

### KS3 Nurture Curriculum: Intent, Implementation and Impact

#### Intent

At the Gillford centre, we work diligently to ensure positive outcomes for all our pupils. We are aware that our students arrive with varying experiences in mainstream education and as a result they start their journey here with wide ranging academic abilities, many complex social, emotional and mental health needs as well as SEND packages. As a school, we are committed to inspiring children and changing the course of their lives in order for them to achieve a full, bright future. In order to do this, we have created a key stage 3 nurture curriculum; designed with our pupils in mind, listening to our pupil voice surveys and providing an environment in which our pupils can flourish.

Our Key Stage 3 nurture curriculum has been designed to bridge the gap between Key Stage 2 and Key Stage 4; enabling pupils who are struggling academically, to master the key skills required to achieve well across national curriculum subjects; whilst focusing explicitly on improving their ability in reading, writing and mathematics. At the Gillford Centre we believe that reading is a gateway: it opens the doors to future employment and is one of the fundamental building blocks of education. We have centred our Key Stage 3 nurture curriculum in the pedagogy surrounding the outstanding teaching of reading. Our pupils will receive a bespoke package of reading tuition, focusing on their specific needs after robust summative assessments. Pupils will receive daily interventions in phonics for decoding, reciprocal reading to build understanding and comprehension, echo reading in order to gain fluency and bespoke packages of guided reading alongside a structured writing programme.

By placing reading at the heart of the curriculum, we aim to make rapid progress with our pupils, build their confidence and increase their motivation levels. As pupils become more confident readers, their ability to understand the wider curriculum increases. In order to create both breadth and depth, we have built a thematic curriculum; allowing pupils to construct schemata, make links and build upon their learning. Our themes or topics, will last for a full term and we have created a 3-year plan with the following topic themes:

#### **Year 1**

- Autumn Term - *The Tudors* - enquiry question - *Were the 'Terrible Tudors' truly terrible?*
- Spring Term - *The Ice Age* - enquiry question - *Survival in Antarctica; how could you make it possible?*
- Summer Term - *Great Sporting Events* - enquiry question - *Which was the most iconic Olympic games and why?*



## Year 2

- Autumn Term - **The Victorians** - Enquiry Question - *What impact did becoming the first industrial nation have on society?*
- Spring Term - **Asia and Africa** - enquiry question - *What's the difference between Asia and Africa?*
- Summer Term - **Heroes** - enquiry question - *what makes a hero heroic?*

## Year 3

- Autumn Term - **WW2 (including the Holocaust)** - enquiry question - *why is it important to remember atrocities of the past?*
- Spring Term - **Natural Disasters (Hazards - volcanoes, weather, earthquakes, tsunami etc...)** - enquiry question - *How can we prepare for natural disasters to keep nations safe?*
- Summer Term - **Transition** - enquiry question - *How can we prepare for change and moving on?*

Our intention to create a curriculum that enables a smooth transition from Key Stage 2 to Key Stage 4, has led us to choose specific areas from the Key Stage 3 programmes of study, which lend themselves well to adaptation; adaptive teaching is at the heart of the delivery of our curriculum. Pupils who are selected to study our nurture curriculum, are selected due to their academic, social, emotional and mental health needs. We analyse data act accordingly. Any pupil who has not met the expected standard for Key Stage 2 in year 6 will be considered for the nurture curriculum, however, any pupil who has a standard score <90 will study the nurture curriculum until they are ready to transition into a mainstream class within our school setting. Our nurture curriculum intends to create an environment in which our pupils can flourish, achieve and move on from. Our aim is always to support our pupils to their next step in education.

## Implementation

Fostering positive relationships with adults in positions of authority is something many pupils of the Gillford Centre struggle with; they have had varying (and sometimes negative) experiences of adults within education and the wider community. As a result, many of our young people struggle to build relationships with staff, our Key Stage 3 curriculum, as a result, will be taught by one dedicated member of teaching staff with the support of a full- time teaching assistant. This 'primary school' model, allows the teacher and support staff to build rapport with pupils and benefits pupils as they build a positive relationship with the staff members. It also enables the teacher to fully understand the academic needs of the pupil and as such, make adaptations to the curriculum more easily to support the pupil across all curriculum areas. As a result, rapid progress, both emotionally/socially as well as academically can take place. A transition plan can then be made when pupils are ready to re-join our mainstream Key Stage 3 curriculum model.



## Impact

In order to measure the impact of our Key Stage 3 nurture curriculum, our focus will be measuring student engagement, attainment and achievement. Our aims and methods for measurement are set out below:

Key Stage 3 Nurture Curriculum Aims	How we measure success
<b>Improved engagement:</b> <ul style="list-style-type: none"> <li>- Pupils attendance improves</li> <li>- Lower exclusion rates</li> <li>- Active participation within lessons signalling growing trust and connection within the school environment.</li> </ul>	Attendance data improves Exclusion rates lower Pupils participate in lessons – book looks, lesson observations, drop ins, staff and pupil voice surveys/questionnaires
<b>Positive academic progress:</b> <ul style="list-style-type: none"> <li>- Skill development is tracked across key areas, showing measurable growth even in shorter placements.</li> </ul>	Entrance data is compared to exit data and academic progress is tracked. Pupils are aware of their progress and next steps for learning. Data is collated and analysed on a half termly basis; trends identified and appropriate interventions are planned, implemented and evaluated.
<b>Enhanced emotional wellbeing:</b> <ul style="list-style-type: none"> <li>- Pupils show improved self-regulation, emotional literacy, and readiness to learn—</li> </ul>	Pupils are in class more frequently, evidenced through – book looks, lesson observations, drop ins, staff and pupil voice surveys/questionnaires.
<b>Successful reintegration:</b> <ul style="list-style-type: none"> <li>- Pupils are better prepared to re-enter mainstream settings or transition to the next stage with confidence.</li> </ul>	SEMH toolkits reflect changes in attitudes towards staff/school Pupils are ready for their next step and transition from our nurture provision.

