Russell Street School
School Development Plan 25/26

Knowledge Led Vocabulary Rich Reading Centric Mastery

Using a cognitive science-based approach, our curriculum is designed to be knowledge led, vocabulary rich and reading centric.

	Developing Teaching/Learning	*Achieve Known Belong Thrive*	COMMITMENT TO INNOVATION — AI (Staff only)	CHARACTER DEVELOPMENT — Fostering ethical, responsible, and engaged children through structured programs and teacher role modelling.	PERSONAL GROWTH — Wellbeing/Values — Increased confidence, empathy for others, improved mental, emotional, and physical health, improved relationships, increased motivation, more proactive and goal-focused, more resilient, increased willpower, inner strength and power, live in a growth mindset.
Inclusivity	- **Adapting tasks** (simplifying language, giving sentence starters, using visual cues). - Using **multi-sensory resources** (e.g., visual aids, tactile materials, songs). - Using **scaffolding techniques**, such as guided modelling or peer support. - Offering **choice and open-ended activities** to allow for different responses. - Using the **environment** to provide best learning spaces for all.	- Create a **safe, welcoming environment** where every child feels valued. - **Celebrate diversity** through books, displays, and classroom discussions. - Use **circle time** and social stories to explore feelings, empathy, and differences. - Encourage **collaborative learning.** - Use **trauma-informed** approaches. - Ensure a **wide and exciting curriculum** is delivered (including Forest School, French, BSL, trips, RSS Quality Arts offer etc). - Use a **variety of groupings and teaching areas** for teaching.	- **Lesson adaptation**: ChatGPT or adaptive planning software can help generate adaptations. - **Targeted scaffolds**: Use AI to create simplified instructions, sentence starters, or visual aids. - **Inclusive resources**: Quickly create stories or texts that include diverse names, families, or abilities. - **Create social stories** for children with autism or anxiety. - Translate classroom materials into **multiple languages** for EAL families. - Generate **audio versions** of stories to support children with visual impairments or reading difficulties.	Whilst there are interdependencies across these two areas, in this context, character development concentrates on the teaching of structured programmes and personal growth concentrates on application and opportunities. - **Embed in Daily Life** – Model and practise British Values, SMSC, and RSHE through everyday routines, choices, and play (e.g., voting, shared rules, celebrating diversity). - **Integrate into the Curriculum** – Use stories, role-play, outdoor learning, and cultural celebrations to develop spiritual, moral, social, and cultural understanding. - **Make RSHE Inclusive** – Teach feelings, friendships, safety, and health using diverse resources and clear, age-appropriate language. - **Involve the Community** – Invite local visitors, celebrate festivals, and work with parents to reinforce learning.	- **Pupil voice groups (WOW)** where children can express ideas via drawing or speaking. - The use of characteristics books, and role-play to by children to discuss **disability, gender roles, and family diversity.** - Daily Emotional Check-ins **using colour monsters.** - **Relaxation and mindfulness activities.** - **Calm learning areas** across school. - Co-creation **"Class Jigsaw Charter"** with each class. - Use marble values **praise systems** that reward values/character-driven behaviour. - Using the outdoor space to promote **care for the environment.** - **Role-play areas** where children take on different jobs or responsibilities.
Evidence/ Research/ Guidance	Improving Writing Across EYFS: A Case Study | Derby Research School (Drawing Club) The White Rose Education Reception Jigsaw Trial 2025 26 - NFER The ShREC approach | EEF The writing framework Early years foundation stage (EYFS) statutory framework - GOV.UK Strong foundations in the first years of school - GOV.UK	EEF – Arts Participation, moderate impact, low cost (+3) EEF – Small Group Phonics, high impact, low cost) (+8) Attachment & Trauma Aware approaches in education | ARC Movement - Why is movement important for children's wellbeing? The psychology behind Moodboosters - BBC Teach The Power of Movement: Boosting Learning and Memory Through Action	Terms of reference: Ofsted research on artificial intelligence in education - GOV.UK The English schools looking to dispel 'doom and gloom' around AI | Schools | The Guardian Generative artificial intelligence (AI) in education - GOV.UK Using AI in education settings: support materials - GOV.UK Using AI in education: support for school and college leaders - GOV.UK	Review documentation from schools recently graded outstanding in these areas. Developing character skills in schools - GOV.UK Leading Character Education in Schools: Emerging Practice Guide How can schools develop students' 'character'?	EEF – Self-regulation and metacognition, very high impact, very low costs (+8) Sustainability leadership and climate action plans in education - GOV.UK How to create a Climate Action Plan for your school A Guide To School Climate Action Plans - Earth Warriors

Proposed Strategies	Ensure the best possible strong foundations are in place for all children:
	1. Year Groups to review curriculum taught to ensure full coverage of skills/knowledge and accurate reflection of these in units of work.
	2. Subject Teams to then review the curriculum and ensure its relevancy and best practice, including implementation of new frameworks – eg The Writing Framework and EYFS Framework.
	3. Review and share best practice pedagogy for teaching each subject.
	4. Ensure best methods of teaching / professional development are in place – including the review of White Rose EEF training, Drawing Club, RWI in-school development.
	5. Ensure substantive and disciplinary knowledge is clear across the curriculum.
	6. Ensure the curriculum prepares children for the modern world.
	7. Review adaptation of subjects to ensure inclusivity.
	8. Is the correct scaffolding/ ZPD in place. Do staff use ShREC well to engage children in quality developmental interactions?
		1. After successfully achieving ARC Bronze, move onto ARC Silver Award to ensure a quality trauma informed approach across the whole school.
		2. Continue teaching small group & 1:1 phonics as well as using continuous provision across the school to enhance learning and to help children regulate.
		3. Review and use the whole school environment to provide the best learning spaces possible for all.
		4. Continue to enhance outdoor education and add movement to as many lessons as possible. (eg adding set 1 and 2 phonics symbols around the KS1 playground as well as a 1 mile walking/ counting track).
		5. Continue with NELI in N and R plus S&L interventions in KS1.
		6. Ensure RSS Arts Quality Offer is achieved.
		7. Evaluate Forest School, BSL and French curriculums and share and improve with junior and secondary schools.
		8. Re-review resources available in N and R using EEx guides.
			1. Undertake training - Using AI in education settings: support materials - GOV.UK modules 1,2,3,4.
			2. Ensure legal responsibilities, including those related to data protection, keeping children safe in education, intellectual property law are in place.
			3. Training to ensure that:
			- Teachers, leaders and staff use their professional judgement when using these tools.
			- Any content produced is critical judged to check for appropriateness and accuracy.
			- All staff understand that the quality and content of any final documents remains the responsibility of the professional who produced it and the organisation they belong to, regardless of the tools or resources used.
			4. Ensure filtering and monitoring standards make sure they have the appropriate systems in place, including filtering and monitoring approaches that cover generative AI.
				1. Review & improve RSS skills and progression documents for British Values, SMSC and PSHE.
				  a. Audit RSS documentation for evidence and impact on children.
				  b. Review documentation to ensure progression and that PSHE/SMSC/BV equips all children with a healthy internal dialogue and resilient approach to life through high-quality learning opportunities that link closely to our school values.
				  c. Review RSS iSafe/RSS characteristics books to ensure children engage in learning experiences that build healthy thinking, covering topics such as safety, relationships with others, emotions, truthfulness and resilience.
					1. Develop resilience in a variety of ways, eg ensuring House Captains make actual decisions *(examples - support the Buddy Bench, help with Reception lunches, support Nursery Forest school sessions, promote eco awareness).*
					2. Develop pupil leadership and pupil led activities across the whole school.
					3. Ensure there is a broad offer of extra-curricular activities as well as trips/visitors (also links to RSS Quality Arts offer).
					4. Intentionally support the work of charities.
					5. Use all outdoor spaces to promote care for the environment – this includes further development of RSS orchard area.
					6. Ensure children take social action within the local community and in the development of a climate action plan.

Who	DR & Curriculum Teams	LR (ARC) & All staff JR French & BSL	DT (Lead) JVR (Filtering and Monitoring) Curriculum Teams	Whole School (SC plus KS1 staff to lead)	Whole School (JVR and SMJ plus EY staff to lead)
Empower/ Training Costs	White Rose Maths EEF £1,437 RWI Development £1,744 Drawing Club £37.50 Walkthru (Year 3) £250 Environment improvements £1,000	ARC training £0 RSS Arts (theatre costs) £2,000 1:1, small group support & S&L £68,627 Playground walking track £575	Using AI in education settings: support materials - GOV.UK modules 1,2,3,4. – no cost	Training from reviewing information from schools recently graded outstanding in these areas – no cost Characteristics books £500	Climate action plan training – no cost Orchard improvements - £1,500