



WILLOW DENE School Development Plan 2026 - 27

 To build on existing Funds of Knowledge work, strengthening a sense of belonging and community cohesion, where the unique backgrounds, identities and experiences of all children and young people, families and adults are celebrated and actively used to shape teaching, learning and the wider life of the school.



To continue to 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.



Drawing on Funds of Knowledge research, Character Strengths training from Oxford University, See the Good Research from Dr Kaisa Vuorinen (Finland).
Contributing to Hemisphere



Will be shared more widely with Hemisphere, within the Trust and beyond.

AUTUMN

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of feedback)
Organise and implement a PDM on hate crimes	We have seen an increase of hate crimes being committed against our families and want staff to have a better understanding of what hate crime can look like and how to deal with it.	Staff will be better equipped to support families of hate crime and know how to respond and report appropriately	Feedback from class teams

Develop an offer of support for families relating to hate crimes.	We have seen an increase of hate crimes being committed against our families and want to be able to support them appropriately through being able to recognise hate-related behaviour and how to respond and report appropriately.	Families who have been victims of hate crimes will feel safe, valued and heard. They will feel supported by the school and know how to access help.	Feedback from families Feedback from staff
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 can 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.
Explore and research links between Funds of Knowledge and Character Strengths and how this can influence practice.	Both theories work on a strengths-based model and move away from the deficit narrative. Some work is already underway with character strengths, so bringing the two together will enhance the offer.	Our knowledge as core priority leads will be enhanced through research and reading and will form a sound base for moving forward in the spring and summer term.	Leaders own reflections. Action Plan moving forward.
Character Strengths and Funds of Knowledge Profiles for staff and Children.	To celebrate and share the character strengths and Funds of Knowledge that children and staff bring to school each day and how this can be used to enhance teaching and learning.	Every child and adult will have a profile, which is displayed in classrooms/offices which will share key information.	Feedback from staff. Use of the profiles to enhance learning experiences.
Organise and implement Hemisphere training linked to Chinese heritage, with a pre-briefing, delivery and reflection opportunity.	To develop knowledge and understanding of Chinese 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.
Research and implement a cultural and religious celebration calendar.	To recognise and celebrate a wide range of cultures and religions across the school community, giving all CYP the opportunity to engage in a range of experiences.	CYP, families and staff have the opportunity to engage in a range of celebrations, developing greater cultural awareness and cohesion.	Feedback from staff and families. Engagement from CYP.