



<b>Hove Learning Federation Key Priorities 2024-25</b>	
<b>1. Leadership &amp; Management</b>	The new leadership structure and development programme advances the Federation whilst maintaining high standards and expectations.
<b>2. Quality of Education</b>	Enhance and enrich the curriculum with cultural capital and creativity ensuring staff are trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.
<b>3. Behaviour and attitudes</b>	School culture and systems for behaviour support excellent standards of teaching and learning.
<b>4. Standards</b>	Attainment and progress in writing is increased for all children with a secure focus on assessment to drive improvement

Leadership and Management 2024 – 2025: The new **leadership structure and development programme** advances the federation whilst **maintaining high standards and expectations**.

## Aims for 2024 - 2025

What is the current situation?	What are we going to do?	What is the desired impact?
<ul style="list-style-type: none"> <li>• Leaders and teams have continued to grow in confidence and can articulate the needs of the schools, their subjects and year cohorts.</li> <li>• The schools continues to prepare and be ready for an Ofsted inspection.</li> <li>• Further continue to develop the approach to appraisal and CPD that underpins our professional development strategy and enhances teaching and learning for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are given time and support to review their professional growth, QFT and set personal goals.</li> <li>• Develop a common language of leadership and personal growth.</li> <li>• Guide and support our staff to be self-aware in all aspects of their roles.</li> <li>• Work with inclusion team to ensure CPD provides effective professional development for support staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The Federation continues to have high expectations of pupil progress</li> <li>• Personal Growth develops leadership at all levels.</li> <li>• Year and Phase Leads are instrumental in the continual development of all members of their team.</li> <li>• Staff morale/well-being is given high priority.</li> <li>• The shared Senior Leadership team work effectively and efficiently across the Federation.</li> <li>• Leadership is distributed at all levels.</li> </ul>

## Quality of Education/Curriculum Key Priority Progression over the last 3 years.

**Quality of Education Priority 2022 – 2023:** To plan and develop a cohesive curriculum that benefits all schools in the federation and plots logical progression from Reception to the end of KS2.

**Quality of Education Priority 2023 – 2024:** To continue to refine our curriculum based on the most recent and relevant research to ensure that it meets and challenges the diverse needs of all pupils in the Federation and the school communities.

**Quality of Education Priority 2024 – 2025:** Enhance and enrich the curriculum with cultural capital and creativity ensuring staff are trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.

Quality of Education Priority 2024 – 2025: Enhance and enrich the curriculum with cultural capital and creativity ensuring staff are trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.

## Aims for 2024 - 2025

What is the current situation?	What are we going to do?	What is the desired impact?
<ul style="list-style-type: none"> <li>• Curriculum has been planned and developed.</li> <li>• The infant and juniors curriculums are now aligned.</li> <li>• Robust logical sequencing and progression.</li> <li>• We have refined and enhanced the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at opportunities to build cultural capital.</li> <li>• Year groups to use their pedagogical knowledge alongside their understanding of the year group expectations to plan 'active learning'.</li> <li>• Work with learning mentors and SENDCOs to adapt planning for key children and lowest 20%.</li> <li>• Ongoing CPD in pedagogy and current research.</li> </ul>	<ul style="list-style-type: none"> <li>• Our curriculum has the highest aspirations of teaching and learning.</li> <li>• Every child is excited by their learning.</li> <li>• Teacher v. pupil is clear in every lesson.</li> <li>• HLF's creative approach to planning is maintained whilst established knowledge progression is clear.</li> </ul>

# What is it?



## The Origins:

The term '**cultural capital**' was introduced in the 1970s by Pierre Bourdieu, a French sociologist. It refers to a person's social assets, such as their education, dress and speech. Bourdieu argued that these assets were an important factor in determining an individual's success and position in society.



## Sources of cultural capital:

Bourdieu identified three sources of cultural capital:

- **Objective** e.g. books, music, works of art, cultural artefacts
- **Embodied** e.g. language, accents and dialect, mannerisms, preferences
- **Institutionalised** e.g. qualifications, academic credentials



## What Ofsted say:

The School Inspection Handbook defines cultural capital as:

*"The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement."*

Ofsted will consider this as part of the 'Quality of Education' judgement.



## Questions to ask:

Does our curriculum maximise opportunities for pupils to learn about society and the world around them?

Are we offering pupils a range of trips, extracurricular activities and enrichment opportunities that all pupils are able to access?

Are we making the most of the diversity and experiences within our school community?

What are we doing to foster curiosity and encourage pupils to engage in the world around them?

How can we develop this further?



## Want to find out more?

The Leaders Team have created a suite of resources about cultural capital:

# Key Priority 3 – Behaviour & Attitudes

School **culture** and **systems** for behaviour support **excellent standards** of **teaching** and **learning**

Behaviour and attitudes

- High expectations, consistent and fair implementation
- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

Quality of education

## **Intent**

- Curriculum design, coverage and appropriateness

## **Implementation**

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

## **Impact**

- Attainment (qualifications & assessments)
- Progress
- Knowledge and skill development
- Destinations

# Behaviour & Attitudes - School culture and systems for behaviour support excellent standards of teaching and learning.

What is the current situation?	What are we going to do?	What is the desired impact?
<ul style="list-style-type: none"><li>• Positive relationships are modelled.</li><li>• Children are supported to self regulate and develop their own strategies to do this.</li><li>• The learning compass is used in all classrooms.</li><li>• Learning characters are used successfully to promote positive learning behaviours.</li><li>• Teachers and SLT communicate effectively to parents.</li></ul>	<ul style="list-style-type: none"><li>• New behaviour team has been created.</li><li>• Consistent language of behaviour used across the federation.</li><li>• Consistency of expectations in and around the school.</li><li>• Parity across sites.</li><li>• Each year group to have an agreed classroom routines and learning behavior focus.</li></ul>	<ul style="list-style-type: none"><li>• Whole school consistency.</li><li>• Parents and carers are clear on expectations, rewards and sanctions and work with the school.</li><li>• Clear consequence for challenging behaviour</li><li>• Consistent approach to classroom management, expectations and boundaries in all classes.</li><li>• Support and collaboration is given by behaviour team with specialist guidance where needed.</li></ul>

# Key Priority 4 – Standards in Writing

Standards: **Attainment** and **progress** in writing is **increased** for all children with a **secure focus** on **assessment** to drive **improvement**.

## Aims

- All teachers to confidently assess, moderate and benchmark children's writing 3 times per year
- All teachers to confidently moderate writing assessment in year groups and across sites
- All teachers to confidently use AFL to identify next steps in planning and teaching writing and use this to inform planning
- All teachers to confidently use the pre key stage assessment tools for children working below programme of study
- All teachers to identify children working at or with the potential to achieve greater depth at the end of KS1 and KS2 and plan stretch, choice and challenge opportunities



# Key Priority 4 – Standards in writing

What is the current situation?	What are we going to do?	What is the desired impact?
<ul style="list-style-type: none"> <li>• The English policy is aligned across the federation with a core text approach which is developed and adapted to meet the needs of the lowest 20%.</li> <li>• Teachers have developed practices and scaffolds for the lowest 20% to support writing and consistency across the federation.</li> <li>• The lesson model is effective across HLF and includes clear points for modelling.</li> <li>• Writing progress at the end of KS2 is on an upward trend.</li> <li>• Data shows writing attainment at KS1 is currently below expected standards for disadvantaged pupils.</li> <li>• Writing attainment and progress is an area for development for all pupils across KS2.</li> <li>• Children achieving greater depth in writing at the end of KS2 is just below national.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase moderation frequency across the federation in staff and team meetings.</li> <li>• Utilise our 5 LA moderators to train and support with assessment confidence and consistency.</li> <li>• Monitor the use of assessment closely at each data collection point.</li> <li>• Support teachers to feel prepared for pupil progress meetings so that they can confidently identify gaps in writing.</li> <li>• Refocus on AFL and feedback in writing lessons.</li> <li>• Refocus training and guidance for planning, teaching and assessment for pupils working towards or at greater depth.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers feel confident to assess writing at all stages of development</li> <li>• Teachers speak confidently and in detail about the strengths and areas for development in writing.</li> <li>• Teachers adapt planning and resources based on AFL in writing for all pupils when needed.</li> <li>• Children know their next steps in writing and grow in independence towards meeting targets.</li> <li>• Data outcomes show an increase in attainment and progress at HLF in line or better than local and national results.</li> <li>• Disadvantaged pupils make accelerated progress.</li> <li>• More opportunities for greater depth writers are evident in classroom planning and practice.</li> </ul>