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Churchfield Primary School

Our PD Overview



WATERTON
ACADEMY TRUST

Our Vision



Grow. Achieve. Shine



These are much more than words or a motto. At Churchfield Primary School we enable all children to grow as independent learners, achieve more than they ever believe they could and shine as unique individuals. Our school is a very special place, having been the beating heart of our community for over 120 years, we respect the lessons of the past whilst looking to the difference we can make in the future. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed.

Our Aims

Our school aims are underpinned by our values. Through our school values, we aim to:

1. Promote high standards of academic and vocational achievement for **every child, every time**, through a **highly-inclusive approach**.
2. Promote a **holistic view** of the whole child, supporting them to become well-rounded individuals and **members of society**.
3. Encourage all children to develop **positive relationships** with, and respect for, themselves, each other, our local **community** and the wider world.
4. Provide a **safe, welcoming and positive** environment for our children and families; acting as **a hub at the heart of our community**.

Our Community

Bricks and mortar do not make a school, people do. We can achieve great things when we work together, and our community is at the heart of what we do. We are a hub of support for our families, and provide a safe and loving environment for our children to shine.



Our Trust

Since December 2019 we have been a proud member of Waterton Academy Trust, providing even more opportunities for our pupils to shine. As part of the Waterton family, we ensure that success is a shared experience.

Our Values

Our values are the lifeblood of our school - the golden threads that run throughout the curriculum, and every part of daily life at Churchfield. They underpin everything that we do, and represent everything that we aspire and challenge our children to be.



We are proud, and work hard to be the best that we can be



We are determined and resilient, embracing all challenges



We collaborate well, treating everyone as equals



We are honest, kind and show integrity



We respect all people, property and the environment



We believe in ourselves and strive for our goals

Our Golden Rule: We keep ourselves, and each other, safe.



Respect

We respect
all people,
property,
and the
environment



We are
determined
and resilient,
embracing
all
challenges

Determination



Passion

We are
proud, and
work hard to
be the best
that we can
be



We believe
in ourselves
and strive
for our
goals

Self-Belief



We
collaborate
well, treating
everyone as
equals

Teamwork



Honesty

We are
honest and
kind,
showing
integrity

Our PD Team



A Message from Mr Bean

Personal development is an area of school that cannot be overseen by just one person – it requires a team, all with specialist areas that can support our children's development in different ways. This is what makes Churchfield's personal development offer so robust – the strength of the team. However, every single member of staff at Churchfield is passionate about personal development, and every staff member contributes to ensure our children have every opportunity to grow, achieve & shine!

What Our Children Say

I always know who to talk to if I'm worried or something is bothering me, and they help

Everyone is different, and that's what makes everyone special. If we were all the same it'd be boring

I love all the clubs and trips and competitions! They make me feel more confident

I like it when we do the enterprise challenge because I used to be scared to talk in front of everyone!

We all have to keep ourselves and each other safe!



Personal Development



Our Intent (Why?)

At Churchfield, the personal development of our pupils is the golden thread that ties together all elements of school life. Our catchment means that a significant number of children have limited experiences throughout life; our priority is to expose pupils to a wide range of these in order to educate, empower and inspire them to be well-rounded citizens and make a positive contribution to society. Therefore, personal development and wider opportunities are embedded in our school's curriculum and ethos, aligning with school's overall aims and values. Our aim is for every child that leaves Churchfield to be able to live a happy, safe and good life, providing them with the skills, knowledge and moral compass to make a difference. We aim for children to develop a level of respect for their roots and local area, whilst also developing a curiosity and passion for the wider world around us, and all the people they will meet in their lives. Personal development and academic achievement go hand-in-hand in allowing children the opportunity to grow, achieve and shine.

Our Implementation (How?)

We feel passionately that personal development is not just a list of criteria or boxes to tick. Personal development is unique to every single pupil & family, and is something that is engrained into every aspect of school life. Its content is covered in RE, PHSE to extra-curricular provision, how our values are used, right down to the feeling and culture of school. Personal development is embedded into our school culture, and is always a constant consideration in the minds of staff. With all this in mind, personal development is multifaceted: some elements are broken down and strategically delivered over the course of a child's school life (such as our RE & PHSE curricula), other elements are part of every day practice, other aspects are planned events & initiatives and some aspects of personal development are 'in the moment' to meet an emerging need or development.

Our Impact (So What?)

The impact of our approach to personal development is widespread. We see this in the way that children live our values, how they interact, how accepting they are of others, and in the culture of school. We believe that culture cannot be fabricated, it's evident in every aspect of school. The impact of good personal development can also be seen in class, academically in terms of outcomes, and is unique to individual children – such as using a 5 point scale to regulate, using the toilet for the first time, or showing determination to complete a task that was originally difficult. Impact is in children's attitudes, behaviour and sense of moral purpose.

PD Implementation Process

Strategic: Ethos

At Churchfield, we take learning and responsibility beyond the classroom, preparing children for later life, developing children's pride in our school through a strong shared value system and an ethos lived by all staff. This vision and ethos was developed over time with all stakeholders, and is the foundation for all other work.



Strategic: SEF & SDP

Personal development is a key focus each year on the School Development Plan, and each year we adapt to the emerging needs of our community, and looking to the future and what support our children may need. We always adapt to meet the needs of the community that we serve, for example, developing an SEMH provision in school.



Strategic: PD Planner

Opportunities for a range of experiences and learning opportunities in all area of school life are planned out across the academic year, ensuring that all possible avenues are explored and catered for. This is a live document that is developed over time.



Curriculum: Pupil Promise

An overview of experiences and opportunities over the year is created, as per our pupil promise, and shared with all stakeholders.



Curriculum: Design

Our curriculum is designed to interweave a range of experiences and opportunities to work on development of the holistic pupil. This reflects the community we serve: Spiritual, moral, social and cultural aspects are integrated.



Evaluate, Adapt & Repeat


The PD Curriculum

We take a tiered approach to personal development, and use four key strands to deliver our offer.



Values & Virtues

Our values are the lifeblood of school and underpin everything that we do. Our school values, and one golden rule, are used every day and are a constant reference point for children and staff to refer to and check against. Our approach to British values is embedded into this process, ensuring that our values are not just a tag-line or something that applies in the school day, but something that children develop as part of their moral compass and approach to their own lives.



Curriculum & Experiences

Where our values are the golden thread that underpins are work, our curriculum is where this is actioned. We use the full breadth of the curriculum to deliver personal development opportunities, along with a wide range of wider opportunities such as trips, visitors, and extra-curricular provision. Every aspect of our personal development curriculum is purposeful and specific - underpinned by our values. We aim to ensure that children at Churchfield have the most robust and impactful curriculum offer, and that their Churchfield experience is one that they will never forget - providing opportunities, pathways and exit routes for later life.




Support & Pastoral

Our support and pastoral offer is wide-reaching, and ensures that every child gets the support they need, when they need it. This support also extends to families. We also deliver bespoke support in school through our Wellbeing Manager, Nurture Practitioner, Learning Mentor, Mental Health First Aider and more. However, we also don't see support as individual people delivery set programmes, all of our staff and children support each other. We are incredibly proud of our pastoral offer, ensuring we go 'above and beyond' for every children, ensuring they can grow, achieve & shine.

Community & Wider World

Community is at the heart of our ethos; that is community in every sense of the word: our local community, within school and the wider world. We feel it is essential that children develop into upstanding members of the world, and can make a positive contribution in whatever they choose to do. We run a number of leadership opportunities in school for children, as well as regularly taking part in community initiative and charity work. We also ensure that our curriculum exposes children the world beyond Cudworth.



Values & Virtues



Below is **just an example** of some of the ways that we develop our values and virtues strand. This strand is what our school ethos is built upon, and has been developed over time with all stakeholders. This list is not exhaustive, but it is to give you a flavour of some of our approaches!



School Values

We have a distinct set of 6 school values that are present around school and in every classroom. Instead of having a list of school rules, we use our values to reinforce what positive behaviour we would like to see. Our children talk passionately about our values, and what they represent. We pick a 'Focus Value' each term, and link a range of high-quality texts to it.



British Values

Along with our School Values, we also promote British Values alongside these. These are covered in assemblies, through lessons and in day-to-day interactions. Given our context and catchment, we feel it is essential to make sure every single one of our children know what it means to make Britain great.

Our Golden Rule

As part of our ethos and culture of safeguarding, we do not have a long list of negative-based rules in school. We hold children accountable to living our values, but also with one Golden Rule. Our Golden Rule was developed with children, and is **'We Keep Ourselves, and Each Other, Safe'**

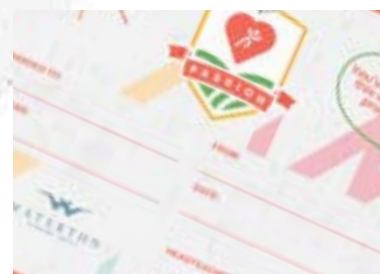


Inclusivity

Inclusivity is at the heart of Churchfield. Regardless of barrier or need, all of our children have equity in their offer, and are supported to access the same opportunities, and have the same chances to grow, achieve and shine. Our culture of inclusivity is strong, and our children are accepting of each other, and celebrate differences!

Awards

We believe that children should be recognised for making a positive contribution, and aim to develop an intrinsic desire to contribute to society. Every week we hold a Values Assembly (where children are recognised with Value Awards), Golden Awards (for showcasing our Golden Rule) and a Kindness Award (for children who have done something brighten someone's day!)



Assemblies

Every assembly we hold is purposeful. We have a structured and sequenced assembly plan to cover all aspects of personal development, including British Values & Protected Characteristics, as well as exposing children to a variety of music. Every assembly is a celebration in some way - whether that be an award or celebrating differences!

Curriculum & Experiences

Below is **just an example** of some of the ways that we develop our curriculum & experiences strand – there's too much to list! This strand supports the bulk of our personal development offer, through a structured and sequenced curriculum, and wider events and opportunities.



PHSE & RE Curricula

We use a sequenced and adapted curriculum for both RE & PHSE, adapted these to suit the needs of our community and delivering these on a weekly basis. Our curricula cover a wide range of issues, and where possible, make learning 'real life' and hands on for children. Find out more on our RE & PHSE documents.



Trips

Our trips are planned and sequenced to directly match our curriculum aims, whilst also expanding children's horizons. We aim for every trip to be awe-inspiring for children, affording them an experience they may never have had – all part of our approach to experiential learning. Each year group experiences at least 3 trips per year, with many more planned in! We are also developing plans for children to visit all places of worship over their time at Churchfield.

Residential

We run two residential each year. In July our Y3 children visit Castleton in the heart of the Peak District, and in November our Year 6 children spend a week exploring the Lake District. Both of our residential are rooted in personal development aims, as well as carefully linking into the wider curriculum. We're also exploring an overseas residential!



After-School Clubs

We are very proud to offer an outstanding range of extra-curricular clubs. All clubs are open to all children, and we work closely with parents to remove any barriers for our pupils with SEND so that they can also enjoy the full offer. In 2022-23 alone, we offered over 60 clubs, providing places for over 1200 children!

Physical Wellbeing

Churchfield is renowned for our approach to sport and wellbeing. We are part of three different sports packages, offering children over 100 weekly opportunities to complete and collaborate each year. We also work closely with the Daily Mile to take part in active research on to further support our children. We've also been awarded the Yorkshire Sport PE Premium Award and Centre of Excellence status.



The Arts

We also offer a robust arts package, to provide all of our children with the opportunity to perform and develop their confidence. We run performances, talent shows, music recitals, comedy shows and more each year, as well as taking part in wider trust events. We also offer bespoke music and singing tuition, as well as all of our Y4 children learning to play an instrument each year.

Curriculum & Experiences

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No Outsiders

We support the 'No Outsiders' pledge and through our curriculum aim to promote acceptance and the protected characteristics. We don't teach this as a 'one off' or stand alone aspect, protected characteristics are embedded into daily life, such as when using people in tasks or stories. We also have mapped out where our PHSE curriculum addresses this explicitly.



Enterprise Challenge

Every year, all children from Y1 to Y6 take part in a social enterprise project – the Primary Enterprise Challenge. Children are tasked with managing finances, creating a project and then 'pitching' to a range of business & enterprise leaders. Some of our children even progress to a grand final at the Metrodome and pitch to some of the most influential people in our area!

E-Safety

We prepare children for life in a digital world. Our Computing curriculum, and PHSE curriculum discretely cover e-safety, as well as this being a thread throughout all curriculum areas. We also discuss this in assembly, as well as holding regular parent events.



Big Ideas

Our wider curriculum is based on the concept of 'big ideas'. These are key themes that tie together learning in all subjects, whilst still retaining the integrity of each discrete subject. Our big ideas help staff to plan for children making horizontal, vertical and diagonal connections and taking charge of their own learning, creating a lifelong passion for knowledge.

Active Travel

Along with our PE & Sport offer as part of our approach to personal development, we are also advocates for active travel. We offer bikeability to all children in Y5 every year, scooter skills to all children in Y2, and even offer walking buses to show children the benefits and importance of keeping active every day and how this can support mental wellbeing.



Caring Experiences

As part of our personal development offer, we also provide children with the opportunity to nurture and care for living things (e.g class pets), as well as using this as a way to explore grief and loss with children (when appropriate).

Curriculum & Experiences

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First Aid Training

Through our PHSE curriculum, and in a partnership with Sheffield Children's Hospital, all children in KS2 take part in recognised first aid training. This potentially life-saving aspect of our curriculum provides children with progressive skills to help them in any situation.



Crucial Crew

Each year, our Y6 children visit Crucial Crew in Rotherham. This project is run by South Yorkshire emergency services, and provides children with essential skills and knowledge to support them in various situations – as well as providing drugs education and work around the law.

Careers

At the end of Year 6, we provide children with a range of experiences to further their understanding of career pathways and the options available to them.



Cultural Capital

Each year we hold our very own 'Cultural Capital Day' in school. On this day, children work with different adults to explore a range of cultures, and deepen their understanding of other cultures. This is in addition to all the work that goes on day-to-day in school!

Visitors

We plan for a range of inspirational & expert visitors to work with our children. These visits are from local heroes like Dorothy Hyman (talking about determination) to Paul Sturgess (talking about how differences should be celebrated!). We want our children to have a range of role models, from all walks of life and see what can be possible!



Other Events

We hold an incredible number of other events in school every year too, from our Spelling Bee, to the Eggstravaganza and more. Each event is an opportunity for children to participate and be involved!

Support & Pastoral



Below is **just an example** of some of the ways that we develop our support & pastoral strand. Churchfield is renowned for a robust pastoral offer that is open to every child and family, whenever they need it. Our pastoral and support package are the glue that holds our personal development offer together!



Wellbeing Manager

Mrs Phillips is our Wellbeing Manager, and offers bespoke support to both children and families on a range of issues. Mrs Phillips is also the port of call for referrals or advice from external agencies, as well as leading and delivering our Arts offer, covering singing, music and performing. She also develops and hosts a range of parents events in school.



Nurture

Mrs McArthur is our Nurture Specialist and supports a wide variety of children in school with SEMH needs, as well as supporting a range of other children. Mrs McArthur also leads on our Nurture provision & behaviour approach, offering a space for pupils to regulate and developing metacognition strategies for self-regulation.

Learning Mentor

Mrs Young is our learning Mentor, and supports children with a range of concerns from anxiety, bereavement, social issues and more. All support is bespoke, and a safe place for children to talk. Some children access our Learning Mentor regularly, some are ad-hoc as and when issues arise.



Counselling

We are very pleased to also offer a bespoke counselling service in school, fully funded by school. Val is our resident councillor, who visits school every week and works with a wide range of children on trauma, social issues and more. Val works with children long-term to unpick issues and help children build resilience and understanding.

Zones of Regulation

Every class in school has several coloured 'Emotion Cups'. When children arrive into school on a morning, they place their name in a cup that represents how they are feeling, with different named emotions progressing into KS2. Staff then use these to adapt provision, and offer support and a space to talk for children when needed. This also supports our safeguarding approach.



Mental Health

Mrs Foster is our Mental Health First Aider in school, and has received specific training on supporting any child or staff member who may need extra support or a place to talk!



Support & Pastoral

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External Agencies

We work with a wide variety of external agencies to support the personal development of our children. These includes Compass Be, CAMHS, various charities and more. All of these services add to our personal development offer, making sure our children get the right support, at the right time.



ELSA

We have three ELSA trained staff in school (Emotional Literacy Support Assistant). These staff have received specialist training to support children with developing their emotional skills and self-regulation through a variety of approaches, and are based in various areas of school.

Lunchtime Provision

We have worked closely with School Health UK to ensure that our lunchtime provision is an extension of our personal development offer. We are developing a 'bistro experience' to provide our children with the social skills to thrive as they grow!



Worry Monsters

All around school you will find a series of 'Worry Monsters'. Children can write their worry down, and 'feed it' to a monster, where a member of staff will check in on them and help in any way they can!



Shout Outs!

We also have a shout-out box in school, where children can write a shout out to someone who has made their day, or someone they want to recognise. We read these out every week in assembly, and there's no better feeling than feeling appreciated! This acts as a confidence boost for our children, and encourages them to 'notice the small things'.



Mental Health

We aim to ensure that we have open conversations about mental health, and remove any stigma around it. We use our personal development curriculum to ensure that children feel safe and secure to talk about their mental health, they they would physical health - we promote this with our parents and community too.

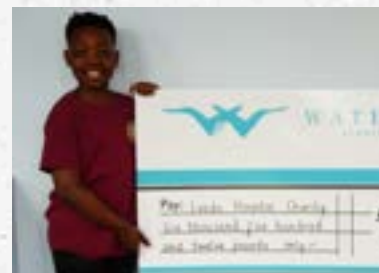
Community & Wider World

Below is **just an example** of some of the ways that we develop our community & wider world strand. This element of our approach to personal development focuses on developing children's value of their local area, but also their exposure to, and respect for, the wider world.



Charity Work

Every year our children select a number of local and national charities to raise money for. They learn about each charity, their work and the impact they can have. This is all part of our approach to helping our children to grow into active citizens that can make an impact!



Parental Involvement

We hold a number of parent events each year, ranging from learning events, to quizzes and more! In 2022-23 alone, we welcomed over 4000 parents into school over the year, with over 100 individual events! We use this to teach children the importance of partnerships, and working together.

Community Involvement

As well as parent events, we also hold a number of community events, from local litter picks, to performing at care homes, to writing Christmas cards every year to distribute to the elderly. Our school is the beating heart of our community, and we aim to show children the value in having pride in our area.



Pupil Leadership

We have 8 pupil leadership groups in school that all work to make school a better place, and develop children's understanding of democracy and responsibility: School Council, Eco Council, Anti-Bully Ambassadors, Reading Ambassadors, Junior Journalists, Sports Leaders, Wellbeing Ambassadors and our Bistro Buddies!

Class Teams & Houses

Every year our classes have a theme, in 2022-23 this was 'Inspirational women' and in 2023-24 it's 'Inspirational people from the arts'. Every class designs their own badge that is then made into a real logo to represent their team, and this is alongside us using cross-year houses to create a sense of belonging for children and a sense of pride in their team!



Curriculum

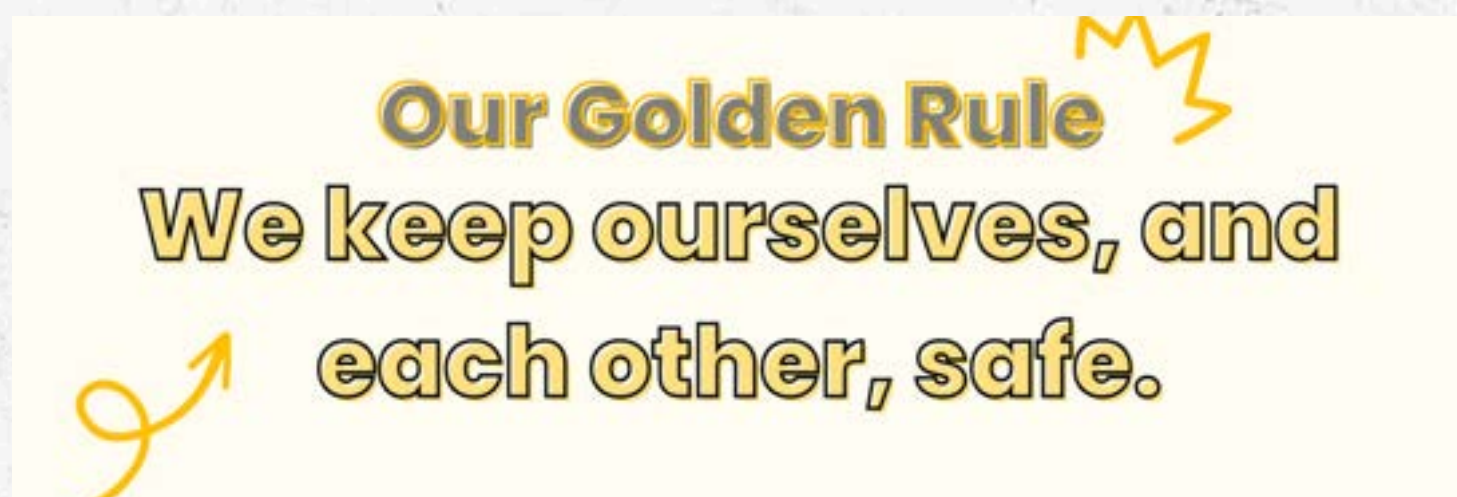
We ensure that our curriculum covers local, national and worldwide issues. Showcasing a range of people and visitors from all walks of life: from down the street, to the opposite side of the world!



Safeguarding & PD

Safeguarding is an essential aspect of personal development, that is a thread throughout all of our strands. We encourage a culture of safeguarding, providing children with the skills and mindset to live a happy and safe life. We have embedded a strong and effective culture of safeguarding and have developed effective arrangements to always act in the best interests of pupils to protect them online and offline, identify pupils who may need early help, and who are at risk of harm or have been harmed.

Through our culture of safeguarding, we strive to ensure that pupils are aware of, and understand, the local risks that they may face. We also use a variety of sources to identify 'high profile risk factors' in order to implement further reactive measures and adapt our personal development curriculum. Sources include local networks, school safeguarding logs and analysis, police reports, local external professionals information and contextual information.



SMSC

Social, moral, spiritual & cultural development is a key part of our personal development offer. Our offer is designed to integrate all aspects of SMSC, as a key thread through all areas - opposed to discrete teaching of a specific area. We believe that this results in SMSC being the underpinning factor to all elements of personal development, with the two being intertwined.

In school we have a bespoke SMSC progression tracker, with key knowledge and skills broken down for each year group, that is progressive through school. Staff use these as a reference point to ensure that over the course of the year, children are exposed to experiences that allow them to develop these skills and obtain the targeted knowledge. [Our SMSC tracker can be found here.](#)

Year 5		Year 6	
Spiritual	<p>I am beginning to understand what a belief is.</p> <p>I can talk about my own beliefs.</p> <p>I can be reflective about my own beliefs.</p> <p>I can talk about other people's beliefs and how they might be different to mine.</p> <p>I can talk about the stories from holy books and explain why these stories are important to different religions.</p> <p>I can discuss other people's faiths.</p> <p>I can talk about my own experiences and can reflect on these.</p>	<p>I can confidently share my own beliefs and compare them to other people's.</p> <p>I can talk about other people's faiths and discuss the similarities and differences between these.</p> <p>I enjoy learning about myself and my family.</p> <p>I can describe the stories and teachings of holy books and begin to make connections between these texts.</p> <p>I can talk about experiences in my life and can reflect on these.</p>	<p>I am able to understand a range of cultural influences that have shaped my own life.</p> <p>I understand some other cultural influences that have shaped other people's lives.</p> <p>I can recognise that we all have things in common across cultural, religious, ethnic and socio-economic communities.</p> <p>I can begin to understand what it is like to live in a democratic country.</p> <p>I am willing to participate and respond to artistic, musical, sporting and cultural opportunities.</p>
	<p>I am able to understand a range of cultural influences that have shaped my own life.</p> <p>I understand other cultural influences that have shaped people around me.</p> <p>I can explain why we have a democratic parliamentary system.</p> <p>I am willing to participate, respond and enjoy some artistic, musical, sporting and cultural opportunities.</p> <p>I can show an understanding of different faiths and cultural diversities.</p>	<p>I can understand and appreciate there is a wide range of cultural influences that have shaped my own heritage and that of others.</p> <p>I understand that there are a range of cultures in school and further afield who I will meet in life.</p> <p>I can explain how our democratic parliamentary system operates.</p> <p>I am willing to participate and respond positively to artistic, musical, sporting and cultural opportunities.</p>	<p>I understand and appreciate the range of different cultures in the school and further afield.</p> <p>I am able to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>I can explain Britain's democratic parliamentary system and how it shaped our history and values.</p> <p>I can show willingness to participate in and</p>

The Environment

We believe that the learning environment is a key tool in the acquisition of new knowledge and skills, but also in helping children to remember more from previous learning. Every part of our environment is purposeful, and designed to maximise learning opportunities. Our school environment is also a conduit for the delivery of effective personal development. We aim to create a bright, loving, caring and safe environment where children can be themselves and flourish. This is not just limited to the physical environment though, we aim to create an atmosphere and culture of acceptance and positivity – a family environment. Many visitors comment on the ‘feel’ of Churchfield – and this is down to our fantastic children, families & staff! Our environment also promotes metacognition strategies and the acquisition of knowledge, providing even more opportunities for our children to shine!

Internal

All of our internal displays (in classrooms) are used daily as working walls. These are designed to showcase the learning journey through a project – highlighting key vocabulary, tasks, images and developing as the project develops. The idea behind our working walls is that items can quickly and easily be added and removed.

We spoke to our children, and thought how we could make working walls even more accessible – so all borders of internal displays directly match the colour of the exercise book that project belongs to.

External

Our external displays around communal areas are designed to showcase children’s work in eye-catching and engaging ways! External displays all showcase work from the previous term’s topics – acting as a constant reminder to children about what they have learnt previously.

We also encourage handwriting wherever possible on displays, even down to our Golden Award & Value Award displays; children hand-write their own name on their card and hang it with pride each week!



SEND & PD

We understand that each type of disability might affect how a pupil interprets and interacts with our multi-faceted approach to personal development. We also acknowledge that some methods of assessing PD & SMSC development rely on subjective judgments or observation of behaviours and interactions that may not be accessible or visible in all pupils, depending on their specific difficulties. For example, pupils with speech, language, and communication needs may find it challenging to express their thoughts and feelings about spiritual or moral issues, which can hinder their ability to demonstrate understanding or growth in these areas.

To address that, we tailor learning activities and assessments to meet the individual needs of each pupil. This can include using alternative communication tools like symbols, signs, or assistive technology to help students express their views. We incorporate visual aids, sensory experiences, and practical activities which can help pupils with SEND engage better with SMSC subjects. For example, using art, music, and drama – which can provide alternative means for pupils to explore and express their spiritual and cultural understanding.

Making Personal Development, Personal

For pupils with complex SEND, their own personal development may look vastly different to other children, and will always be unique to them. This may be using a communication tool, waiting their turn, speaking to a new person, attending an out-of-school event or using the toilet independently. We aim to always make sure that personal development is just that – personal to each child. We will go to extraordinary lengths to ensure that our children with the most significant barriers, have every tool and opportunity to grow, achieve and shine.

Extra-Curricular & SEND

We understand that for many of our children with C & I difficulties (such as ASD), attending an after-school club is a significant challenge as it presents a disruption to routine. Rather than take a 'one-size fits all' approach, we encourage parents to speak to us so that we can work together to develop bespoke strategies and adaptations to ensure children can enjoy the full range of after-school clubs and experiences. This may be support in a club, adapted timings, social stories and more.



Every Child, Every Time



Inclusion is central to everything we do at Churchfield. We offer a whole-school, Quality-First Teaching approach guided by our Special Educational Needs policy and Code of Practice. We aim to empower all of our children and recognise and celebrate all successes. Our experienced class teachers and support staff ensure that all our pupils with Special Educational Needs are given access to the curriculum as well as accessing the specialist-level provision provided within our school; ensuring our pupils are educated alongside their peers within the mainstream classroom, applying strategies from our wider provision. We offer a range of curriculum adaptations, and where applicable, personalised provision including a range of pathways for progression: informal, semi-formal and a formal curriculum. We are an ELKLAN Communication Friendly school, and use this as well as TEACCH techniques as part of everyday practice in classroom.

Quality First Teaching & Interventions

We firmly believe that Quality First Teaching is the most powerful tool to facilitate progress for our children. Quality First Teaching ensures that all children are provided with opportunities to grow, achieve and shine. A number of our children require provision that is additional to, and different from, the provision we offer, to enable them access to a range of learning opportunities in order to make progress. This includes an Elklan Communication Friendly Environment using highly focused and visual supports, and a range of interventions: Lexia Core 5, Beat Dyslexia, Nessy, Nessy Fingers WELLCOMM, Jump Ahead, Narrative Therapy KS1 & KS2, Little Wandle Keep Up, Little Wandle Catch up, Launchpad for Literacy, Same Day Intervention Maths, counselling (HEY!) COMPASS (SEMH support) and ELSA (Emotional Literacy Support). In addition to this we have a range of provision to meet specific areas of need, that are detailed below.

TEACCH

TEACCH is a specialised approach supporting pupils with a wide range of need. We offer a dedicated area with a fully trained TEACCH practitioner and support staff. The provision offers support to our children who require a low arousal environment in order to access learning. Children access a highly structured session with learning broken into small, manageable steps with the aim of children developing independence and an ability to transfer and generalise skills. TEACCH is a whole school approach. As all our interventions, the ultimate aim is for children to access mainstream Quality First Teaching. The TEACCH approach is also replicated in classrooms at workstations where appropriate.

Nurture & Wellbeing

Our Nurture provision provides a safe place for our children. It offers a short-term, focused intervention for children with social, emotional and behavioural challenges which create a barrier to learning within a mainstream class. Our Nurture provision is led by our Nurture Practitioner and Learning Mentor who also offer a specialist level resource including group intervention, individualised & personalised support for general mental health and well-being, bereavement and understanding and managing emotions. Our aim is for our children to develop the skills in order to access mainstream Quality First teaching.

S.A.L.T

At Churchfield we have two full time SALT Practitioners who are ELKLAN Level 3 trained with additional Speech and Language Therapy Training. Children access a range of provision from personalised programmes set by Speech and Language Therapists to the delivery of Infant Language Link – an innovative programme used to identify and support children with mild to moderate SLCN and those new to English. The assessment also identifies children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with the speech and language therapy team. All programmes are monitored with all teaching staff informed and included with the therapy to ensure the children transfer and generalising skills learnt.

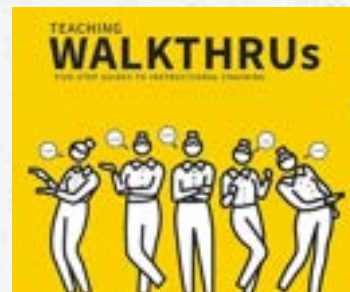
Monitoring & Evaluation

As part of our culture of school improvement, monitoring & evaluation is a key aspect and tells us what is working well, what can be developed further and how we can continue to develop marginal gains to provide sustainable improvement and ensure every penny we spend as a school has impact. We take a tiered approach to monitoring, always starting with a line of inquiry and the question *'is this working for our children?'* This applies to personal development as it does any other area of school.



Coaching

From 2023-24 we are developing our approach to instruction coaching, through the use of StepLab and Teaching Walkthrus. This will form a significant part of our approach to staff CPD and developing staff, and tie in directly to our monitoring process.



1

Preparation

Our monitoring process starts with our Monitoring & Evaluation calendar, and linking monitoring to our teaching calendar to ensure it is the most beneficial time. Staff have a range of tools to monitor, with a base sequence of planning checks, lesson drop-ins, books looks and pupil voice.

2

Activity

Staff decide on their lines of inquiry, area of school (if applicable) and carry out a monitoring activity, before discussing their findings with SLT, and then communicating these to staff via a SEF Evidence form and individual feedback. Staff look for a golden thread through all monitoring activities.

3

So What?

Leaders identify where practice is strong, identify where there are areas for improvement and offer support for staff to further develop and put improvements into place. Leaders then work with SLT to analyse where more in depth support may be required.

4

Evaluate

Where no individual support or specific follow-up is required, staff evaluate their monitoring process and continue the cycle, all whilst offering continuous support and check-ins with staff.

Ind. Support

Where it is identified that a member of staff may require some support to further develop, the subject leader is supported by SLT in delivering individual monitoring and support with set actions, all in a supportive way with our children at heart.

Evaluating Impact

A key question we constantly ask ourselves, is *'Is this working for our children?'.* Evaluating the impact of our personal development offer is a key, and ongoing focus, making adaptations and changes as the needs of our children and community changes over time. We evaluate the impact of personal development in a number of ways, from a whole-school strategic level, right down to an individual child level. This is a holistic approach to evaluating impact, and ensuring that every penny we spend provides our children with the very best opportunities.



Pupil

Impact can be measured at pupil level in a number of ways; reduction in behaviour incidents, engagement in activities, academic work, friendships and social skills, and through the most powerful tool – pupil voice.

Group

Impact can also be evaluated through a group of children or on a cohort level, such as the number of SEND pupils accessing extra-curricular provision, engagement in lessons for our disadvantaged pupils, or cohort-specific impact.

Impact

School

We analyse impact on a strategic, school level – feeding into our plans and ensuring that our offer is robust and bespoke. We value parental input and take on board feedback. We also measure impact through our curriculum structure, and the impact this can have on outcomes.

Community

In terms of a long-term view on impact, this can be seen in our local community – considering how our children impact on the community now and in the future, suspensions rates for secondary, later life outcomes and by responding to the needs of our community.

Support for Staff

Our motto of Grow, Achieve, Shine is not limited to our children. We believe that in order to provide the very best for our children and community, we need to invest in developing the best teachers in the world. Like our children, our staff are learners too and through a range of CPD and support, further develop their skills and knowledge of delivering high quality personal development to ensure every child can succeed. We don't believe in standing still!

In-School Support

We believe that support starts in school – using our staff expertise to support and develop each other. We have staff with a wealth of experience in various areas of personal development, and staff use this expertise to offer children the right support, at the right time, and to learn from each other.

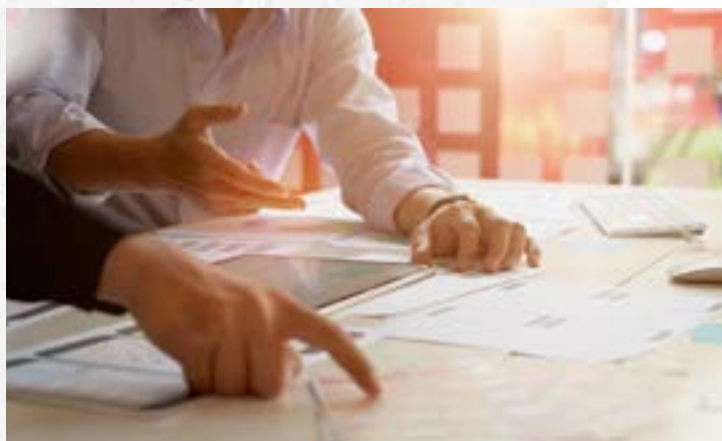


Networks

Our teachers and leaders are all part of a range of networks, designed to enable them to work closely with colleagues in other settings and share best practice. We work with both our academy trust, local collaboration and wider local authority. We also have strong relationships with a number of settings nationwide, and we use these relationships to make Churchfield the best place to learn and work.

Other Support

Our leaders are part of multiple professional organisations to further support them, as well as us accessing support from parent agencies like Compass Be, CAMHS and more. Being a school open to all development, we also take part in a number of supportive external reviews and peer reviews to ensure that everything we do is the best it can be for our children.



External CPD

We also value external CPD, and see the benefits this can have on our staff. We have a significant number of staff who have either completed, are ongoing or soon to start National Professional Qualifications, including the NPQ for Leading Behaviour & Culture.,



Our Values

Our school values are a golden thread running throughout our curriculum – these are what everyone in our school strives to showcase.



Honesty

We are honest, kind and show integrity.



Passion

We are proud, and work hard to be the best that we can be.



Respect

We respect all people, property and the environment.



Self-Belief

We believe in ourselves and strive for our goals.



Teamwork

We collaborate well, treating everyone as equals.



Determination

We are determined and resilient, embracing all challenges.

Scan or click the QR code to see our curriculum in action!



Visit our X to see photos from our curriculum almost every day



@ChurchfieldPrim

