## Promoting spiritual, moral, social and cultural development (SMSC) through ...

Self/peer assessment, impact evaluation forms, student interviews, celebration of achievement, including intrinsic motivation, certificates/awards, develop assessment procedures for SMSC, reports, parents evenings, Assessment for Learning (AfL), work sampling, pupil profiles. Learning discussions, dojo points, table points, certificates, success criteria, celebration assemblies, personal record of achievement, e-Profile, memory books, whole school scrap book, parent consultations, photos and evidence, website, celebrations and rewards, celebration of children's attainment and skills inside and outside school.

Support community events, celebrating cultures with the community, sharing ethos with country, encouraging involvement and using expertise, eg: productions, guest speakers, parent forums, enrichment days, hard to reach parents – pastoral link. Use materials from social and emotional aspects of learning (SEAL). Further develop website, newsletters, assemblies, sports days, the text service, surveys, parents evenings, have visitors in such as police community supports officers (PCSO), invite governors to join trips, have a curriculum evening, involve in safety day. Develop national and international links and support national events such as Children in Need. Display achievements. Have parents helping. Invite in for awards evenings, collective worship invitations.

Staff meeting:

- Raising awareness
- Identify existing opportunities.

Staff well-being and stress levels. Carry out audit. Well-being of staff – lone working policy, managing stress and sickness, work/life balance. Identify SMSC around the school. Have a culture of thanks.

Audit each department, growth mind set, planning systematic in scheme of work (SOW), observation/identifying in learning, pupil interviews, the right type of questioning, individual, paired and group work, Philosophy for Children (P4C), teachers as facilitators, , creating awe and wonder.

Behaviour/reward systems, displays, assemblies, charities, peer mentoring, social council, rights, respect and responsibilities (RRR), role modelling, shared ethos, pupil voice, priority for school improvement plan, code of conduct, rewards, learning walls, collective worship, Olympic values, displays posters and signage. Eco-warriors, Healthy Schools, worship, displays, outdoor spaces, school culture promoting equality. Good website.

Playtimes and lunchtimes.

Teaching and learning

School culture and environment

Policy development

**Giving pupils** 

a voice

Partnerships with parents/carers and local communities

Assessing, recording and

reporting pupil

achievement

Whole-school approach

Leadership, management and managing change

Staff CPD, health and welfare

Curriculum planning and resourcing

Provision of pupil support service

Solo taxonomy, growth mind set, more explicit planning showing SMSC opportunities, broad balanced curriculum, cross-curricular planning – long-term and medium-term topic based curriculum, regular monitoring by SMSC co-ordinator, involve subject leaders, PDL website, Hampshire's Supporting personal and social development – guidelines for all schools, Living Difference Revised, 2011.

Emotional literacy support assistant (ELSA), peer mentors, use of pupil premium, educational psychologist, counsellors, links to Children and Adolescent Mental Health Services (CAMHS), parent support adviser (PSA), SEN, link workers, nurture groups, learning mentors, outside agencies.

SMSC referenced throughout other policies/ action plans, involving whole community, every subject involved and on board interweaving, SOW consistently implemented, either independent policy or woven into other policies, develop policy involving all in school, in other policies such as RE, behaviour, inclusion, equal opportunities, citizenship, personal development learning (PDL), personal, social and health education (PSHE), special educational needs (SEN), Healthy Schools, health and safety, antibullying and code of professional conduct. A policy for whole school community.

Monitoring and evaluating impact, in-service training (INSET), performance management, lead by example, SMSC working party, school improvement/ development plan – self-evaluation form (SEF), governors, team for SMSC feeding in to senior management team (SMT), appoint a SMSC co-ordinator. Audit where the school is. Is it on the learning and leadership partner (LLP)? Learning leaders, Collect evidence of how you do it. Ensure it is in vision and values. Include in INSET days. Promote change and the improvement of practise. Carry out *learning walks*. Involve governors and parents. Drive, monitor and assess all other segments.

School JLT, growth mind set and solo taxonomy, class debates, responsive planning, P4C, student observers, assembly, student coaching, child initiated learning, embed enquiry-led learning, pupil conferencing, pupil interviews, buddy systems, pupil interviews, eco-council, big ideas club, pupil leadership team, play leaders, pupil surveys, journalist team sports leaders, pupil worship, newsletters, flexibility within learning, pupil driven direction, circle time, worry boxes, pupil voice policy, pupil interview panel, class debates, pupil questionnaires, choice of own outcomes for projects, playtime activities, school grounds work.