

ESTEEM NORTH ACADEMY

KEY STAGE 2 NURTURE GROUP

CURRICULUM INTENT, PLANNING AND SEQUENCING



The Nurture Group at Esteem North Academy is based around 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.

Following the Nurture principles and guidance, we are able to build feelings of safety, trust, choice, collaboration and empowerment in our pupils. The Nurture program at Esteem North Academy follows research-based strategies in order to provide pupils with behaviour and connection support as well as re-engaging them with education.





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CURRICULUM INTENT, PLANNING AND SEQUENCING

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NURTURE GROUP CURRICULUM



NURTURE CURRICULUM – FULL INTENT AND SEQUENCING LOGIC

The aim of a placement within an Esteem North Academy Nurture Group is to enable pupils to make a successful transition back to their mainstream school so that they can continue on a successful academic journey moving forward.

There is much research to support that Nurture Groups are a program that is 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." The report* is available on request.

The Nurture Groups 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, one to one tuition, early years intervention and phonics – see 'The EEF Toolkit and Nurture Groups' report**, available on request.

During a 26-week placement at Barrow Hill, the Nurture Group Curriculum supports pupils' cognitive, social, emotional and mental health development through cycles of the 10 Boxall Profile Developmental Strands. Each subsequent Boxall Statement (each related to the cognitive, social, emotional and mental health development strands) is a focus of the day 3 times over the 26-week placement. This repetition of taught skills allows pupils to recap and embed learning over the course of their placement 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. During their time at Esteem North Academy, pupils work towards personal targets, based on Boxall Profile assessments conducted every 6 weeks. Pupils' personal targets reflect a bespoke pathway through the Boxall Profile Strands alongside the Nurture Group curriculum's cyclical sequence. The benefit of a dual pathway approach means that each pupil can progress at their own pace, whilst also receiving regular opportunities to recap and embed taught skills.

NURTURE GROUP CURRICULUM

NURTURE CURRICULUM – THE SIX PRINCIPLES OF NURTURE



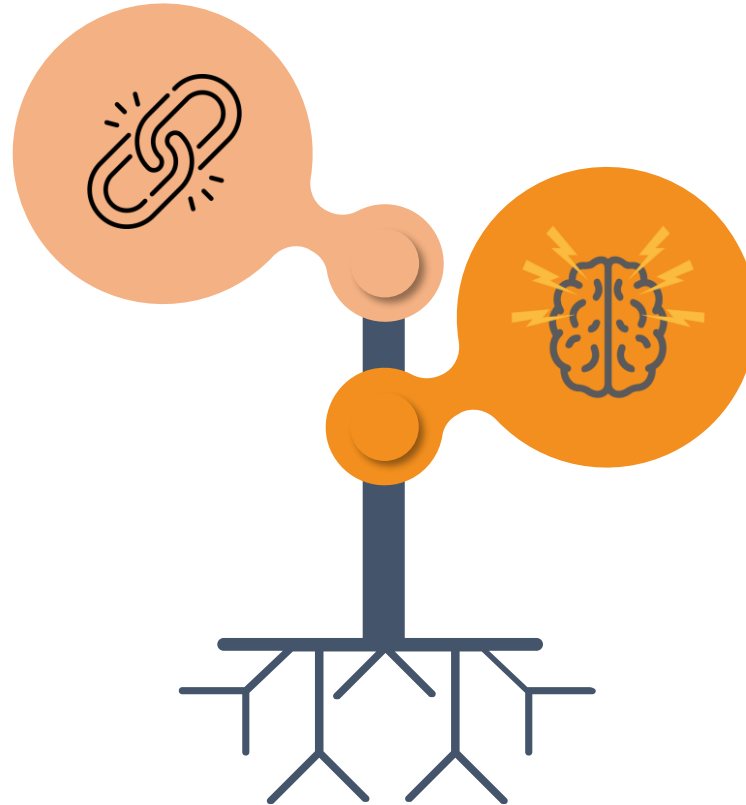
NURTURE GROUP CURRICULUM – A RESEARCH-BASED APPROACH

Attachment Theory

John Bowlby* 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.



Trauma Informed Approach

Esteem North Academy take a trauma-informed approach to supporting our pupils when delivering Nurture.

Trauma results from an events, 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.

The Nurture Group at Esteem North Academy is based around the 6 core principles of Nurture (see additional page), attachment theory and utilises a trauma-informed approach. 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.

Following the Nurture principles and guidance, we are able to build feelings of safety, trust, choice, collaboration and empowerment in our pupils. The Nurture program at Esteem North Academy follows research-based strategies in order to provide pupils with behaviour and connection support as well as re-engaging them with education.

NURTURE GROUP CURRICULUM – BOXALL DEVELOPMENTAL STRANDS & STATEMENTS

INTENT

The 10 Boxall Developmental Strands 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 regular assessment, these strands can be used to measure progress across the young person's different aspects of development. 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 can assist in addressing these concerns and therefore enable our pupils to make social and emotional progress whilst with us, with the intention of increasing their success and engagement in their academic progress in their mainstream provisions.

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.

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.

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 GROUP CURRICULUM – BOXALL STRAND & STATEMENT COVERAGE

	Weeks 1-4	Weeks 5-8	Weeks 9-12	Weeks 13-16	Weeks 17-20	Weeks 21-24	Weeks 25-26
A	A1 A2	A3 A4	A5	A1 A2	A3	A4 A5	A1
B	B1 B2	B3 B1	B2	B3 B1	B2	B3 B1	B2
C	C1 C2	C3	C1 C2	C3 C1	C2	C3 C1	C2
D	D1 D2	D3	D4 D1	D2 D3	D4	D1 D2	D3
E	E1 E2	E1	E2 E1	E2	E1 E2	E1 E2	
F	F1 F2	F3	F1 F2	F3	F1 F2	F3 F1	
G	G1	G2 G3	G4 G1	G2	G3 G4	G1	G2
H	H1	H2 H3	H4 H5	H1	H2 H3	H4	H5
I	I1	I2 I1	I2	I1 I2	I1 I2	I1	I2
J	J1	J2 J1	J2	J1 J2	J1 J2	J1	J2



NURTURE GROUP CURRICULUM – THEMATIC/SESSION CONTENT

	Weeks 1-4	Weeks 5-8	Weeks 9-12	Weeks 13-16	Weeks 17-20	Weeks 21-24	Weeks 25-26
Work and Make	Heroes and Villains	The Natural World	Space Exploration	Frozen Planet	Under the Sea	The Media	Identity and Self
	<p>The thematic content of 'Work and Make' is a core factor of Esteem North Academy's engagement curriculum. Each of the thematic areas have been identified as topics of high interest for our pupils in order to re-engage pupils with education and build their resilience and stamina towards academic work, all in readiness for a successful return to fulltime mainstream provision. The themes are subject to change based on the intake of pupils and their personalities and preferences to create a more personalised engagement curriculum.</p>						
Independent Task	<p>During their 'Independent Task' session, pupils are provided with a range of activities, toys and games to complete/participate in. These activities are completed on a rota system that is updated every 2 weeks. This rota system allows time for pupils to engage with every activity over the course of the 2 weeks. As Angela Duckworth's research* identifies, the ability to persevere and be resilient through challenge is the feature that best contributes to a person's future success. The independent tasks aim to build these core skills in our pupils so that they are better equipped to manage the challenges they may face in their academic futures.</p>						
Group Task	<p>During their 'Group Task' session, pupils are provided with a selection a group-based activities that are allocated on a rota system that is changed every 2 weeks. Groups tasks provide our pupils with the opportunity to develop their social skills and increase their pro-social actions. These skills include teamwork, communication, self-esteem, strategic thinking, turn-taking and acceptance. During these activities staff support pupils to take pleasure in the success of others and promote compassion and empathy amongst their peers. The opportunity to practice and embed these skills will socially equip them to better manage their peer relationships within their mainstream provisions in the future.</p>						
Story Time	<p>During 'Story Time' pupils are read a selected story book that is linked to the current 'Work and Make' theme. These books are chosen on a weekly basis so that pupils are able to thoroughly engage with learning opportunities from the text, but also changed regularly enough to maintain pupil's engagement in the session. There are many research-based benefits to providing pupils the opportunity to listen to the reading of texts by an adult, these include: bonding time, building fluency, developing recall, identifying links to their own experiences, observing patterns in the text and opportunities to review learning. In addition, story time provides an opportunity for our pupils to practice literacy-based skills including oracy, phonemic awareness and identification of fictional tropes and features.</p>						
Circle Time	<p>During 'Circle Time' pupils receive SMSC and PSHE coverage across the week, following Esteem North Academy's tutor time and assembly schedule. Oracy opportunities are a large focus of these sessions. Research reflects that this develops pupil's confidence and wellbeing, improves educational outcomes, and develops citizenship and agency and - due to the content of these sessions - also builds emotional literacy and vocabulary. This time may also be utilised to provide a safe space for staff to assist in airing issues that have occurred between peers over the course of the morning/afternoon; restorative justice is a core feature of these opportunities.</p>						

NURTURE GROUP CURRICULUM – ADDITIONAL SMSC AND SEASONAL CONTENT

