

Learning Walk re SMSC

Purpose of the Learning Walk:

A learning walk is a focused journey around the school to

- Find evidence to support the identification of an area for development
- Enable visioning for further improvement
- Observe the putting into practice of a new approach
- Assess the impact of the implementation of the new approach, whether it be an agreed initiative and/or strategy, and to identify what else needs to be done
- Present evidence to show the consistency of the implementation of this new approach

What do we mean by SMSC?

Ofsted's view of SMSC:

Spiritual

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

- the development of insights, principles, beliefs, attitudes and values which guide and motivate us. For many pupils, these will have a significant religious basis
- a developing understanding of feelings and emotions which causes us to reflect and to learn
- for all pupils, a developing recognition that their insights, principles, beliefs, attitudes and values should influence, inspire or guide them in life.

The task faced by schools is, then, to find effective ways of developing pupils' drive, sense of identity and self-worth; developing their principles, beliefs and values including those that have a religious basis.

Moral

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Social

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

Cultural

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Other pointers include:

- the values projected by staff, governors and pupils
- the relationships it encourages between pupils and staff and between pupils
- the way staff address pupils and vice versa
- the way pupils address and care for each other
- the way disputes and dissent are addressed
- the quality of the physical environment
- the range of opportunities provided by the school outside the formal curriculum
- the relationships developed by the school with the wider community
- the tone and content of material published by the school.

Evidence will include;

- Lesson observations
- Scrutiny of policy & planning
- Brief visits to lessons
- Walks around the school during non-lesson time
- Discussions with relevant staff
- Scrutiny of student’s work
- Scrutiny of the learning environment
- Discussions with students
- Feedback from parents/carers

Suggestions for format of the day:

Activity	With whom?	Comment
Programme of lesson observations		
Scrutiny of policy & planning		Is there a school SMSC policy? If not, I have one I picked up from another school. How is SMSC planned?
Brief visits to lessons		We probably do not need to do this, as we picked up a lot of evidence of SMSC in lessons last week. I leave this to you to decide.
Walks around the school during non-lesson time		Break and lunch times are good times to see SMSC in action! Can you provide me with an escort?
Discussions with relevant staff		Have a think about which staff could contribute re SMSC activities in the school
Discussions or feedback from parents/carers		Is it possible to invite some parents in for a talk about the curriculum and SMSC? If not – telephone calls or written feedback would be helpful
Scrutiny of student’s work		We could look at some photographic evidence and samples of personalised learning plans
Scrutiny of the learning environment		A walk around the school would be useful here. Again, we saw lots of classrooms last week. Perhaps we could see the classrooms we did not

		go into
Discussions with students		Could we have another short discussion where the children can tell me about visits they make and visitors to the school?
Preparation for life – life skills		Can we meet with the PSHCE coordinator and go through the PSHCE programme. And discuss how you consciously develop pupils' life skills?
Being part of the wider community		How do you develop this at Woodlands? Who is responsible for monitoring community cohesion. Do you have a policy and action plan?
Equalities and discrimination		Can I see the Equalities policy – do you do audits and have an action plan. How do you monitor equality?