



RFS SIDP: PERSONAL DEVELOPMENT

<p>SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT: <i>RFS provides a curriculum that ensures the whole child is developed into a responsible citizen of the world.</i></p>	<p style="text-align: center;">SCHOOL EVALUATION</p> <p>Redcastle Family School has undertaken a curriculum redesign to ensure that a broad and balanced curriculum is delivered through links within the local and wider community. These elements of SMSC are now highlighted as teaching points within planning. School events, assemblies and R.E teaching have been redesigned to ensure the school promotes global events throughout the calendar and this will also involve aspects of the cookery lessons where appropriate. The School council now play an active role in gathering opinion and making decisions for the school including managing a vote of the colour scheme for the school’s recent building works etc and this will continue as restrictions allow.</p>								
<p style="text-align: center;">School Evaluation</p>	<p style="text-align: center;">Outstanding</p>	<p style="text-align: center;">Good</p>			<p style="text-align: center;">Good (With Actions Completed)</p>				
<p>MILESTONES</p>				<p style="text-align: center;">2021-2022</p>		<p style="text-align: center;">2022-2023</p>			
				<p style="text-align: center;">A</p>	<p style="text-align: center;">Sp</p>	<p style="text-align: center;">Su</p>	<p style="text-align: center;">A</p>	<p style="text-align: center;">Sp</p>	<p style="text-align: center;">Su</p>
<p>SMSC provision identifies how the curriculum and enrichment activities contribute to moral, social and moral development.</p>									
<p>Learners understand what it means to be a global citizen through the curriculum and enrichment that the school provides.</p>									
<p>There are significant opportunities to gain experience of the wider world and understand how they can play a part in supporting global issues.</p>									
<p>Objective</p>	<p>Actions/ (Complete) (On-going) (Pending)</p>			<p>Timescale/ Monitoring & Evaluation</p>	<p>Responsibility</p>	<p>Resources</p>			
<p>SMSC provision identifies how the curriculum and enrichment activities contribute to moral, social and moral development.</p>	<p>SMSC provision maps have been established as part of new curriculum planning format. (Complete)</p>			<p>Spring 2 2021</p>	<p>Curriculum Teams</p>	<p>CPD Time</p>			
	<p>Audit outcomes of pupils to identify evidence of impact.</p>			<p>Summer 2 2022</p>	<p>Whole School</p>	<p>CPD Time</p>			
	<p>Establish and complete timetable of pupil perception to assess understanding and identify areas of development.</p>			<p>Autumn 1 2022 - Ongoing</p>	<p>Curriculum Teams</p>				
<p>Learners understand what it means to be a global citizen through the curriculum and enrichment that the school provides.</p>	<p>Redesign curriculum, which creates links to local, national and international community outreach. (Complete)</p>			<p>Autumn 1 2021</p>	<p>HT, Class Teachers</p>	<p>CPD Time</p>			
	<p>Implement school assembly focus for discussion of current global issues. (Complete)</p>			<p>Autumn 1 2021- Ongoing</p>	<p>PHSE Lead, Class Teachers</p>				
	<p>Establish timetable of Theme days relating to global events. (On-going)</p>			<p>Spring 2 2021- Ongoing</p>	<p>PHSE Lead, Class Teachers</p>	<p>Curriculum Resources.</p>			



There are significant opportunities to gain experience of the wider world and understand how they can play a part in supporting global issues.	Use school council to identify any charity and fundraising events, which work at global level. (On-going)	Autumn 1 2021- Ongoing	CR, School Council, Class Teachers	
	Establish School elections for votes/ global issues.	Spring 2022	TBC	
	Establish twinning links with international school.	Summer 2022	TBC	
<p>Impact There is a clear understanding across all subjects on how they develop the understanding and promotion of SMSC. This has been evident in auditing subject leader roles and in the outcomes of pupils who are now more aware of worldwide events and are able to articulate this with increasing clarity. An example of this has been how pupils have identified aims for fundraising through the school council.</p> <p>Next Steps To audit the provision of SMSC through pupil voice and identify further actions for its promotion.</p>				

FUNDAMENTAL BRITISH VALUES: <i>The Ethos of RFS underpins every aspect of fundamental British values and SMSC, ensuring an inclusive and respectful community for all.</i>	SCHOOL EVALUATION					
	<p>While aspects of developing actions have been delayed due to the increasing issues related to the pandemic, Redcastle Family School has adjusted its provision to ensure it meets the needs demonstrated within the community. The school has increased the number of THRIVE practitioners and consequently ensured THRIVE intervention is systematically established with groups targeted by termly assessment.</p> <p>As part of the curriculum review the school has purchased additional resources to ensure or PHSE and RSE curriculum exceeds the expectations of the National curriculum. The school has relaunched with its feelings Friday sessions which occur across all phases of school.</p> <p>Curriculum teams will now need to ensure they can articulate the implementation of fundamental British values within the curriculum when it is relaunched in its entirety at the start of 2022.</p>					
School Evaluation	Outstanding	Good		Good (With Actions Completed)		
MILESTONES			2021-2022		2022-2023	
			A	Sp	Su	A
PHSE curriculum identifies specific teaching of the five fundamental British values.						
All areas of the curriculum can articulate how they support and promote fundamental British values through the activities and experiences the children have.						



The behaviour policy and systems give guidance and support in ensuring the behaviour in school consistently reflects FBV.

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
PHSE curriculum identifies specific teaching of the five fundamental British values.	Establish THRIVE PHSE & NCC RSE curriculum resources within class teaching. (Complete) (On-going)	Autumn 1 2021- Ongoing	DHT, PHSE Lead, Class Teachers, Pastoral Manager	£ PHSE & THRIVE COST
	Identify links with FBV within RFS Curriculum.	Spring2 2023- Ongoing	PHSE Lead, Class Teachers	
	Monitor understanding through pupil perception surveys and identify next steps for SIDP.	Summer 2 2023- Ongoing	PHSE Lead, Class Teachers	
All areas of the curriculum can articulate how they support and promote fundamental British values through the activities and experiences the children have.	Complete FBV provision map as part of curriculum redesign. Identify suggested teaching points to integrate into curriculum sessions.	Summer 1 2023	HT, Class Teachers	
	Complete audit of provision and identify next steps for SIDP.	2022-2023 Academic Year	PHSE Lead, Class Teachers	
The behaviour policy and systems give guidance and support in ensuring the behaviour in school consistently reflects FBV.	Adapt school, behaviour and anti bullying policy to reference how it upholds Fundamental British Values.	Autumn 2 2022 & 2023	HT	
	Review systems and amend as required.	Spring 1 2022 & 2023	DhT	

Impact
The curriculum has been established and is implemented allowing the school to move onto the next stages of mapping provision and identifying links explicitly.

Next Steps



CITIZENSHIP & COMMUNITY ENGAGEMENT:		SCHOOL EVALUATION										
<p><i>The links and outreach which RFS has developed allow children to experience what it means to be part of society and the importance citizenship plays in their own well being.</i></p>		<p>This is an area that has been the most challenging to make progress with due to the ongoing and intermittent constraints created by managing the needs of the pandemic. Nevertheless, Redcastle Family School has undertaken a curriculum redesign to ensure that a broad and balanced curriculum is delivered through links within the local and wider community. This is a key curriculum driver and the school is actively exploring ways now in which it can ensure that our community (with significant proportion of disadvantaged pupils) can manage increasing travel costs to ensure they are not limited in the opportunities to engage and learn through experiences within the community.</p> <p>Parental surveys highlight the need for community engagement to take place as soon as possible and the school will actively seek to enhance this provision as soon as restrictions allow it to become viable.</p>										
		School Evaluation		Outstanding		Good		Good (With Actions Completed)				
MILESTONES							2021-2022		2022-2023			
							A	Sp	Su	A	Sp	Su
The curriculum is reviewed, embedded and ensures consistent links within wider school community and enrichment.												
Learners understand what it means to be a global citizen through the curriculum and enrichment that the school provides.												
The school has secured sustainable methods to ensure financial costs do not limit enrichment and curriculum opportunity.												
There is an enhanced model for community engagement once restrictions allow this to occur.												
Objective	Actions/ (Complete) (On-going) (Pending)					Timescale/ Monitoring & Evaluation	Responsibility		Resources			
The curriculum is reviewed, embedded and ensures consistent links within wider	Monitoring timetable established to record outcomes and soft targets for all foundation subjects. (Complete)					Autumn 1 2021 Ongoing	HT, Curriculum Teams					
	Agreed format/ system for assessment of foundation subjects are implemented across RFS. (Complete) (On-going)					Summer 1 2022 Ongoing	HT, AHT, Class Teachers					



school community and enrichment.	Monitoring and assessment review informs future priorities for SIDP and CPD.	Summer 2 2022 to identify 2022-2023 priorities	Curriculum Teams	
Learners understand what it means to be a global citizen through the curriculum and enrichment that the school provides.	Redesign curriculum, which creates links to local, national and international community outreach. (Complete)	Autumn 1 2021 Ongoing	HT, Curriculum Teams	CPD Time
	Implement school assembly focus for discussion of current global issues. (Complete) (On-going)	Autumn 1 2021- Ongoing	DHT, Class Teachers	
	Establish timetable of Theme days relating to global events. (Complete) (On-going)	Autumn 1 2021- Ongoing	DHT, Class Teachers	Curriculum Resources.
The school has secured sustainable methods to ensure financial costs do not limit enrichment and curriculum opportunity.	Research acquisition of minibuses through: <ul style="list-style-type: none"> - Leasing arrangements - SEND Charity leasing - TEFT investment 	Autumn & Spring 2022-2023	HT	
	Establish plan for costings into school budget.	Spring 2022	HT, Govs	TBC
	Complete actions and identify appropriate roles for undertaking all legal requirements and duties.	Autumn 2022-2023	HT & TBC	
There is an enhanced model for community engagement once restrictions allow this to occur.	Establish Timetable for Community engagement events to be completed including Summer School Fete. Establish PTA to support this timetable where appropriate. (Complete) (On-going)	Summer 1 2022- Ongoing	HT, UPS, PTA	TBC

Impact
The curriculum has identified specific links within the community and has utilised extra-curricular clubs to provide additional links with organisations that are able to provide further community enrichment opportunities. WE also completed community events for the Queens Jubilee. The school is currently working with the arts council to establish a bid for the Thetford cluster to further enhance the arts provision within the local area. The school was instrumental in organising a cluster wide art exhibition within the town and will continue to pursue links to improve the use of sport and P.E. to link with the local community over the 2022-2023 academic year.



HEALTHY LIVING & WELLBEING: <i>RFS promotes lifestyles which will ensure children are equipped with the skills to make positive choices for their health and well being.</i>	SCHOOL EVALUATION							
	<p>The school has completed all relevant actions with regards to PE provision, Outdoor areas and kitchen staffing to ensure that it is able to further enhance its healthy living agenda. During the time of the pandemic the local authority has not been providing support services to enable healthy schools awards although the school will ensure that all aspects of the curriculum are already established through the planned curriculum review.</p> <p>Due to the recruitment of a new PE lead teacher, the provision and quality of PE and sports has increased significantly; ensuring both children’s level of fitness and enthusiasm towards the subject have made strong improvements. As a result of the pandemic the school introduced daily golden mile sessions as well as an additional outdoor learning session for each class weekly. The staff has recruited qualified forest school teachers and is providing training for additional staff currently. This school has also identified staff who will complete well being training over the next academic year. All staff have been given training to support the implementation of the HRE curriculum.</p>							
School Evaluation	Outstanding	Good	Good (With Actions Completed)					
MILESTONES			2021-2022		2022-2023			
			A	Sp	Su	A	Sp	Su
Establish current level of provision of HRE and implement curriculum for across RFS to meet national requirements.								
Establish PE Premium plan that will raise level of engagement in physical activity across the whole school.								
Implement healthy eating choices through revision of cooking curriculum and school catering facilities								
Objective	Actions/ (Complete) (On-going) (Pending)		Timescale/ Monitoring & Evaluation	Responsibility		Resources		
Establish current level of provision of HRE and implement curriculum from across RFS to meet national requirements.	Identify named roles and responsibilities for implementation of new curriculum. (Complete)		Autumn 1 2021 - Ongoing	DHT				
	Complete parental consultation and information sharing events. (Complete)		Autumn 2 2021	DHT				
	Monitor Teaching & Learning as part of school curriculum review (Complete)		Autumn 2 2021– Ongoing	SLT				



Establish the PE Premium plan that will raise the level of engagement in physical activity across the whole school.	Complete Golden mile baseline to identify current level of fitness including areas of strength/ development.	Autumn 1 2022	PE Sports Lead	
	Complete PE Premium/ P.E Action Plan to improve participation & fitness (See Action Plan)	Autumn 2 2022	PE Sports Lead	
	Review impact and set targets for future year’s development.	Summer 1&2 2022/3	HT, PE Sports Lead.	
Implement healthy eating choices through revision of the cooking curriculum and school catering facilities	Identify healthy eating choices & teaching within cooking lessons.	Autumn 2 2022	HT, Kitchen Manager	See Pupil Premium Plan
	Ensure profile of healthy eating is raised within kitchen promotions and menu choices.	Autumn 2 2022	HT, Kitchen Manager	

Impact
 The HRE curriculum has been integrated into the PHSE curriculum and therefore is assigned a subject leader where its impact can be reviewed as part of the schools monitoring schedule. PE premium has been enabled to ensure the level of PE provision has significantly improved and continues to identify further ways in which the school can enhance opportunities further. Over the past academic year, the school has held specific curriculum days to support fundraising, a sports week to coincide with the commonwealth games and has taken a lead in establishing a cluster-based provision of sporting activities including hosting an orienteering day for all schools in Autumn term of this academic year. The school has been very successful at interschool competition resulting in being awarded a gold award for participation and achievement in district sports.

Next Steps
 Embed the teaching of cycling onto the curriculum and implement the cluster sports schedule for 2022-2023. Continuing monitoring for the implementation of HRE. Establish a healthy schools action plan to support its implementation.

EQUALITY & DIVERSITY: <i>Every member of RFS is given the support and intervention required to allow them to thrive and succeed to the best of their ability.</i>	SCHOOL EVALUATION					
	There has been minimal racial incidents that have occurred this year, they have been dealt with according to our policy and recorded where necessary. The provision map has highlighted children that have particular disabilities or individual needs. Their needs are continually being met through in house interventions or/and outside agencies. Progress for all groups is in line with school expectations unless there is a specific barrier to learning. Children with specific needs are highlighted and supported by named staff and reviewed on a regular basis. Care plans and medical forms/referrals are in place. The school systematically completes events such as stand up to racism week as part of our wider curriculum and SMSC provision.					
School Evaluation	Outstanding		Good		Good (With Actions Completed)	
MILESTONES	2021 - 2022			2022-2023		
	A	Sp	Su	A	Sp	Su



All ethnic groups are appropriately supported which ensures, integration, safeguarding and academic progress is equal for all.					
The school has taken all appropriate measures to ensure inclusion of individuals with specific needs or disabilities.					
The promotion of community cohesion is embedded throughout school practice.					

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
All ethnic groups are appropriately supported which ensures integration, safeguarding and academic progress is equal for all.	Establish Ethnicity report as part of Termly SEN report to Governors/ HT highlight current picture of equality and fair access.	Autumn 2 2022- Ongoing	DHT	
	Log and deal with all racist incidents in an appropriate matter.	2021- Ongoing	Safeguarding Team	
	Promote good relationships between different ethnicity groups by: <ul style="list-style-type: none"> - Parents coffee open mornings etc. - Tea Parties - Curriculum events within community (Curriculum redesign) - Wider world assemblies 	Summer 1 2022- Ongoing	Whole School	Catering Fee- Kitchen TBC
	Review achievement data and identify appropriate interventions for any specific ethnicity group.	Summer 2 2022 Ongoing	HT & AHT	
The school has taken all appropriate measures to ensure inclusion of individuals with specific needs or disabilities.	Consultation procedures identified through disability policy to ensure school identifies and addresses specific needs as required.	Spring 2 ?	HT, DHT & Governors	
	Establish provision map to meet the needs of specific SEN pupils and review impact throughout the year.	Autumn 2 2021	DHT	
The promotion of community cohesion is embedded throughout school practice.	Redesign curriculum, which creates links to local, national and international community outreach.	Autumn 1 2021	HT, Class Teachers	CPD Time
	Implement school assembly focus for discussion of current global issues.	Autumn 2 2021- Ongoing	PHSE Lead	
	Establish timetable of Theme days relating to global events.	Spring 1 2022- Ongoing	PHSE Lead	Curriculum Resources.
Impact	Next Steps			



TRANSITION: <i>RFS identifies the needs of all learners and places actions which ensures their capacity to learn remains consistent.</i>	SCHOOL EVALUATION The school continues to work closely with the local cluster to ensure transition between schools and within in year admissions is co-ordinated closely. The Headteacher forum has identified a number of additional activities to support children working collaboratively across the town in order to help engagement with pupils prior to their arrival at secondary school. Cluster head teachers have agreed protocols to manage in year movement and aid transition of vulnerable pupils that may require additional support. The school utilises the same approach as children move between years and this is informed through the Intervention team who work closely with vulnerable pupils as part of the schools provision mapping.		
School Evaluation	Outstanding	Good	Good (With Actions Completed)

MILESTONES	2021-2022			2022-2023		
	A	Sp	Su	A	Sp	Su
Transition delivers a whole school approach to developing consistent learning behaviours and expectations.						
Additional provision to support vulnerable groups/ individuals are identified and implemented.						
Vulnerable groups within school (Including SEN) are identified and given additional support within transition to new year groups.						

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Transition delivers a whole school approach to developing consistent learning behaviours and expectations.	Transition focus on learning behaviours agreed with staff. (Complete)	Summer 1 2022 & 23	HT, Class Teachers	
	Provide CPD relating to Growth mind-set and its application within class. (Complete)	Summer 1 2022 & 23	HT	
	Complete transition week learning activities on Growth Mind-set. (Complete)	Summer 1 2022 & 23	Whole School	
	Create growth mind-set to establish hall display in order to raise profile. (Complete)	Autumn 1 2021	Whole School	
External provision to support vulnerable groups/ individuals is identified and implemented.	Identify timetable of external support with community centre to undertake life skills coaching prior to Y7 transition. (Complete)	Summer 1 2022 & 23	DHT	
	Establish long term plan for assessing and identifying vulnerable pupils to work with. (Complete)	Spring 1 2023	HT, DHT,	



Vulnerable groups within school (Including SEN) are identified and given additional support within transition to new year groups.	Identify vulnerable pupils in Pupil progress meetings Summer Term	Summer 1 2022 & 23	HT, Class Teachers	
	Implement transition plans specific for vulnerable pupils.	Summer 1 2022 & 23	DHT, PM	

Impact
 The school was able to implement its full plan for transition at the end of the 2021/22 academic year. All new starting children were able to follow the curriculum plan with their new class teacher for the whole week. Consequently, the school has significantly reduced the number of children/ parents with concerns over the September start and learning walks in the first two weeks have highlighted consistently good behaviour expectations across the whole of the school.

Next Steps
 Link how the revised mental health policy and SEN profiling can work to contribute to identifying vulnerable children which may require further transition intervention.