostly follows a more traditional, formal learning experience. Some lessons of CCP style of learning may be incorporated if this pedagogical approach will be of benefit for a certain child.

Our Emerging and Developing curriculums enable pupils to:

- Re-engage in classroom learning
- Develop strategies to build their resilience, independence and confidence
- Use Communication & Language skills to express themselves clearly and form positive relationships with others
- Experience learning through play
- Follow the curriculum in some teacher-led activities
- Make choices about what they are learning, and how they are learning, to support the self-regulation required to return to mainstream education
- Learn a range of skills that underpin independent reading such as Phonics, comprehension and vocabulary acquisition
- Gain a sense of confidence in literacy and numeracy as well as developing key learning skills required for their study in subsequent Key Stages
- Engage in a range of Science principles, discovering the world around them and preparing for the study of Science in subsequent Key Stages
- Know the importance of being physically and mentally healthy

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- Be able to recognise healthy and unhealthy relationships
- Be able to keep themselves safe in in different situations

Both the Emerging and Developing pathways are underpinned by elements of the Primary National Curriculum. There will a holistic approach taken to determining the most appropriate pathway for a pupil, including learning stage, but also other factors such as the pupil's Boxall Profile, SEND and prior school history.

Each half term is underpinned by engaging themes such as 'Heroes and Villains' and 'Natural Phenomena'. Stimulating key texts appropriate to the Emerging and the Developing curriculum cover fiction, non-fiction and poetry, and provide a context for learning outcomes. Themes and books are chosen carefully so that pupils have opportunities to engage in learning and develop a love of reading. This supports our aspiration to support pupils to return to mainstream education or continue on their educational journey.

Phonics (Read Write Inc.) is delivered by staff either 1:1, or in small groups following Read Write Inc SSP scheme.

Personal, Health, Relationships and Economic Education (PHRE) is delivered through a combination of our daily Tutor Time programme and dedicated lessons of PHRE. The Primary Tutor Time programme includes themes and key topics from our whole academy planned Tutor Time programme as well as explicit teaching of the Zones of Regulation. Staff follow an Emotion Coaching approach to support pupils to engage with learning and management of their emotions to improve their ability to access learning.

The Primary provision is underpinned by the 6 core principles of Nurture, attachment theory and utilises a trauma-informed approach. As stated in Ofsted guidance, 'Nurture groups are small, structured teaching groups for pupils showing signs of behavioural, social or emotional difficulties, particularly those who are experiencing disruption or distress outside of school. They aim to provide a predictable environment in which pupils can build trusting relationships with adults and gain the skills they need to learn in larger classes. There is an emphasis on the systematic teaching of behavioural and social skills, on learning through play, and on sharing 'family-type' experiences, such as eating food together.' This approach enables us to develop secure relationships with our pupils in a calm and trauma-reduced environment where pupils are better able to focus on developing their social and emotional skills amongst staff that are specifically trained to support this.



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Following the Nurture principles and guidance, we are able to build feelings of safety, trust, choice, collaboration and empowerment in our pupils. The Nurture sessions follow research-based strategies in order to provide pupils with behaviour and connection support as well as reengaging them with education.

The collective aim of our Nurture sessions is to enable pupils to make a successful transition back to mainstream education so that they can continue on a successful academic journey moving forward. There is much research to support that Nurture Groups are able to support pupils to make progress both socially and emotionally. As stated in Ofsted's report into Nurture Groups 'Supporting children with challenging behaviour through a Nurture Group approach' "The most common aim for the Nurture Group provision was to give pupils the skills and strategies they needed to enable them to remain in mainstream education both in the short and long term. Nurture Groups aim to provide a safe, comfortable, home-like environment, with clear routines and adults modelling positive relationships, in line with Nurture Group principles. Leaders and staff of all the schools saw a core purpose of the group as supporting pupils to improve their behavioural, social and emotional skills. They set pupils personal targets and gave them a range of strategies to help them to improve their behaviour."¹

The Nurture sessions at Esteem North Academy follow the Nurture Group Network's guidelines as well as recommendations made in the Ofsted report. Additionally, the program includes 10 of the Education Endowment Foundation's (EEF) recommendations of effective evidence-based components: metacognition and self-regulation, behaviour interventions, social and emotional learning, collaborative learning, oral language interventions, reading comprehension strategies, small group tuition and one to one tuition – see 'The EEF Toolkit and Nurture Groups' report², available on request.

John Bowlby³ was the first attachment theorist and describes attachment as 'a lasting psychological connectedness between human beings'. Individuals who are unable to form secure attachments early in life can be impacted negatively later on, as can be observed in their behaviour and social/emotional abilities. Nurture Groups such as ours are based around attachment theory, with the aim to help pupils build healthy and secure attachments and better enable them to be available, sensitive, responsive and accepting.

Esteem North Academy take a trauma-informed approach to supporting our pupils when delivering Nurture. Trauma results from an event, series of events, or a set of circumstances that is experienced by an individual as harmful or life threatening. The experience of trauma can have lasting adverse effects. Trauma-informed practice acknowledges the need to look beyond an individual's presenting behaviour to ask, 'what does this person need?' Further to this, a trauma-informed approach seeks to avoid re-traumatisation and address the barriers that people affected by trauma can experience when accessing a school environment.

¹ from 'Supporting children with challenging behaviour through a nurture group approach', Executive Summary, July 2011, Ofsted

² from 'The Education Endowment Foundation Toolkit and Nurture Groups Report', last updated July 2021

³ 'An Introduction to Object Relations', 1997, John Bowlby. For more information about a trauma-informed approach, see 'Childhood Trauma and the Brain', September 2020, UK Trauma Council and other resources

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Our Nurture sessions support pupils' cognitive, social, emotional and mental health development through cycles of the 10 Boxall Profile Developmental Strands (Section One). Each Boxall statement (each related to the cognitive, social, emotional and mental health development strands) is delivered through the curriculum as the Daily Curriculum Focus, known as "The Focus of the Day", taken directly from the 10 Boxall Section One developmental strands and subsequent statements and rephrased in pupil-friendly language. This repetition of skills allows pupils to recap and embed learning over the course of their time with us.

On induction, pupils are assessed against initial Engagement Success Criterion (from the Leuven Scale, research available on request) which supports staff understanding of the pupil. Pupils receive Nurture sessions daily to support the developmental progress needed in order for pupils to successfully engage with learning. During their time at Esteem North Academy, pupils work towards personal targets, based on Boxall Profile assessments conducted 6 weeks after arrival and then termly.

We aim to ensure parents feel valued and respected as their child's main carer and educator. It is imperative to develop good and lasting links with home. When parents and academy staff work together, the results have a positive impact on pupils' learning.

Implementation of the Curriculum

Our principles are to:

- Welcome and include all pupils
- Provide a happy, secure and language rich environment, in which the pupils can develop socially, emotionally, physically and intellectually
- Develop skills and concepts that will provide a good foundation for future learning
- Encourage the pupils to express themselves clearly and to communicate their ideas developing their skills in speaking and listening skills.
- Develop physical control in both gross and fine motor skills
- Ensure planning, assessments and routines are sensitive to the child's needs
- Encourage pupils to establish good relationships with their peers and with adults, following the school rules
- Teaching is engaging as it is rooted in structure, routines and high expectations to ensure all pupils feel safe and make the best possible progress
- Develop pupils' independence, resilience and ability to cope with change confidently
- Develop a lively and enquiring mind through encouraging pupils to make their own choices, developing their perseverance, independence, co-operation and concentration
- Recognise the importance of parents as their child's carer and first educator

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Our approach is to provide a structured and safe nurturing environment. High expectations of involvement and support for wellbeing including self-regulation is one of the keys to our pupils making academic progress and achieving the best they can.

There is a Long-Term Plan for the Primary curriculum to plan for the breadth of coverage across English, Maths, Science and PHRE, as well as the 6 careers focus points and the key texts for each half term. There is a Long-Term subject overview which sets out the coverage of the subject over the year for English, Maths, Science and PHRE. There is a Medium-Term plan for each curriculum subject in both the emerging and developing pathways.

Every pupil who follows the CCP pedagogy have a Pupil Task Tracker (PTT) to record completed activities throughout the day. This ensures class staff are able to ensure that pupils access the full curriculum over the week, accounting for periods of dysregulation and absence. The PTT ensures that pupils can make progress at a pace suitable to their current developmental needs. The PTT enables a synchronous relationship between class teacher and specialist teaching and learning assistant to ensure both professionals are aware of the learning outcomes and planned activities for any given pupil on any given day. The PTT supports purposeful, personalised planning for the Booster and Catch- Up sessions which are timetabled for Fridays each week. The PTT provides for a bespoke Assess, Plan, Do, Review cycle for each pupil.

The ten Boxall Developmental Strands (Section One) and subsequent statements are designed to measure the different aspects of children and young people's cognitive, social, emotional and mental health needs which influence how well they are able to learn and function in the classroom. Through 6-weekly assessment, these strands can be used to measure progress across the different aspects of young person's development alongside their academic attainment. By identifying issues in these areas of development, personalised support and targets can be implemented for each child, adding to their Pupil Information Pack. This support enables our pupils to make social and emotional progress whilst placed at our academy.

A – Gives purposeful attention

- 1 Listens with interest when an adult explains something to the group
- 2 Makes appropriate and purposeful use of the materials/equipment provided by the adult without the need for continuing direct support
- 3 Listens, attends and does what is required when the adult addresses a simple positive request specifically to him/her.
- 4 Is adequately competent and self-reliant in managing basic personal needs.
- 5 Participates in adult led activities.

B – Participates constructively

- 1 Shows awareness of happenings in the natural world, is interested, curious, and genuinely seeks explanations.
- 2 Shows genuine interest when another young person relays a personal experience; pays attention and gains from experience.
- 3 Is reasonably able to prepare for planned tasks, organise required equipment and clear away.

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C – Connects up Experiences

- 1 Of his/her own accord, returns to and completes a satisfying activity that has been interrupted.
- 2 Recalls information of relevance to something s/he reads or hears about, makes a constructive link.
- 3 Communicates a simple train of thought with coherence.

D – Shows insightful involvement

- 1 Appreciates a joke or is amused by an incongruous statement or situation.
- 2 Makes constructive and reciprocal friendships which provide companionship.
- 3 Responds to narrative stories with appropriate feeling; can identify text characteristics.
- 4 Shows curiosity and constructive interest when something out of the ordinary happens.

E – Engages cognitively with peers

- 1 Contributes to the course of a co-operative and developing activity with two or more young people and shows some variation in the roles s/he takes.
- 2 Engages in conversation with another young person.

F – Is emotionally secure

- 1 Takes appropriate care of something s/he has made or work s/he has done.
- 2 Looks up and makes eye contact when an adult is nearby addresses them by name.
- 3 Turns to an adult for help, reassurance or acknowledgement, in the expectation that support will be forthcoming.

G – Is biddable and accepts constraints

- 1 Is able to bring to a close an enjoyable activity with the adult, with adequate warning, makes a general request to the group
- 2 Works alongside another young person who is independently occupied, without interfering or causing disturbance.
- 3 Complies with specific verbal prohibitions on his/her personal use of equipment.
- 4 Sits reasonably still without talking or causing disturbance when an adult makes a general request to a group of young people for their attention.

H – Accommodates others

- 1 Makes and accepts normal physical contact with others.
- 2 Gives way to another young person's legitimate need for the equipment s/he is using by sharing it.
- 3 Maintains acceptable behaviour and functions adequately when the day's routine is disturbed.
- 4 Makes an appropriate verbal request to a young person who is in his / her way or has something s/he needs.
- 5 Accommodating to other young people when they show friendly and constructive interest in joining his/her activity or group.

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I – Responds constructively to others

- 1 In freely developing group activities s/he constructively adapts to their ideas and suggestions.
- 2 Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help.

J – Maintains internalised standards

- 1 Abides by the rules of an organised group activity. Interacts, co-operates and continues to take part for the full duration of the activity.
- 2 Accepts disappointments.

Nurture Daily Curriculum Focus cycle:

| Daily Curriculum Focus: | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
|-------------------------|---------|---------|---------|---------|
| Monday | A1 A3 | E2 H5 | I1 | F2 F3 |
| Tuesday | B1 B2 | F1 J2 | J1 | G3 H3 |
| Wednesday | C1 C2 | G1 | A2 A4 | D4 |
| Thursday | D1 D2 | G2 H1 | B3 C3 | H5 |
| Friday | E1 | H2 H4 | D3 I2 | A5 G4 |

Impact and Outcomes

Formative assessment takes place using Reflection Time Marking Sheets for Junior Steps in Reading, Writing, Maths, Science, PHRE and Communication & Language. Assessment will also be captured and evidenced using Seesaw as a recording platform. This evidence will also be used to inform the Assess-Plan-Do-Review cycle, to support Quality Assurance of the curriculum and to motivate the pupils.

There is half termly formative assessment of progress in the Emerging and Developing curriculums:

- Reading Junior Steps
- Writing Junior Steps
- Maths Junior Steps
- Science Junior Steps

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- PHRE Junior Steps
- Communication & Language Junior Steps

Phonics is assessed on arrival to our academy using the Read Write Inc phonics assessments. They are re-assessed half termly following Read Write Inc phonics' assessment guidance to inform pupil progress. The assessment covers the number of sounds a pupil can read, their GPCs, their ability to read sounds in real and nonsense words, their speed of word reading, and their ability to read a passage at a pace that should allow comprehension.

Occasionally, pupils may arrive at the academy before the age of 5. In this case, the academy will report on the pupils' age-related development against the 17 strands of the EYFS Framework.

Pupils are able to experience personal progress through their individual Boxall assessments and bespoke support strategies implemented. We aim for all pupils to experience individual success in the Nurture sessions through individual target setting, opportunities to overlearn strategies, and use of high expectations.

- Daily implementation of a Boxall statement as "Focus of the Day"
- Daily assessment of attendance and behaviour
- Initial assessment of SEMH using Engagement Criteria (based on Leuven scale)
- Half-Termly change of SEMH targets using Boxall profiling
- Reintegration to mainstream education and/or applications for Special Schools

The impact of our curriculum is that pupils are able to transition back to mainstream education with methods of support identified for this to be successful. Pupils with an EHCP will secure a special school place as identified in section I of their EHCP. Or with our curriculum and support in place evidence is gathered for a Needs Assessment and an EHCP is put into place.

Related Documents

- Primary Curriculum Long Term Plan
- Primary English Curriculum Overview
- Primary Maths Curriculum Overview
- Primary PHRE Curriculum Overview
- Primary Science Curriculum Overview
- Medium Term Plan English (for each half term, for each curriculum pathway)
- Medium Term Plan Maths (for each half term, for each curriculum pathway)

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- Medium Term Plan PHRE (for each half term, for each curriculum pathway)
- Medium Term Plan Science (for each half term, for each curriculum pathway)
- Junior Steps Reflection Time sheets for English, Maths, PHRE, Science and Communication & Language
- Pupil Information Pack (PIP) including termly Individual Learning Plan (ILP)
- Pupil Task Tracker (PTT) for Emerging curriculum