



WILLOW DENE SCHOOL DEVELOPMENT PLAN 2025-26



To apply Funds of Knowledge theory, recognising, valuing and celebrating the diverse cultural and social backgrounds of CYP, using their lived experiences to enhance teaching and learning.



Use the Funds of Knowledge theory to support the development of teaching and learning for CYP, whilst recognising, valuing and celebrating children's cultural and social backgrounds.



Teaching and Learning will be enriched by having a deeper knowledge and understanding of CYP's culture and social backgrounds.

SUMMER 2026

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Organise and implement a PDM in which families have the opportunity to share their experiences from their cultural heritage, religions or home lives with staff at Willow Dene.	To promote staff understanding of families lives outside of school and develop an awareness of the knowledge and experiences of our children and young people outside of the school day.	Staff develop their awareness of different experiences of a variety of families across the school. Staff are able to use these experiences to further develop teaching and learning opportunities for children and young people.	Evaluation form feedback. Implementation of learning within planning and the classroom.
Celebration of culture and diversity event.	Provide an opportunity for the school and wider community to come together and celebrate the different cultures within our community.	The event will be well attended by staff, families and the local community.	Feedback from attendees.
Organise and implement training on Sikhism as part of Willow Dene's commitment to further Hemisphere training.	Staff highlighted further training was needed on Sikhism in their feedback from Hemisphere training.	Staff will have a greater understanding of the Sikh religion and customs.	Staff will have a good understanding of the Sikh religion and customs.
Celebrate and evaluate Funds of Knowledge school development plans.	To share the wide-reaching impact of SDP's across all class groups within the school through video, displays and feedback forms.	Celebrate the work that has been completed and ensure this knowledge is being used purposefully and effectively to develop the teaching and learning offer for children within individual classrooms and across the school.	Feedback from staff. Impact from School Development Projects. Funds of Knowledge in action within classrooms.

<p>Continue to highlight and celebrate the rich diversity of the school community through displays, bookshelf displays and the school newsletter.</p>	<p>To highlight and share the diversity of our school so that children and families can see themselves represented within the school environment and in school literature.</p>	<p>Displays and newsletters act as a celebration of our families, their heritage, religions or home lives, which promotes understanding.</p>	<p>Displays and Newsletters. Feedback from school community.</p>
<p>Action all feedback from Hemisphere training.</p>	<p>Actions from Hemisphere have been identified by staff as priorities following training.</p>	<p>Staff will have their priorities addressed, knowledge, understanding and skills will improve.</p>	<p>Feedback from staff. Implementations of strategies from actions.</p>

SPRING 2026

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Time given to class teams within the QA schedule to engage in reflective conversations about learning from Hemisphere training.	To ensure that teams have adequate time assigned to reflect on learning from Hemisphere training, share thinking around racial literacy and reflect on the selected actions.	Staff engage in purposeful conversation with colleagues, sharing learning and understanding. Actions are identified and shared, and staff consider how this will be implemented within their practice.	Feedback from staff. Actions in practice.
Continue to develop whole staff understanding through PDMs and Class Development Projects, of Funds of Knowledge and how this can be used within the curriculum, to enhance teaching and learning.	To ensure knowledge, understanding and application of Funds of Knowledge continues to develop and is implemented in classes.	Funds of Knowledge will be evident within classroom practice, planning and implementation of learning. Staff will be able to recognise and talk about the impact of this on CYP.	Learning walk feedback. Feedback from all staff.
Review of curriculum supporting documentation and suggested resources by subject leads.	To ensure this is fully representative of our school community and that CYP can see themselves reflected within their learning and resources.	Subject leads are well supported to review their curriculum areas. Implementation of updates into curriculum supporting documentation.	Feedback from subject leads. Planning. Curriculum documentation updates.
Sharing best practice and celebrating successes within Funds of Knowledge (newsletters/ briefing segment).	To highlight and celebrate best practice and share ideas amongst our school community, keeping Funds of Knowledge as a focus for all.	There are mechanisms in place for regular sharing of information, leading to discussions and reflection of practice.	Feedback from all stakeholders. Newsletter/Briefings.
Organise and implement a spring community event, focused on Funds of Knowledge – celebrating the diversity of our school community.	To bring all stakeholders within the community together to engage in learning about and celebrating the diversity within our community.	Richness of experience and celebration of our diversity as a community.	Feedback from all stakeholders.

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Develop staff knowledge and understanding of the Funds of Knowledge theory.	To ensure that we all have a working knowledge of the theory and how this can apply to practices at Willow Dene.	Teams can confidently discuss and explain what the Funds of Knowledge theory is and how it applies to the work we are doing.	Class teams have knowledge regarding Funds of Knowledge and are able to articulate the theory
Organise and implement Hemisphere training linked to South Asian Heritage, with a pre-briefing, delivery and reflection opportunity.	To develop knowledge and understanding of South Asian heritage and the main religions linked to these, developing awareness of similarities and differences.	All staff have completed the training package and are able to reflect on their learning and apply this to their practice.	Feedback from staff. Staff ability to discuss what they have learnt and their reflections on this.
Develop School Development Projects relating to Funds of Knowledge Theory, in order to ensure buy-in from all stakeholders across the school, ensuring quality assurance measures are in place to ensure that all class teams are making the most of the opportunity to know their CYP and families more deeply.	To ensure all stakeholders are actively involved and that there is wide reaching impact across all class groups within the school.	There are well considered plans in place which allow staff to get to know their CYP and their families well. This knowledge is being used purposefully and effectively to develop the teaching and learning offer for children within individual classrooms.	Feedback from staff. Impact from School Development Projects. Funds of Knowledge in action within classrooms.
Organise and implement a celebration event, in which families have the opportunity to share their experiences from their cultural heritage, religions or home lives with staff at Willow Dene.	To promote staff understanding of families lives outside of school and develop an awareness of the knowledge and experiences of our children and young people outside of the school day.	Staff develop their awareness of different experiences of a variety of families across the school. Staff are able to use these experiences to further develop teaching and learning opportunities for children and young people.	Evaluation form feedback. Implementation of learning within planning and the classroom.
Audit of curriculum units and supporting documentation alongside subject leads.	Ensure that these are reflective of the different cultural heritages, religions and backgrounds of all children and young people across the school.	Subject leads are aware of the content of their curriculum areas and how this can be improved to better reflect our children and young people's experiences outside of school. Subject leads	Changes to curriculum documentation and resourcing

		implement changes to documentation to ensure that the curriculum is reflective of CYP.	
Highlight and celebrate the rich diversity of the school community through displays, bookshelf displays and the school newsletter.	To highlight and share the diversity of our school so that children and families can see themselves represented within the school environment and in school literature.	Displays and newsletters act as a celebration of our families, their heritage, religions or home lives, which promotes understanding.	Displays and Newsletters Feedback from school community