

PSHE

INTENT – To what do we aspire for our children?

-Vision -Design -Aspirations for our curriculum

Our Vision

‘We are a Family of Friends who LEARN together.’

Our Goal

Personal, Social, Health and Citizenship Education (PSHE&C) is a key area of learning that demonstrates our school’s ethos and philosophy in action. It is a vehicle for our school to help fulfil the statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Our vision for excellence within our curriculum is created in line with the County Guidelines and aims to provide:



- A high-quality PSHE (Personal, Social, Health and Citizenship Education), GARS (Growing an Anti-Racist School) and RSE (Relationships and Sex Education) education that will help pupils gain the skills needed to thrive in the modern world
- Teaching that will equip pupils to ask perceptive questions, think critically, weigh evidence, consider arguments, and develop perspective and judgement as well as refine their ethical and moral values
- A learning journey that helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity

Our intention is to:

- engage, inspire, motivate, support and challenge
- ensure our learners progress academically and become more expert as they progress through the curriculum
- develop successful, informed, engaged, thoughtful, confident learners, who make a positive contribution to the community and society – both now and in the future.

Our Values & Curriculum Drivers

At Hove Learning Federation, PSHE is driven by the following values:

	<p>Love of Learning</p>	<ul style="list-style-type: none"> • Interactive, dynamic sessions taught in a circle model to promote democracy and engagement • Content that reflects children’s lives and equips them with skills, knowledge and understanding for life in modern Britain and beyond • Develop children’s secure understanding of past inequalities and progress within these • Develop children’s skills of enquiry through scenarios, online sources, pictures and real-life stories • Encourage children’s ability to think critically, reflect, debate and evaluate different subjects • Embrace the art of oral storytelling and interpretative role play to enable the children to develop a deeper understanding of the human experience • Encourage thinking about current challenges and inequalities using the Equalities Act and British Values as core guidance
	<p>Equality, Diversity & Inclusion</p>	<ul style="list-style-type: none"> • Support children to be proud of their personal heritage and how this links to global citizenship • Enable children to make personal connections with the past of their community and their family’s communities, both geographical, religious and ethnic. • Foster a sense of identity and an increased understanding of children’s own position in their community and the world • Help children to learn to value their own and other people’s cultures

		<ul style="list-style-type: none"> To gain knowledge and understanding of groups of people that may differ in their identity to the child's own e.g. gender, religion, disability, race, sexuality in order to foster respect and understanding To understand key characteristics covered by the Equalities Act and why these are key components of people's identities Foster empathy and respect for different perspectives and backgrounds
	Aiming High	<ul style="list-style-type: none"> Build their answers to 'thinking questions' sequentially Be reflective and analytical of themselves and resources presented in sessions Develop their critical thinking and debate skills through guided conversations work Develop empathy towards the feelings and experiences of others Consider the effect that their words and actions can have and understand how to use these in a positive way within their community
	Respect and Well-being	<ul style="list-style-type: none"> Develop a keen sense of their intersectional identities and their correspondence with others' intersectional identities To actively learn about mental and physical health, how to support well-being and how to seek help when unwell.
	Nurture and Citizenship	<ul style="list-style-type: none"> Understand their own cultural identity. Develop a sense of belonging. Understand how wider events in history have affected their own community on a local, national and global scale

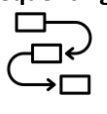

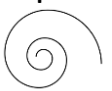





Our Curriculum Design
Meet the needs of every child across the whole curriculum

Equity 	Inclusion 	Learning Behaviours 	Personal Development 	Skills 	Knowledge and Understanding 	Creative and critical thinking 	Cultural Capital
Equality of opportunity. All children to succeed no matter their entry point.	Every child, whatever their individual abilities or needs, is equally valued.	Attitudes and attributes for learning and life.	Equip children to become global citizens, who live happy and healthy lives and know how to achieve their goals.	Curriculum mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills such as metacognition.	Deep learning of the key concepts of our curriculum and the National Curriculum.	Both are nurtured. Children are challenged to question, reason and express themselves.	Is a golden thread, woven through everything we do to teach children well.

Learning Characteristics Animals

Underpinning Hove Learning Federation's curriculum are our learning characteristic's animals.

Independence	Perseverance	Curiosity	Imagination	Co-operation

PSHE Long Term Sequence Features							
Sequencing	Small Steps	Spiral	Long Term Memory	Making New Links	Cognitive Load	Key Concepts	Substantive Knowledge
							
Our curriculum design deliberately sequences units of learning from EYFS to Year 6 to ensure children deepen their personal and interpersonal skills through exposure to a progression of current, substantive and disciplinary knowledge	Learning is chunked into small steps that allow children to build knowledge and deepen understanding lesson to lesson, unit to unit and year to year.	The spiral design of our curriculum means children will return to key learning points and concepts. For example, in KS1 our sequence guides children to develop emotional awareness, recognition and coping skills for big feelings, which lays the foundation for their learning in KS2 PSHE, as well as influencing all other learning.	The progression of knowledge in PSHE has been clearly mapped across each year group to ensure children will transfer new learning to long term memory. The ultimate goal is to make the learning stick!	The acquisition of knowledge into long term memory means that children are able to make links with new learning more easily. Our curriculum overview shows how new learning is carefully imparted over time.	Our long-term sequence for history reduces cognitive load by mapping out opportunities for children to review previous years and units learning. All staff are aware of the units and lessons covered in previous years in order to refer back.	Children develop knowledge about key concepts in PSHE which allow them to develop their sense of identity, morals and ethical identities.	<p>Substantive Knowledge The subject knowledge and explicit vocabulary used to learn about the content.</p> <p>Disciplinary Knowledge The knowledge about how we learn about our emotions and development. Understanding how to ask questions, weigh evidence, make informed judgements, consider perspectives and reflect.</p>

Purpose of the Sequence Progression
<p>Our curriculum is sequenced in line with the EYFS Statutory Framework (2021), Development Matters (2021) and County Guidelines for PSHE and Statutory guidance for RSE</p> <p>Why do we have a long-term sequence? What is its purpose?</p> <ul style="list-style-type: none"> It is our intention for children to deepen their knowledge and understanding over time through thoughtfully sequenced exposure to a progression of substantive and disciplinary knowledge. Our spiral curriculum is designed on the principles of instruction and is influenced by our understanding of how the memory works and cognitive load theory. Research shows that this will ensure knowledge is transferred to long term memory and making links with new learning is more accessible. <p>EYFS The three strands of PSHE learning in the Early Years are 'Building Relationships', 'Self-Regulation' and 'Managing Self'. Age bands range from 0-Reception age and each of these bands have age related learning expectations. We teach from these strands in our PSHE lessons using Brighton & Hove City Council guidance for long term planning.</p>

Key Stage 1 and 2

All year groups have weekly age-appropriate discrete PSHE teaching sessions. Brighton & Hove City Council PSHE Service has produced a Programme of Study for PSHE education and a range of resources to support planning and delivery. We have used these resources alongside statutory guidance from the Department for Education PSHE Association Programme of Study for PSHE Education (Key Stages 1-5) as a guide to developing our own curriculum to suit the needs and character of our school, the pupils/students in it and in the context of a broad and balanced curriculum. Aspects of the subject are also addressed during times such as whole school and class assemblies, school council feedback and story time. The class teacher may also use the forum of 'circle time' to address specific class issues that may arise, e.g. friendship issues, comments that are inappropriate, etc.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	New Beginnings & Golden Rules Learning Characteristics	Feelings Gender Stereotyping Learning Characteristics	Bodily Health Mental Health-Story Times	Good to be ME Getting on & Falling Out	Protective Behaviours	Changes
Year 1	New Beginnings & Golden Rules Democracy & Global Citizenship	Getting on & Falling Out Keeping Healthy & Safe	Going for Goals Gender Stereotyping	Good to be Me Gypsy Roma Traveller Education	Protective Behaviours Relationships	Changes and Self Care RSHE
Year 2	New Beginnings & Golden Rules Democracy & Global Citizenship	Getting on & Falling Out Keeping Healthy & Safe	Going for Goals Gender Stereotyping	Good to be Me Disabilities and Equalities	Protective Behaviours Relationships: Bereavement and Loss	Changes & Moving Forward RSHE
Year 3	New Beginnings Mental Health and Well-Being New Beginnings and Global Citizenship	Getting on and Falling Out	Good to be me Gender- Gender Identity & stereotyping Money Management taught through maths	Global Citizenship GARS (growing an anti-racist school) Drugs & Alcohol Education (DATE)	Relationships (SEAL) Exploring shame, guilt and making amends. Protective Behaviours - Feeling Good, Feeling Safe	Changes & Moving Forward Going for goals Relationships, Sex & Health Education (RSE) Refugee Week
Year 4	New Beginnings Mental Health and Well-Being	Getting on and Falling Out	Good to be me Disability Equality Education	Global Citizenship GARS (growing an anti-racist school) Drugs & Alcohol Education	Relationships (SEAL) Loss and coping strategies Loss & Bereavement Protective Behaviours - Feeling Good, Feeling Safe	Changes & Moving Forward Going for goals Relationships, Sex & Health Education (RSE) Refugee Week
Year 5	New Beginnings Mental Health and Well-Being	Getting on and Falling Out	Good to be me Gender	Global Citizenship GARS (growing an anti-racist school) Drugs & Alcohol Education	Relationships (SEAL) Kushti Atchin Tan Gypsy Roma traveller education Protective Behaviours - Feeling Good, Feeling Safe	Changes & Moving Forward Going for goals Relationships, Sex & Health Education (RSE) Refugee Week
Year 6	New Beginnings Mental Health and Well-Being	Money management Getting on and Falling Out	Good to be me LGBT history equality	Global Citizenship GARS (growing an anti-racist school) Drugs & Alcohol Education	Relationships (SEAL) Feeling Good Feeling Safe Protective Behaviours - Feeling Good Feeling Safe	Changes & Moving Forward Relationships, Sex & Health Education (RSE) Refugee Week

HLF Long Term Plan Example

Our curriculum starts in EYFS and ends in Y6. Our long-term plans include the unit, thinking question, substantive concepts and small step, lesson by lesson progression.

HLF LONG TERM PLAN YEAR 2023 - 2024								
AU2	Unit	EYFS Feelings Gender Stereotyping Learning Characteristics (end of day story times)	Y1 Getting On & Falling Out Keeping Healthy & Safe	Y2 Getting on & Falling Out Keeping Healthy & Safe	Y3 Getting on and Falling Out	Y4 Getting on and Falling Out	Y5 Getting on and Falling Out	Y6 Money management Getting on and Falling Out
	Steps	<ol style="list-style-type: none"> Naming emotions Introduction to anger-how does it feel, look, and how can we express it? Introduction to excitement-how does it feel, look, and how can we express it? Introduction to sadness-how does it feel, look, and how can we express it? <ol style="list-style-type: none"> Dismissing the idea of who clothes and accessories are for How to safely challenge stereotyping comments/actions <ol style="list-style-type: none"> Introduction to Perseverance the Tortoise Why is perseverance an important skill? Share and celebrate times they have demonstrated perseverance skills <ol style="list-style-type: none"> Introduction to Imagination the Butterfly Why is imagination an important skill? Share and celebrate times they have demonstrated imaginative skills 	<ol style="list-style-type: none"> Understanding what makes a good friend. Understanding how to be an active listener. Understanding how to solve problems peacefully. <ol style="list-style-type: none"> Understanding healthy and unhealthy choices. Understanding what is safe to put in my body (eg. Medicines vs poisons). How to be safe around medicines. Understanding how to take care of my body. 	<ol style="list-style-type: none"> How to pay a compliment Processing anger What is the difference between rude, mean and bullying behaviours? How to resolve conflict <ol style="list-style-type: none"> How to keep safe at school How to stay safe around and on roads 	<p>I know what my triggers for anger are: I know how our bodies change when we start to get angry; I know some ways to calm down when I start to feel</p> <p>I can explore ways to solve problems peacefully.</p> <p>Anti-Bullying week: 2 lessons I can understand the definitions of mean behaviour and bullying behaviour? Can you recognise bullying behaviour and know how it might make people feel? What does it mean to 'make a noise about bullying'? Do you know when and WHO to get help</p>	<p>Anti-Bullying week: 2 lessons I can understand the definitions of mean behaviour and bullying behaviour? Can you recognise bullying behaviour and know how it might make people feel?</p> <p>What does it mean to 'make a noise about bullying'? Do you know when and WHO to get help.</p>	<p>Anti-Bullying Week L1 Make a noise about bullying - to show understanding of when mean behaviour becomes bullying behaviour</p> <p>Anti-Bullying Week L2 To make suggestions for safe actions and words to act as an upstander. To make a distinction between Bunter and bullying behaviour</p>	<ol style="list-style-type: none"> Money management - Budgets Money management - Debit, Credit cards and bank statements <p>Anti-Bullying Week L1 Make a noise about bullying - to show understanding of when mean behaviour becomes bullying behaviour</p> <p>Anti-Bullying Week L2 To make suggestions for safe actions and words to act as an upstander. To make a distinction between Bunter and bullying behaviour</p>

HLF Subject Progression Ladders

Our Subject Leads created our Subject Progression Ladders to ensure the National Curriculum is taught step by step. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2. Breaking down the National Curriculum objectives allows our teachers to plan for progression and provide all of our learners with the small steps they need. Identifying knowledge and skill progression in this way enables our teachers to plan an ambitious and effective spiral curriculum through the key stages which results in long term learning. Subject and Year Leads use the Subject Progression Ladders to design and plan assessments and for monitoring. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2.

Substantive Knowledge

This is the subject knowledge and explicit vocabulary used to describe the past and the established facts that are central to this subject.






Golden Thread – 3D Curriculum Curriculum Drivers & Substantive Concept Mapping

Our curriculum drivers (see above) and our PSHE substantive concepts (see below) are the 'golden thread' running through our history curriculum. Children learn abstract concepts through meaningful examples and repeated encounters in different contexts across the curriculum. This explicit planning supports children to transfer their knowledge across the curriculum and use it to frame future learning. This supports our work towards a 3D curriculum that promotes remembering. Our 3D curriculum is designed so that knowledge is built upon term by term, year by year and between topics across a variety of year groups. This enables our children to gain and retain more knowledge and understanding.

PSHE 3D Curriculum		
Vertical Links 	Horizontal Links 	Diagonal Links
Concepts deliberately constructed within a subject that are encountered across year groups from EYFS to Y6 (for example, the Protective Behaviours unit covers emotions in EYFS, through to awareness of predators in upper KS2)	Links between subjects, commonly known as cross-curricular, or themed (for example, e-safety that links to computing, money management that links to Maths and democracy for School Council)	Concepts connected across both year groups and across subjects (the nature of PSHE means that it is the heart of all subjects and year groups in the federation)

PSHE Substantive Concepts

Brighton and Hove City Council have identified 5 key strands of learning for PSHE and RSE. These cover EYFS-KS2 and beyond, further detailed below

<p>Identity, Self-awareness, resilience and Managing feelings</p> 	<p>Getting on with others -negotiation and consent</p> 	<p>Risk management - staying safe</p> 	<p>Getting help</p> 	<p>Media messages - understanding and challenging/critical thinking</p> 
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PSHE Substantive Concept Mapping

Substantive concepts

Substantive concepts are taught through explicit vocabulary instruction as well as through the direct content and context of the study. Concepts link up through the school and are revisited in our spiral curriculum (see above).

Thinking question

Each unit has its own thinking question which binds all of the lessons together. The teacher and children revisit the thinking question throughout and at the end of each lesson. As pupil knowledge develops over time, the children are able to build upon prior learning, make connections and answer the question in more depth.

Local Knowledge, Enrichment & Cultural Capital

Local knowledge and community

At HLF, we value the importance of our local community. Within our curriculum our children become active citizens of Brighton and Gove both through visits to the local community and key community members coming to give educational talks, e.g. humanitarians in Year 6.

Enrichment

We provide enrichment opportunities that can happen inside or outside of the school but that complement classroom instruction. The aim is for our children to try new and varied activities that help to develop character, resilience, and motivation, and that encourage our children to pursue their interests and become lifelong learners. We know that enrichment activities can empower children to develop skills, discover passions, and foster a well-rounded education.

Cultural Capital

These are the opportunities such as trips, visits, local walks and interactions with members of our local community that our woven through our curriculum that give children the essential knowledge needed to be educated citizens that have an appreciation of how human creativity and achievement in the past has, and continues to, influence our lives.

Implementation – How do we deliver the curriculum?

-The strategies and steps that we take every day to achieve our curriculum intent

Sequencing

During their time at Hove Learning Federation, we aim to enable children to:

- Develop personal autonomy by encouraging self-awareness, self- esteem and self-confidence.
- Acquire a sense of social and moral responsibility, both to themselves and others.
- Make informed decisions.
- Encourage tolerance, respect and sensitivity to others.
- Understand that they can make a contribution to their community and to recognise the value of their involvement.
- Understand society, including its political, economic, and legal structures.
- Be aware of world issues and their role in this context.

Pedagogy				
Key Principles for Effective Teaching & Learning at Hove Learning Federation				
high expectations 	quality first and adaptive teaching 	developing learning behaviours 	relationships and environment 	quality of instruction
inspire, support and challenge 	layered modelling to ensure access for all children 	subject knowledge and mastery 	effective questioning and feedback 	'making it stick' - transferring knowledge to long-term memory

Key Theories & Evidence Based Research to design lessons and units

Below are the key theories and research that underpin our approach to pedagogy and guide our curriculum design. They are used to promote high quality teaching and used in staff CPD to develop strategies that ensure consistency of standards and pedagogical understanding.

Sweller's cognitive load theory 	Rosenshine's principles of instruction 	Cain and Oakhill's vocabulary instruction 	Maslow's Hierarchy of Needs
Fiorella and Mayer's generative learning practice 	Ebbinghaus' forgetting curve 	Interleaving and Spacing 	Bloom's Taxonomy
Retrieval Practice 	Bruner's Spiral Curriculum 	Pupil Book Study 	Education Endowment Foundation

Assessment

Assessment opportunities are continuous and form a key part of our teaching and learning.
Formative assessment opportunities are planned in throughout our lesson model (see examples below).
Summative assessment – opportunities are planned in at the end of units and the end of the year.

Examples of in class formative assessment opportunities

<p>deliberate practice and rephrasing of taught content</p>	<p>cumulative quizzing within the learning sequence</p>	<p>structured discussions in class</p>	<p>retrieval and recall</p>	<p>explaining and challenge partner talk</p>
<p>self and peer assessment</p>	<p>teacher feedback and summaries</p>	<p>diagnostic questioning</p>	<p>higher order thinking and exit tickets</p>	<p>summarising and explaining the Big Question from the sequence</p>
<p>rephrasing and thinking out loud</p>	<p>key vocabulary use and application</p>	<p>Professor Prove It</p>	<p>Deep Diver and Submarine challenges</p>	<p>lesson to lesson, unit to unit, term by term, end of year feedback & thinking questions</p>

Mapping and Planning – 7 Lenses

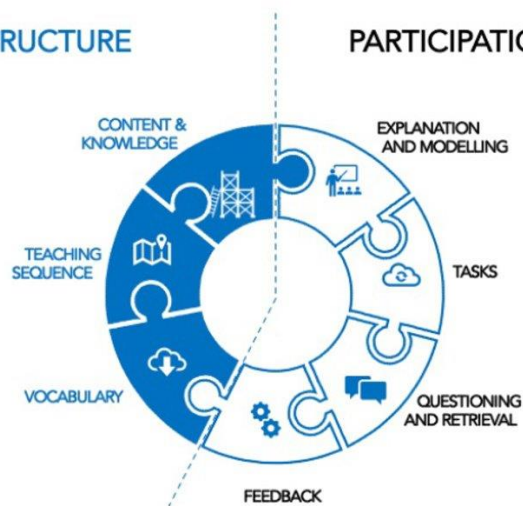
Alex Bedford's Pupil Book Study approach to quality assuring the curriculum helps us to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model. When evaluating our curriculum design in this way, we ask the following key questions:

- How well do our children remember the content that they have been taught?
- Do books and children discussions radiate excellence?
- Does learning 'travel' with our children and can they deliberately reuse it in more sophisticated contexts?

To ensure our monitoring is thorough and targeted, we identify what is helping and hindering by looking at structure and participation (see table below).

STRUCTURE

PARTICIPATION



Pupil Book Study 7 Lenses						
STRUCTURE			PARTICIPATION			
Content and Knowledge	Teaching Sequence	Vocabulary	Explanation and Modelling	Tasks	Questioning and Retrieval	Feedback

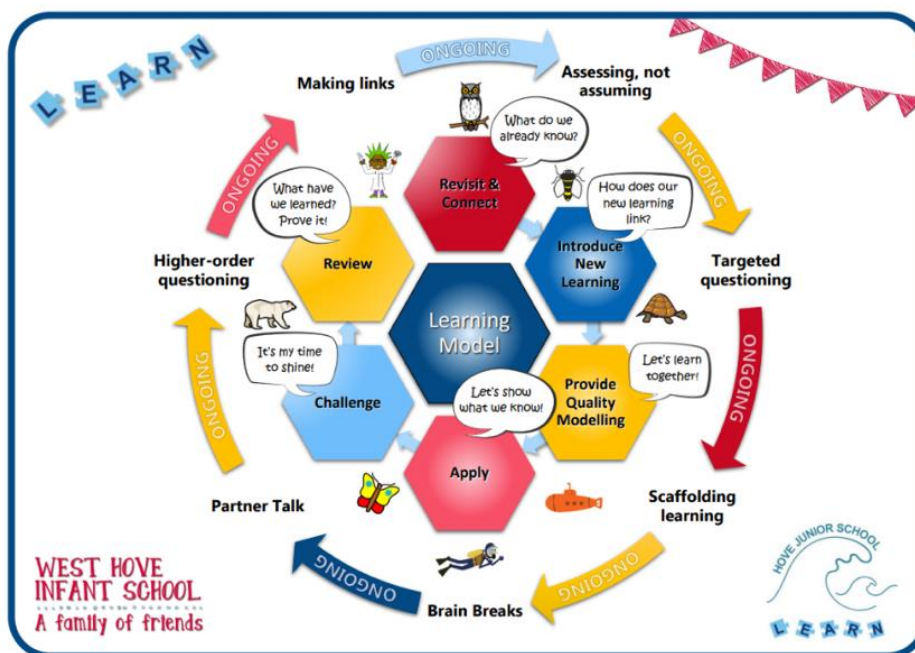
Lesson Structure/Model

Learning Model: The Enacted Curriculum

To ensure constant quality-first teaching across the curriculum we have developed the Hove Learning Federation Learning Model. As illustrated in our visual guide below, each stage of the model has been carefully crafted on the most up to date evidence based research. It is a model designed to give enable all children to:

- Revisit prior learning from previous lessons and linked units from past terms and years.
- Make links with this learnt knowledge and new learning.
- Access new learning through skilled teacher modelling.
- Apply new understanding and skills with partner and independent work.
- Experience challenge at their level.
- Review the learning for that day and be guided to see how their understanding has deepened.

Teachers do not make assumptions about children’s understanding but use a range of Assessment for Learning strategies to adjust lesson content and pace so that they are delivering the right knowledge and skills for the children they have in front of them. Learning is scaffolded to be inclusive to all and brain breaks and partner talk keep the learning engaging, accessible and challenging. Higher order questioning is used to guide children to make links and encourage considered thinking. Staff receive regular CPD on each element of the Learning Model. Areas for development are pinpointed through monitoring and targeted for improvement.



Environment and Resources

We utilise a variety of high-quality images and diagrams within the teaching resources we provide for our children. These are carefully designed and dual coded to minimise cognitive overload and allow each child access to their learning in the most inclusive way. Wherever possible we use inspiring images, that can be zoomed in on to explain difficult concepts, and that spark discussion and challenge thinking. The use of all resources is modelled carefully by teachers so that every child knows how to succeed in each lesson.

Enrichment Opportunities

Our PSHE education programme is enriched by cross-curricular and other activities designed to enhance personal development and support children and young people, including 5-minute daily mindfulness activities/WWO activities/Anti Bullying Week/Refugee Week/Walk to School Week.

Along with these activities, our PSHE education curriculum is supported by other learning opportunities across the curriculum and in assemblies. This delivery is monitored as outlined above to ensure all pupils receive a quality programme of relevant PSHE.

PSHE education complements several subjects including science, PE, RE, computing, and citizenship. We look for opportunities to draw links between the subjects where appropriate. For example, encouraging an understanding of life skills such as maintaining bodily hygiene and making healthy lifestyle choices in science and recognising and celebrating different religions, races and lives in RE. For more information about specific cross curricular links in each year group, see termly overviews.

In addition, discrete PSHE education lessons are supplemented by: learning opportunities in other curriculum subjects such as Science, Drama, RE and Citizenship/whole school and extended enrichment activities including assemblies and enterprise projects etc. PSHE Education also contributes to whole school projects such as those we undertake for the Schools of Sanctuary Programme: Arts Week/Refugee Week and the school 'Shelter' project

Texts and Reading Across the PSHE Curriculum

We understand that improving children's reading confidence is central to the curriculum as a whole. We believe that fluency in the children's reading and their knowledge of a subject can be mutually reinforcing. We select, create and develop appropriate reading material and design activities so that reading and vocabulary building is embedded in the routines of learning.

To understand statements, questions, and full texts, we teach words and phrases as explicitly as possible. We generate our words and phrases list, introducing, teaching, and revisiting them throughout the lesson to enable our children to link ideas and make connections. We build on this knowledge and understanding by adding new vocabulary as the unit develops. This can be seen in the classroom on our learning walls and in our children's books.

Each year these texts are reviewed by our English team and careful choices are made to select a diverse range of authors and characters in line with our 'Creating and Anti-racist School' policy.

Diversity and Identity across the PSHE Curriculum







Through our planning and curriculum mapping, we celebrate the diversity within our community and the wider world and develop confidence in individual identity through our tailored curriculum. We promote equality and use examples of where this has not always been the case in the past to support learning and promote tolerance.



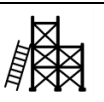


This is taught both overtly and covertly across the PSHE and RSE curriculum. Examples of these in the overt curriculum would be anti-racism, Disability inclusion, LGBTQIA+ and gender equality units of learning. Covert examples would be the high quality iconography and pictures embedded in all session slides that reflect our diverse community.

SEND & Inclusive Learning

We adapt the curriculum to meet the needs of all our children so that everyone can access the learning, build on their prior knowledge, and understand the skills needed to become historians.

We do this by:

	-Identifying the CRITICAL CORE CONTENT that pupils with SEND need to know and use.
	- CHUNKING knowledge and knowledge notes/models in manageable sections
	-Teachers use structured RESPONSIVE FRAMEWORKS (including the use of stem sentences and sentence stems) to promote hard thinking
	-Teachers use structured DELIBERATE PRACTICE to increase attention and retention
	-Pupils with SEND are entitled to think hard. We use structured CHALLENGE FRAMEWORKS to promote hard thinking, drawing on the content, including explain the word connections and sequenced thinking paths
	· Dual coding (using CIP and symbols from the Noun Project) is used to pre-teach tier 2 and 3 vocabulary and is included on all lesson slides, core knowledge files and knowledge strips in Key Stage 2, and all activity sheets in Key Stage 1.

	· Higher level challenge partners and talking trios are used to ensure children with SEN and or EAL are provided with high quality talk and modelled language of history skills.
	· Activities ensure children with SEN or EAL can access tasks appropriately and share their understanding of historical concepts.
	· Differentiation and scaffolds are included where appropriate to enable access to learning and ensure children make at least expected progress.
	· Pictures and quotes are taken from children with SEN and or EAL to ensure evidence is recorded in books and on The Portal (EYFS)
	· EEF 5-A-Day approaches/strategies are reviewed and incorporated into our lessons 1 – explicit instruction, 2 – cognitive and metacognitive strategies, 3 – scaffolding, 4 – flexible grouping, 5 – using technology




Impact – How do we know our curriculum is effective? Evidencing the standards of Teaching and Learning

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become permanently embedded in children’s long-term memory in addition to looking for excellence in their outcomes. At HLF, we use a number of tools to quality assure the implementation and impact of our curriculum such as:

- Pupil Book Studies (Subject Reviews & Shallow Splashes)
- Subject Meetings
- Subject analysis & Action plans
- Formative and Summative Assessment
- Learning observations/drop ins (subject lead, year/phase lead and SLT)
- CPD for all staff
- Governors
- Recent successes
- Next steps




Hove Learning Federation Impact

Children leave Hove Learning Federation as deeply knowledgeable and skilful learners who can set targets and believe in themselves to achieve them. They understand how to be socially, morally, spiritually and culturally responsible and aware. They are able to make positive contributions to the local and wider community and strive to be the best that they can be.

Learning Behaviours	Emotional  Names and expresses emotions Manages impulses of personal behaviour	Shows pride in successes	Social  Focuses on learning in class Attentive to directions, listening to the teacher	Shows empathy and appreciates diversity	Cognitive  Organises time and space for own learning Sets goals and monitors own progress	Talks purposefully with peers, valuing other opinions			
Attitudes to Learning	Love of Learning and lifelong learners	Positive	Curious and Inquisitive	Independent	Able to work in teams	Motivated and Hardworking	Resilient	Proud	Ready for secondary school
Quality of Education	Evidence of learning	Attainment	Progress	Skills, knowledge and understanding	Personal Development	Relationships between pupils and staff	Learning atmosphere and environment	Professional Development	School Improvement

Pupil Book Studies – Subject Reviews & Shallow Splashes

At HLF, we have created our own monitoring systems that incorporate the key principles from the Pupil Book Study (see

<p>lip/PowerPoint and planning look</p> 	<ul style="list-style-type: none"> • Planning for small steps • Progress and learning over time • Knowledge and skills based • Child centred, active learning • Consistency with the use of the HLF Learning Model across year groups and sites
<p>Book Look</p> 	<ul style="list-style-type: none"> • Shows progress of knowledge and skills • Shows development of learning and understanding • Demonstrates a clear sequence of learning • High expectations, consistency and pride in work
<p>Pupil Voice</p> 	<ul style="list-style-type: none"> • Use precise vocabulary • Show a deep understanding of the learning • Are enthusiastic about their learning • Talk through the learning sequence • Highlight how the learning builds lesson to lesson and unit to unit

‘Implementation’). They are called Subject Reviews and Shallow Splashes. Through this form of monitoring, we quality assure each subject by carrying out:

- 1) Learning walks – subject teams and SLT support teaching and learning and record positives and good practice to share and inspire
- 2) Flip/PowerPoint and planning looks – to check planning & resources meet the needs of all of our learners. We check against our lesson model, Rosenshine’s Principles of Instruction and the key theories & research that underpin our teaching philosophy
- 3) Book looks - to check for incremental small steps, sequencing, task design, scaffolds, personalisation, knowledge & skill progression, vocabulary, access, support & challenge
- 4) Pupil voice – to discuss the learning and see the subject through the eyes of the child. Part of our questioning is designed to assess the impact of our lessons, that they provide enjoyment, that children can articulate their learning with key vocabulary and that learning is ‘sticking’ in the children’s long-term memory

Findings from our monitoring systems are categorised into positives and next steps. These can be specific to year group, to key stage or whole school (across the 3 sites). To ensure next steps are acted on, subject and year teams identify actions and assign responsibility. This monitoring feeds into our subject analysis and action plans (see ‘Subject analysis and Action plans’ below).

Subject Meetings

Subject team meetings are timetabled regularly throughout the year. Time is set aside during staff meetings, INSET days and yearly meetings with SLT. The aims of these meetings are to:

- Review current practise and impact
- Set targets, identify actions, and create plans
- Discuss the latest research and evidence to ensure our subjects are up to date and plans are in place to progress
- Work towards our school key priorities
- Give time to professional development and to offer support to our teachers

Subject analysis & Action plans

Each subject has an action plan for the academic year to monitor change and progress across a variety of objectives and goals within multiple areas (e.g., student, classroom, professional development, etc.). Using our school key priorities as a guide, our teams review and RAG their subjects throughout the year and set new targets each term. Each target is a story arc that shows how a subject leader has identified a next step, actioned it and reviewed the impact so that subject development is continuous and effective.

Each subject team uses the table below to reflect, plan, set actions, assess impact and discuss next steps.

What did you notice? (Why did you set this target?)	Action (What will you do?)	Intended Impact (What will this look like?)	Responsibility	By when	Evidence for Monitoring
Formative and Summative assessments					
<p>Our assessment structures are designed to ensure that our children will know more, remember more and be able to do more. A mixture of formative and summative assessments allows us to evaluate if our curriculum helps or hinders the goal of achieving persistent change in the long-term memory of our children.</p> <p>Formative Assessment We assess formatively throughout each lesson using our learning model (see 'Implementation' section). This tool ensures each lesson is planned and delivered to maximise assessment opportunities. Teachers use this information to support, challenge and adapt the learning. Each subject assesses in a range of different ways (see 'Implementation' section).</p> <p>Summative Assessment Our curriculum is a progressive, spiral model. Teachers use deliberate summative assessment to measure if children are making progress as they journey through the curriculum. The range of summative assessment methods that teachers use build a picture of children's understanding of:</p> <ul style="list-style-type: none"> • Content and knowledge • Use of vocabulary • Ability to access the curriculum and thrive <p>All information gained from assessments are used to tailor, target and adapt future planning, teaching and learning.</p>					

Continuous Professional Development for all Staff
<p><i>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</i> - EEF</p> <p>Through each element of the monitoring process described above and assessments, subject leads know how well their subject is being taught and areas for development. As a result, staff meetings and inset days are carefully considered to provide a range of tailored CPD opportunities guaranteeing consistency of expectations and practice, and ensuring the highest quality teaching is taking place to improve pupil outcomes. The content of this CPD is then factored into year group meetings for year group teams to explore further over time.</p> <p>As a school, we use a range of development methods to meet the needs of our staff. This includes:</p> <ul style="list-style-type: none"> • 1:1 using mentoring or coaching • Guided collaborative group work • Use of research based think pieces • Professional modelling

Governors
<p>Our governors are with us on every step of our curriculum journey. They are critical friends who ask key questions, investigate patterns within the data, and support and challenge our reasoning when creating systems and devising new strategies. Subject teams are given opportunities to feedback to governors about their subject development and planned next steps. The purpose of this close relationship is to ensure governors have an in-depth understanding of what is happening in the classrooms so that they can play an active role in school development. SLT work closely with governors so that there is a shared understanding of how high quality teaching is improving pupil outcomes at Hove Learning Federation and that these successes are celebrated.</p>