

## Nurture Subject Statement

### Nurture Intent:

When students are a part of the Nurture group, the main aims are to make them feel comfortable, content, safe and have a sense of belonging within a group. Because of this the Nurture curriculum is tailored to the needs of the students on a daily and sometimes hourly basis. This means that staff working within Nurture have to know the students well and be flexible with their teaching.

In the Nurture group we focus on the six principles of nurture:

1. Children's learning is understood developmentally – Children are not held under regular expectations; they are mostly assessed via their developmental progress using the Boxall profiles and the assessment criteria developed specifically for the group.
2. The classroom offers a safe base – The Nurture base offers a balance of education and life skills. Staff in the Nurture base are reliable and work with students regularly and in a consistent manner to ensure students feel safe and secure in their learning and development.
3. The importance of nurture for the development of wellbeing – In the Nurture base and Nurture group, we talk about everything from the hobbies that students have to meal times to worries and stresses that they may be experiencing. Small achievements are noticed and praised in a way that is positive for the individual and we reinforce positive behaviour massively.
4. Language is a vital means of communication – In the Nurture group, we do talk about everything especially feelings and how they trigger certain behaviours. Depending on the individual, a particular member of staff is directed to speak with a student who is having issues or who is going into crisis to ensure they come back into the classroom (if possible) and work through understanding behaviours and or the correct support is sought out (whether this is student services support, time outside, time with a key worker or break away time). Although some students don't always use language as their main form of communication if they go into crisis, we can normally bring students back around and get them settled through speaking with them about what has happened and how we can turn it around. As key words and vocabulary are so important in helping students to enhance their life chances, we use words a lot and focus on key words as well as adding key words to all of our assessment and subject foci.
5. All behaviour is communication – Whether students are displaying unwanted behaviour or unusual behaviour, staff who work with the Nurture group, know the students well enough to know what is 'normal' and 'irregular' for that particular individual. Staff can generally notice within a few minutes if there is something bothering a student and are able to deal with any issues, talk with the student or seek further advice. Students are aware of this and will give different signals to show which staff they wish to speak with or what they need from staff in order to progress and communicate.
6. The importance of transition in children's lives – In the Nurture group a little extra is given to students who are going through transition. Students in the school are supported with transition in an amazing way and have regular meetings with staff even after a transition has taken place (whether this be to another site or another school). When students transfer from the Nurture group to a different school or group, support is given to ensure they succeed and are given skills before they make a transition to enable them to success or have a high chance of success in their new place.

These six principles are the underpinning principles of the nurture group and are the driving points of how we operate.

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The students have end of Key Stage 3 points for Nurture and age-related expectations for their academic subjects within the Nurture group which they are aiming to meet and are assessed on a range of different areas including relationships with staff and peers, SMSC development (Social, Moral, Spiritual and Cultural Development), collaboration and independence.

From completing a range of different subjects within the Nurture Group, we intend to develop the students in a wholesome way and improve behaviour or anxieties etc. once they have an understanding of why they might sometimes display undesirable behaviours or understand why they may sometimes experience different emotions. We aim for students to be well-rounded members of a community.

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Whilst being in the Nurture group, students access subjects (English, maths, science, emotional literacy, PSHE, humanities and PE). Students work in their group for the full timetable. They are given a similar timetable to the other KS3 group and also attend Forest School provision once a week. Please see curriculum statement for more.

Because key words and vocabulary are vital to enhancing a student's life chances, all subject areas have key words and these are on the student's topic essentials for each unit.

### Nurture Implementation

In order to fully implement the six principles of nurture and to implement the behaviours and actions that are desirable by our students, staff who work in Nurture work closely with the students to understand their development and their needs so that key areas can be focused on and targets can be worked towards.

As well as this, staff model functional and acceptable communication and relationships with one another and with other students. We also emphasise the importance of making mistakes but rectifying the mistakes without meltdowns and with problem solving and discussion with team mates and the rest of the class if it cannot be fixed alone. By doing this, we show students in the nurture group how to succeed even when things do not always go to plan.

Problem solving is a key area of nurture and teaches students that not everything is going to go to plan and that we need to build resilience. One way in which resilience is implemented is by encouraging students to do things that they are not comfortable or confident in. An example of this is by taking part in drop down days where the normal school routine is disturbed and students are given an end point and very little guidance on how to get to the end point. Students are encouraged to work together, be resilient and not give up at the first sign of something not working immediately. Another way we do this in Nurture is by using opportunistic learning and using a stimuli that has taken the students' interest. This can help students to forget about their concerns with reading or writing and embrace the stimuli. By using this method, the student research, discuss, debate and problem solve in order to achieve an end point.

As well as studying the various curriculum areas within the group, we also complete different schemes of work relating to emotional literacy and the assessment criteria which teach and help the students to develop a range of skills. These different schemes of work have been designed to meet the needs of the students in the class and target the issues that they are facing. Some of the units that the students look at relate to the school emotional literacy based reward system and a whole school focus on emotional literacy.

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As the Nurture assessment is carried out every couple of weeks/3 times per half term, I am able to see where students need any additional work or if they require additional support in certain areas e.g. more support with concentration or independence. I am also able to give students a nudge in the right direction for some areas which they might be falling behind on. This allows them to see what areas they need to improve on and they are then given every opportunity to work on these in a safe environment where mistakes are allowed and questioning and inquisitiveness is encouraged.

### Subject Implementation:

Subjects are linked to the topics and key skills and information have been picked from the national curriculum at a KS3 level. All topics have been planned with prior knowledge and skills in mind so that gaps in knowledge can be filled and students can gain an understanding of the wider world and their environment. Baseline assessments are completed at the beginning of each topic for some subjects.

As a school we follow Rosenshine's 10 Principles of Instruction. During a lesson, we recap what we already know and then move onto new learning. Questions are encouraged and students are guided through their learning with staff intervening when necessary. Any new activities are scaffolded to support students learning and to help them develop new skills.

As a whole school initiative, we encourage students to actively use retrieval skills. After looking at Ebbinghaus forgetting curve, it was shown that after a new skill had been taught, it took four/five repetitions for the skill to become known and remembered. Because of this, in my own teaching, we often go back to topics or skills time and time again or discuss what we learnt weeks ago in order to make links and secure these memories.

### Nurture Impact

The impact of the Nurture intent and implementation is being measured by an assessment criterion which has been designed in order to track the student's social, emotional and mental health development.

Students are assessed on a regular basis so that progress can be measured accurately and if a student is showing that they need support in certain areas, then support can be given immediately to help address particular areas. This allows me to help students to fill in any areas or give them support in any areas that they are particularly struggling with.

Student's progress is tracked and students are given a Emerging, Developing or Secure in each area that they are being assessed on.

At the end of each half term, students are also asked to complete a self-assessment sheet and look at how they have been assessed by myself and write whether they agree or disagree with what stage they have been assessed at and give any comments about their progress.

Students are reminded that it is okay to make mistakes and that the Nurture room is a safe space for them to make mistakes and ask questions as this will help with their learning and understanding of their work and themselves. Students are given growth mindset points for if they work particularly hard, if they try something new or if they have finally conquered something that has been keeping them from settling (as well as a number of other reasons).

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The assessment criterion which has been designed focuses on specific areas which are linked to the national curriculum and what is feasible for the students to have learnt in the time that we have studied a subject for.

All subject areas will assess students based on their age-related expectations.

As the Nurture curriculum is developed to support Rosenshine's 10 Principles of Instruction, we recap a lot of areas multiple times throughout the year. This allows students to use retrieval skills to develop their understanding of a new skill. As well as using Rosenshine's 10 principles of Instruction, we (staff) also studies Ebbinghaus Forgetting Curve which showed us that students need to have skills taught a number of times to embed their new skillset and their learning. If a task is not yet in the student's long-term memory then work is done and scaffolded activities are done to support students at their level of learning.