



*School  
Development Plan  
2018/2019*



## School Standards Development Plan (SSDP) 2018/2019

### Introduction

This SSDP has been formulated to raise standards in key areas of the school's activities - raising standards and securing pupils wellbeing.

This plan recognises the three priorities of the Welsh Government. These are raising standards in literacy, numeracy and reducing the impact of poverty on educational attainment which permeates each of the targets in this plan. We also recognise the Welsh Government's National Mission to develop a Transformational Curriculum, Developing a high-quality education profession, Inspirational leaders working collaboratively, Strong and inclusive schools committed to excellence, equity and well-being, Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

At the same time we seek to nurture Ambitious, capable learners who are ready to learn throughout their lives, Enterprising, creative contributors who are ready to play a full part in life and work, Ethical, informed citizens who are ready to be citizens of Wales and the world, Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society

This year we have two targets which cover Literacy, Numeracy, Digital Competence Framework, Additional Learning Needs, Outdoor Learning, Developing Leadership and Wellbeing

1. Improve pupil voice in their learning to impact standards of reasoning and computational thinking (coding and modelling) in authentic learning experiences in all environments in order to develop enterprising, creative contributors
2. To develop healthy, confident individuals and ambitious, capable learners by improving pupils well-being in order to impact their reading and spelling, punctuation and grammar.

The end of phase or key stage targets which we set for each cohort remain very challenging and ambitious and it is unlikely that we will achieve all of the targets we set. On a perfect day, in a perfect work where everything is in place for excellent learning we would easily our targets for all children. The reality is a little bit different as so many factors affect children's learning and their success in school and many of these are outside the school's control.

School performance continues on a generally positive trend. However our performance in some areas of the national tests was disappointing. Attendance has improved by 0.5% on the previous year but is likely to fall in the 2<sup>nd</sup> or 3<sup>rd</sup> quartile when benchmarking data becomes available.

Statutory school age pupil numbers continue to rise and the LA has once again refused admission to a number of pupils as we reach capacity in some areas of the school. However the he number of children who claim Free School Meals has dropped since the high point of 41.8% in 2011/12 and currently stands at around 30%. However we are still in the highest FSM benchmarking groups – over 32%. The school is the sixth most challenged in relation to our family of schools. The school has the family's highest percentage of pupils living in the 20% most deprived areas of Wales. eFSM pupil numbers vary considerably through the year.

It is also worth noting that the most recent data from the Welsh Index of Multiple Deprivation shows that 96.4% of our children live in the 20% most deprived homes in Wales. According to the 2011 Census 42.3% of Aberbargoed residents aged 16+ have no qualifications with just fewer than 44% having a GCSE grade C or higher qualification. 34.4% of males and 44.7% of females are economically inactive. 50.6% of lone parents with dependent pupils are not in employment.

Chair of Governors: Alan Collis

Chair of School Council: To Be Confirmed

EAS Challenge Adviser: Jayne Edwards

Headteacher: David Lewis

**1. IMPROVE PUPIL VOICE IN THEIR LEARNING TO IMPACT STANDARDS OF REASONING AND COMPUTATIONAL THINKING (CODING AND MODELLING) IN AUTHENTIC LEARNING EXPERIENCES IN ALL ENVIRONMENTS IN ORDER TO DEVELOP ENTERPRISING, CREATIVE CONTRIBUTORS.**

LEAD TEACHER: FRANCINE BABER SENIOR LEADER RESPONSIBILITY: SALLY EVERSON LINK GOVERNOR:

**RATIONALE FOR DEVELOPMENT:**

**Links to National Mission, 4 Purposes Estyn CIF, and SER:**

- A Transformational Curriculum...
- Developing a high-quality education profession;
- Inspirational leaders working collaboratively
- Strong and inclusive schools committed to excellence, equity and well-being
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system
- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
- Standards
- Wellbeing and attitudes to learning
- Teaching and learning experiences
- Care, support and guidance
- Leadership and management

LINKS to SER:

**MEASURABLE OUTCOMES**

**End Of Year Targets For Each Cohort**

**MATHEMATICS**

	TA TARGET expected level		TA above expected level		MID YEAR TARGET  <i>Level or Outcome</i>	MID YEAR ACTUAL  <i>Level or Outcome</i>	END OF YEAR TARGET  <i>Level or Outcome</i>	END OF YEAR ACTUAL  <i>Level or Outcome</i>
Y6	L4	81	L5	28	Expected L4c Expected+ L4a		Expected L 4b Expected+ L5c	
Y5	L3A	96	L4C	60	Expected L 3b Expected+ L 3a		Expected L 3a Expected+ L4c	
Y4	L3B	84	L3A	55	Expected L 3c Expected+ L3b		Expected L 3b Expected+ L3a	
Y3	L2A	89	L3C	23	Expected L 2b Expected+ L 2a		Expected L 2a Expected+ L 3c	
Y2	05	88	06	9	Expected O5c Expected + O5a		Expected O5b Expected + O6c	
Y1	04	52	05	0	Expected O4c Expected + O4a		Expected O4b Expected + O5c	
YR	03	97	04	75	Expected O3c Expected + O4c		Expected O3b Expected + O4b	
YN	02	NA	03	NA	Expected O2c Expected + O3c		Expected O2b Expected + O3b	

**NATIONAL REASONING TEST TARGETS**

	2018 ACTUAL		2019 TARGETS	
	% Pupils scoring 85-115	% Pupils scoring 116+	% Pupils scoring 85-115	% Pupils scoring 116+
COHORT 2019	66	9	84.8	18.2
COHORT 2020	70.3	0	81.4	18.5
COHORT 2021	66	3	86.2	13.8
COHORT 2022	68	4	76	16



**ICT**

	TA TARGET expected level		TA above expected level		MID YEAR TARGET  <i>Level or Outcome</i>	MID YEAR ACTUAL  <i>Level or Outcome</i>	END OF YEAR TARGET  <i>Level or Outcome</i>	END OF YEAR ACTUAL  <i>Level or Outcome</i>
Y6	L4	85	L5	61	Expected L4c Expected+ L4a		Expected L 4b Expected+ L5c	
Y5	L3A	75	L4C	19	Expected L 3b Expected+ L 3a		Expected L 3a Expected+ L4c	
Y4	L3B	43	L3A	0	Expected L 3c Expected+ L3b		Expected L 3b Expected+ L3a	
Y3	L2A	NA	L3C	NA	Expected L 2b Expected+ L 2a		Expected L 2a Expected+ L 3c	

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ACTION	SUCCESS CRITERIA	Mid Year milestones	End of Year milestones	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
<b>LITERACY</b>  I.1 Feedback and assessment/moderation. Ensure all teachers provide appropriate differentiated/challenging and extended writing opportunities Pupils use self/peer assessment judgements All staff to moderate and level samples of writing from a range of year groups Teachers engage in Cluster and EAS moderations	All staff follow school's marking / assessment policy Most pupils engage in self and peer assessment Consistent judgements of pupils performance in writing are made by all staff Evidence of good practice in writing – portfolio developed PLC's developed within local cluster of schools SE attend Cluster and EAS moderation events Self and peer assessment (stickers, stamps, success criteria tool kits) in	Most pupils engage in self and peer assessment  Most staff make consistent judgements of pupils performance in writing,	All pupils engage in self and peer assessment  All staff make consistent judgements of pupils performance in writing,	<i>Staff meeting to share toolkits so that there is a consistent approach across the school.</i>	LS – Autumn 1	Book scrutiny termly LS/SMT Listening to learners Self / peer assessments Teacher marking comments INCERTS data for writing PLC's Cluster meetings re: moderation LS/SE

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<p>1.2 Pupils to plan their own learning experiences through the use of KWHL grids. Use of Memtimeter to plan new topics.</p>	<p>evidence in pupils books</p> <p>Staff to work within phase teams to effectively plan opportunities for children to plan their own learning. KWHL opportunities built into each topic including application of skills in Successful Futures fortnights. All learners to be able to discuss what they want to learn through their topic work and make links to pupil voice in the context of the activities e.g. refer back to KWHL grids.</p>	<p>Most learners to identify opportunities they have been given to plan the context of their learning</p>	<p>All learners to identify opportunities they have been given to plan the context of their learning</p>	<p><i>Fortnightly informal staff planning sessions</i></p> <p><i>Team planning days to prepare for Successful Futures fortnights</i></p> <p><i>L2L time</i></p>	<p>All class teachers and pupils</p> <p>Ongoing all year.</p>	<p>Work scrutiny; planning monitoring; L2L; lesson observations</p>
<p>1.3 Pupils given opportunities to talk about their learning experiences. Staff to use open ended questions with children through focused tasks.</p> <p>All staff provide good speech and language models using Standard English rather than slang or dialect.</p> <p>All staff encourage all pupils to speak using standard English when in school, modelling correct language both discretely and subtly.</p> <p>Provide pupils with opportunities to complete oral activities on a regular basis.</p>	<p>All pupils experience excellent language models. Standards of spoken language amongst all pupils improves. All staff need to record evidence of Oracy every term. (Save on google drive) Use of Oracy grids used in books. Oracy activities to be evident in pupils books or class Busy books.</p>	<p>Most learners to talk about their learning experiences and oracy opportunities completed within lessons.</p> <p>Most teachers demonstrate effective use of questioning.</p>	<p>All learners to talk about their learning experiences and oracy opportunities completed within lessons.</p> <p>All teachers demonstrate effective use of questioning.</p>	<p><i>JP Staff meeting – sustained shared thinking.</i></p>	<p>Sept 2018 Ongoing All staff</p>	<p>Work scrutiny; planning monitoring; L2L; lesson observations</p>

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<p>Oracy opportunities to be consistently evidenced through Successful Futures fortnights.</p> <p>1.4 Outdoor learning to improve Literacy skills</p>	<p>All learners in FP access outdoor provision for literacy and have a clear voice in the development of outdoor literacy provision through topic planning/KWHL</p> <ul style="list-style-type: none"> <li>Nursery daily;</li> <li>Reception as part of daily routines;</li> <li>Year 1 and 2 regular opportunities should be provided</li> </ul>	<p>Most learners in FP can talk about learning experiences in the outdoors related to Literacy skills.</p>	<p>Nearly all learners in FP can talk about learning experiences in the outdoors related to Literacy skills.</p>	<p><i>Continued ongoing training by FP on the use of the outdoors</i></p> <p><i>Outdoor resources funded by ongoing fundraising by PTA – schedule of planned spend as part of outdoor provision action plan</i></p>	<p>Sept 2018 Ongoing</p> <p>All staff</p>	<p>Planning scrutiny;</p> <p>Learning Walk; L2L;</p> <p>Class busy books and work scrutiny</p>

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<b>NUMERACY</b>  2.1 Improve provision of outdoors to include opportunities for embedding numeracy skills in FP  2.2 Improve standards in reasoning through weekly reasoning challenges throughout the school that relate to the interests of learners and show a clear reflection on pupil voice  2.3 Attend cluster training on bar modelling and maths mastery  2.4 Monitor provision of higher order reasoning skills across the curriculum	<p>All learners in FP access outdoor provision for numeracy and have a clear voice in the development of outdoor numeracy provision through topic planning/KWHL</p> <ul style="list-style-type: none"> <li>Nursery daily;</li> <li>Reception as part of daily routines;</li> <li>Year 1 and 2 regular opportunities should be provided</li> </ul> <p>All learners in KS2 to receive weekly reasoning activities as part of weekly cycle of maths provision with clear links to pupil interests in the choice of contexts for learning.</p> <p>Pupils in KS2 identified as target pupils within each cohort and monitoring of SS in NTT to be monitored.</p> <p>All learners to be able to talk about strategies for solving reasoning problems when sharing learning in L2L monitoring</p> <p>Maths team to visit cluster school and received training via PLC on strategies to develop reasoning</p> <p>Staff to work within phase teams to effectively plan reasoning/higher order thinking problem based learning opportunities into each topic including</p>	<p>Most learners in FP can talk about learning experiences in the outdoors related to numerical skills</p> <p>Most learners to be able to reference opportunities they have to plan the context of reasoning activities</p> <p>Many learners to be able to talk about strategies for solving problems</p> <p>Most learners to identify opportunities they have been</p>	<p>All learners in FP can talk about learning experiences in the outdoors related to numerical skills</p> <p>All learners to be able to reference opportunities they have to plan the context of reasoning activities</p> <p>All learners to be able to talk about strategies for solving problems</p> <p>All learners to identify opportunities they have been</p>	<p><i>Continued ongoing training by FP on the use of the outdoors</i></p> <p><i>Numicon training by Miss Senior</i></p> <p><i>Outdoor resources funded by ongoing fundraising by PTA – schedule of planned spend as part of outdoor provision action plan</i></p> <p><i>PPA time and time within lessons to reflect and plan with pupils</i></p> <p><i>ARR/subject leader time</i></p> <p><i>Attend training/organise good practise sharing in PPA time for relevant staff e.g. NQT time</i></p> <p><i>Fortnightly informal staff planning sessions</i></p> <p><i>Team planning days to</i></p>	<p>JP – Autumn 1</p> <p>RS – Autumn 1</p> <p>PTA – Ongoing</p> <p>All class teachers and pupils</p> <p>June/July 2019</p> <p>Autumn term</p> <p>All year</p> <p>End of September</p>	<p>MER cycle; Planning scrutiny; Learning Walk; L2L; Class busy books and work scrutiny</p> <p>Maths AOLE team as part of MER cycle: Work scrutiny; planning monitoring; L2L; lesson observations</p> <p>NNT data analysis</p> <p>Maths AOLE team as: Work scrutiny; planning monitoring; L2L; lesson observations</p> <p>Class books; parent questionnaires; KWHL grids; L2L</p>

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2.5 Termly enterprise activities to be re-established and participation in money fortnight planned by numeracy lead in conjunction with pupils identified as MAT	application of skills in Successful Futures fortnights. All learners to be able to discuss reasoning skills applied through topic work and make links to pupil voice in the context of the problems e.g. refer back to KWHL grids.	given to plan the context of their learning	given to plan the context of their learning	<i>prepare for Successful Futures fortnights</i>  <i>L2L time</i>	Weekly/Fortnightly   December 2018 ready for Spring term	School Council Meeting minutes   Planning and evidence (photographs/class books); work scrutiny
	School council to identify ideas for enterprise activities  Money fortnight tasks to be planned with the support of pupils e.g. grow a £1,	Most learners to be able to discuss the skills developed as part of money fortnight and reflect on their input into planned activities	All learners to be able to discuss the skills developed as part of money fortnight and reflect on their input into planned activities	<i>Regular school council meetings</i>  <i>Release time to plan with MAT pupils</i> <i>Free consultation support from FSC</i>		



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<b>DCF</b>  3.1 To further develop teaching and learning of coding and modelling skills.  3.2 To use HWB to enhance to classroom practise in KS2 and year 2.  3.3 To establish the use of Seesaw to create individual children profiles	Staff training for use of modelling and coding through the school	Most Teachers are using the EAS ICT framework to plan and teach coding and modelling.	All Teachers are using the EAS ICT framework to plan and teach coding and modelling. Nearly all / All pupils apply ICT skills through coding and modelling programmes.	Audit staff skills to ensure confidence and ability to teach skills in coding and modelling programmes.	On-going throughout the year.	FB/LS
	All teachers to use EAS ICT framework to plan for coding and modelling	Most pupils apply ICT skills through Coding and modelling programmes.		INSET on coding and modelling with ITeach Autum/spring term	FB/LS Autumn/spring Term	L2L biannually at a minimum.
	Most pupils have a positive attitude to learning through coding and modelling programmes.			COST TBC		FB - Pupil questionnaires
	A majority of pupils to use a proportion of coding outside formal lessons and/or at home.					
	Map out coverage of each area within ICT to be completed by staff during a specific term. Evidence for each area to be uploaded to a folder by the end of each term/half term.	Most pupils to have a positive attitude towards using Coding and modelling programmes	Nearly all / All pupils to have a positive attitude towards using Coding and modelling programmes.		On-going throughout the year. FB/LS	Half termly collection of pupil evidence to create class profiles at the expected level for each year group
	All year 2 and KS2 children to be able to log on to their personal Hwb accounts in preparation for national testing on Hwb.	Majority of pupils to independently log on to their HWB account and use the provided programmes.	All pupils to independently log on to their HWB account and use the provided programmes.	Audit staff skills to ensure confidence and ability to use HWB. Set new admin rights (SE, LS).		
	All junior children to use the facilities of Hwb and save their work to their personal portfolio in J2e folders			INSET for all staff on Seesaw with ITeach Autum term (19 <sup>th</sup> September 18)	Set up during Autumn term	Work scrutiny
	Staff to use Seesaw to create Individual Pupil profiles for pupils in their class	Majority of	All pupils to save their work	Staff meeting on Seesaw to set	On-going throughout the	FB – Digital leader

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	<p>Digital leaders to receive training from ITeach on Seesaw to help other classes with this new app.</p> <p>Pupils from year 1 to year 6 to upload their own work into their profile (Year 1 in summer term) within Seesaw</p>	<p>pupils to save their work within their own individual folders.</p> <p>Most staff to have created individual Pupil profiles for their class.</p> <p>Majority of pupils to upload their work into their individual profile within Seesaw</p>	<p>within their own individual folders.</p> <p>All staff to have created individual Pupil profiles for their class.</p> <p>Most of pupils to upload their work into their individual profile within Seesaw</p>	<p><i>targets of what is expected/needed to be stored within children's personal profiles</i></p> <p><i>ITeach work with digital leasers to train in SeaSaw</i></p>	year.	<p>meeting minutes</p> <p>Work scrutiny and half termly collection of evidence</p>
<b>WELL-BEING</b> 4.1 To raise attendance levels to from 93.85% to 95% through sustained use of interventions through the year, raising the profile of the school council in developing pupil led reward systems.	<p>Raising the profile of the School Council, developing an active role in pupil led reward systems for high attendance.</p> <p>School Council to liaise with all classes to gain pupil views on raising attendance.</p> <p>School Council to liaise with all classes on ways to develop a whole school attendance display.</p> <p>All pupils will be able to identify how pupil led reward systems encourage high attendance.</p> <p>JP to liaise with the relevant colleague to develop a monitoring system and communication with home showing the</p>	<p>Most pupils achieve attendance target of 95% - Termly attendance data analysis.</p>	<p>Most pupils achieve attendance target of 95% - Termly attendance data analysis.</p>	<p>L2L resource time. Staff release time.</p> <p><i>JP to liaise with DL/EWO to develop effective monitoring system.</i>  <i>Nathan Richards (Family Engagement Officer) to support identified families with a view to improving attendance to targeted levels.</i></p>	<p>JP – L2L – Autumn 1</p> <p>JP – On going BP – Delivering attendance celebration assemblies each week. (ongoing)</p>	<p>Health and Wellbeing AOLE team: monitoring attendance weekly/half-termly/termly, as well as persistent lateness Attendance assemblies, L2L, School Council minutes</p>

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4.2 To develop consistency in effective and challenging learning environments throughout all classes.	<p>impact of persistent lateness e.g. 15mins a day 1 ¼ hours a week, 5 hours a month.</p> <p>Most pupils are observed interacting appropriately with their learning environments, displaying independence when accessing resources. Most pupils are able to talk confidently about the opportunities their learning environments offer for independent learning. Most pupils are able to talk confidently about how their learning is reflected in their environment. All staff to receive training based around developing Communication Friendly Spaces.</p>	<p>Many pupils are observed interacting positively with independent learning opportunities in lesson observations. Many pupils are able to talk about the opportunities for independent learning. Many pupils are able to identify and talk about how their learning is reflected in the environment (pupil voice)</p>	<p>Most pupils are observed interacting positively with independent learning opportunities in lesson observations. Most pupils are able to talk about the opportunities for independent learning. Most pupils are able to identify and talk about how their learning is reflected in the environment (pupil voice)</p>	<p><i>Lesson observations – Staff release time. L2L – staff release time Staff meeting time – feedback from observations.</i></p> <p><i>JP to deliver ‘Enabling learning environment’ training (incorporating aspects from Communication Friendly Spaces approach)</i></p>	<p>Staff involved in lesson observations – On going throughout the year.</p> <p>JP – Staff meeting training 2x sessions – Autumn 1</p>	<p>Health and Wellbeing AOLE team as: Work scrutiny; planning monitoring; L2L; lesson observations Staff meeting minutes</p>
4.3 To develop effective and progressive enhanced provision	All FP pupils are able to access a broad	Most planning	Nearly all	<i>Lesson observations – Staff</i>	Staff involved in	Health and

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(indoor and outdoor) throughout FP classes, providing pupils with opportunities to develop and revisit skills in meaningful and authentic contexts.	range enhanced provision learning opportunities, offering balance across the curriculum through the year. Enhanced provision planning highlights opportunities for pupils to reinforce and develop a broad range of skill; highlighting observational opportunities where appropriate. All FP pupils are able to talk about the different challenges and learning opportunities available through enhanced provision.	shows a broad range of enhanced provision opportunities, appropriate for stage and age of pupils. Many pupils are able to talk about how enhanced provision challenges and opportunities develop their differing skills.	planning shows a broad range of enhanced provision opportunities, appropriate for stage and age of pupils. Most pupils are able to talk about how enhanced provision challenges and opportunities develop their differing skills.	<p>release time. L2L – staff release time Staff meeting time – feedback from observations. Planning and book scrutiny release time. Staff meeting feedback to staff re. book scrutiny.</p> <p>JP to deliver ‘Enabling learning environment’ training (incorporating aspects from Communication Friendly Spaces approach)</p>	<p>lesson observations – On going throughout the year.</p> <p>JP – Staff meeting training 2x sessions – Autumn 1, 1xFP staff meeting</p>	Wellbeing AOLE team as: Work scrutiny; planning monitoring; L2L; lesson observations Staff meeting minutes
4.4 To promote the importance of respect within the community and school society.	All pupils to take part in a questionnaire, ascertaining pupil opinions about behaviour in and around school, and ways positive behaviour can be further encouraged. Staff to refine and improve tracking of behaviour issues. Values Based Education training targeted for delivery 2018/19, supporting positive behaviour and supportive school ethos.	Many pupils are able to talk about and identify ‘WWW’ and ‘EBI’ aspects of behaviour and behaviour management throughout the school. All staff to contribute to the development of	Most pupils are able to talk about and identify ‘WWW’ and ‘EBI’ aspects of behaviour and behaviour management throughout the school. All staff to contribute to the development of	<p>L2L release time. Staff meeting time to analyse data from pupil survey. JP to analyse on going tracking of recurring behavioural issues.</p> <p>Values Based Education – Cost &amp; delivery to be confirmed.</p>	<p>Pupil survey – all classes – Autumn 1/ repeated Summer 1</p> <p>All staff/ JP – Tracking and analysing behaviour data - On going throughout the year.</p> <p>Values Based Education – Delivery to be</p>	Health and Wellbeing AOLE team as: Work scrutiny; planning monitoring; L2L; lesson observations Staff meeting minutes

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		a tracking and monitoring system for recurring behaviour issues. Values Based Education approach training to be accessed by all staff.	a tracking and monitoring system for recurring behaviour issues. Identified aspects of Values Based Education implemented successfully in all classes and throughout the school.		confirmed.	
<b>ALN</b> 5.1 – Improve quality and consistency feedback and the appropriateness of pupil voice	Consistent feedback seen across the school in book scrutinies  Evidence of feedback other than 2 stars and a wish, i.e. self and peer assessment, verbal feedback, learning stories etc  All learners to be able to talk about their peer and self-assessments in L2L	Most learners to be able to discuss their self and peer assessment in L2L  Most staff use a variety of feedback strategies when responding to authentic learning experiences.	All learners to be able to discuss their self and peer assessment in L2L  All staff use a variety of feedback strategies when responding to authentic learning experiences.	<i>Release time for ALNCo – planning and preparation time, L2L time and time to write guidelines to support all staff.</i>  <i>Staff training in whole school staff meeting.</i>  <i>Book look – staff to bring a sample of books to a staff meeting and look at each other's to share good practise.</i>	Autumn 2018  Autumn 2018  Spring 2019	Work scrutiny; L2L; Learning walks  Work scrutiny; L2L; Learning walks  All L2L feedback across subject areas throughout the year
5.2 – Implement a consistent feedback code with input from the learners to be used	All learners can discuss the feedback code and what it means in their work during L2L	Most learners can identify the feedback codes	All learners can identify the feedback codes	<i>Release time for ALNCo – time to write the code and consult with learners. Time to carry out L2L prior to and after the implementation</i>	Autumn 2018	BP and class teachers - L2L



1. IMPROVE PUPIL VOICE IN THEIR LEARNING TO IMPACT STANDARDS OF REASONING AND COMPUTATIONAL THINKING (CODING AND MODELLING) IN AUTHENTIC LEARNING EXPERIENCES IN ALL ENVIRONMENTS IN ORDER TO DEVELOP ENTERPRISING, CREATIVE CONTRIBUTORS.						
ACTION	SUCCESS CRITERIA	Mid Year milestones	End of Year milestones	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
consistently across the school	Evidence of the feedback code being implemented in books across the school in book scrutinies	and discuss the use of these in their books.	and discuss the use of these in their books.	of the feedback code. Time to carry out book scrutiny following the implementation of the code.  Staff training in whole school staff meeting.	Autumn 2018	
5.3 – Further develop the use of pupil voice through target setting to include IEPs/IBPs/IPPs and Intervention/Additional Learning Provision	Learners in foundation phase are aware of their targets and can discuss how they are working towards them. Learners in KS2 play an active role in setting, monitoring and evaluating their own targets.  IEPs/IBPs/IPPs reflect in class targets to enable all learners to have a consistent approach to their own learning.  Build in L2L/questionnaires into Interventions/Additional Learning Provision to track Pupil Voice	Most teachers use the feedback code effectively to underpin learning and progression. Most learners in FP can discuss their targets and how they are working towards them.	All teachers use the feedback code effectively to underpin learning and progression.  All learners in FP can discuss their targets and how they are working towards them.	Release time for ALNCo – time to collate information on how targets are currently set in each class/year groups (possibly in staff meeting time) in order to form a base line of current practise. Time to track vulnerable groups (see target 2 below) in particular class targets and IEP/IBP/IPP targets. Time to carryout L2L prior to training and following training. Staff training in whole school staff meeting.	Spring 2019	BP - L2L; discussions with class teachers  BP - IEP review meetings termly, parents evenings, PCP meetings
5.4 – Develop the use of PCP tools in target setting, enabling learners to know how they learn best and how to evaluate their own learning.	All learners have a One Page Profile based on the PCP tools.  Learners can discuss how they learn best and what they need to know in order to progress based on the PCP tools.	Most learners in KS2 can discuss their role in target setting, monitoring and evaluating.	All learners in KS2 can discuss their role in target setting, monitoring and evaluating.	Release time for ALNCo – Moderation of One Page Profiles for learners on the ALN register, and also L2L to discuss the One Page Profiles, PCP tools and how learners feel they learn best based on these.  Staff training on the cycle for	Spring 2019  Autumn 2018	SLT  BP to monitor PCP activities and PSWBCD with JP in Autumn term

1. IMPROVE PUPIL VOICE IN THEIR LEARNING TO IMPACT STANDARDS OF REASONING AND COMPUTATIONAL THINKING (CODING AND MODELLING) IN AUTHENTIC LEARNING EXPERIENCES IN ALL ENVIRONMENTS IN ORDER TO DEVELOP ENTERPRISING, CREATIVE CONTRIBUTORS.						
ACTION	SUCCESS CRITERIA	Mid Year milestones	End of Year milestones	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
	Learners regularly review PCP tools and adapt where appropriate.	Most learners can discuss their One Page Profiles and PCP tools. With specific focus on how they learn.	All learners can discuss their One Page Profiles and PCP tools. With specific focus on how they learn.	<i>the PCP tools revision and how this will look in FP and KS2.</i>	Spring 2019	L2L Planning scrutiny
<b>LEADERSHIP</b> 6.1 – MER cycle to be established for DCF	A clear cycle of monitoring shared with staff and half termly collection of evidence to ensure coverage and progress in skills	Nearly all learners to be able to talk about skills related to specific strands identified in ICT MER cycle	All learners to be able to talk about skills related to specific strands identified in ICT MER cycle	<i>Subject leader release time – Supply costs</i>	FB – half termly	ICT MER CYCLE – half termly Work scrutiny L2L
6.2 – Monitor the application of CPD training on the implementation of Successful Futures Fortnights with additional mentoring for NQT staff	All learners to participate in Successful Futures fortnights and be able to speak confidently about the skills achieved  All new/returning staff to receive CPD training from SLT on the development of Successful Futures learning exhibitions	In staff questionnaires – Nearly all staff to demonstrate confidence in planning and implementing Successful Futures Fortnight	In staff questionnaires – All staff to demonstrate confidence in planning and implementing Successful Futures Fortnight	<i>Team planning days – supply costs/Staff meeting time allocated</i>  <i>NQT mentor release time</i>	All staff  NQT mentor fortnightly review meetings	Parent questionnaires Pupil questionnaires Staff questionnaires Governor questionnaires
6.3 – Raise the profile of pupil voice groups throughout the school	All pupil voice groups throughout the school to have a display board in a shared area that identifies and celebrates targets.	Nearly all learners to be able to talk about targets identified by pupil groups	All learners to be able to talk about targets identified by pupil groups	<i>SLT meeting time</i>	SLT – termly JP – Eco/School Council FB – Digital leaders/Criw Cymreig	SLT – learning walk

1. IMPROVE PUPIL VOICE IN THEIR LEARNING TO IMPACT STANDARDS OF REASONING AND COMPUTATIONAL THINKING (CODING AND MODELLING) IN AUTHENTIC LEARNING EXPERIENCES IN ALL ENVIRONMENTS IN ORDER TO DEVELOP ENTERPRISING, CREATIVE CONTRIBUTORS.						
ACTION	SUCCESS CRITERIA	Mid Year milestones	End of Year milestones	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
6.4 – All monitoring completed to be minimum standard of good	Targeted support packages prepared to develop staff skills based on robust performance management practises	100% of moderation activities to be at minimum good	100% of moderation activities to be at minimum good with an increase in the % of moderation activities at excellent	<i>Staff release time as part of MER cycle</i>	SLT – all staff involved in monitoring	SLT – lesson observations

## 2. TO DEVELOP HEALTHY, CONFIDENT INDIVIDUALS AND AMBITIOUS, CAPABLE LEARNERS BY IMPROVING PUPILS WELL-BEING IN ORDER TO IMPACT THEIR READING AND SPELLING, PUNCTUATION AND GRAMMAR.

LEAD TEACHER: LAURA SNAILHAM/JAYNE HARRIS    SENIOR LEADER RESPONSIBILITY: JOANNIE PHILLIPS & BETHAN PERSA    LINK GOVERNOR:

### RATIONALE FOR DEVELOPMENT:

#### *Links to National Mission, 4 Purposes Estyn CIF, and SER:*

- A Transformational Curriculum...
- Developing a high-quality education profession;
- Inspirational leaders working collaboratively
- Strong and inclusive schools committed to excellence, equity and well-being
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system
  
- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
  
- Standards
- Wellbeing and attitudes to learning
- Teaching and learning experiences
- Care, support and guidance
- Leadership and management

LINKS to SER:

### MEASURABLE OUTCOMES

#### End Of Year Targets For Each Cohort

#### LITERACY

	TA TARGET expected level		TA above expected level		MID YEAR TARGET  <i>Level or Outcome</i>	MID YEAR ACTUAL  <i>Level or Outcome</i>	END OF YEAR TARGET  <i>Level or Outcome</i>	END OF YEAR ACTUAL  <i>Level or Outcome</i>
Y6	L4	94	L5	24	Expected L4c Expected+ L4a		Expected L 4b Expected+ L5c	
Y5	L3A	96	L4C	44	Expected L 3b Expected+ L 3a		Expected L 3a Expected+ L4c	
Y4	L3B	84	L3A	32	Expected L 3c Expected+ L3b		Expected L 3b Expected+ L3a	
Y3	L2A	88	L3C	23	Expected L 2b Expected+ L 2a		Expected L 2a Expected+ L 3c	
Y2	05	85	06	26	Expected 05c Expected + 05a		Expected 05b Expected + 06c	
Y1	04	78	05	15	Expected 04c Expected + 04a		Expected 04b Expected + 05c	
YR	03	65	04	36	Expected 03c Expected + 04c		Expected 03b Expected + 04b	
YN	02	NA	03	NA	Expected 02c Expected + 03c		Expected 02b Expected + 03b	

#### PSWBCD

	TA TARGET expected level		TA above expected level		MID YEAR TARGET  <i>Level or Outcome</i>	MID YEAR ACTUAL  <i>Level or Outcome</i>	END OF YEAR TARGET  <i>Level or Outcome</i>	END OF YEAR ACTUAL  <i>Level or Outcome</i>
Y2	05	88	06	56	Expected 05c Expected + 05a		Expected 05b Expected + 06c	
Y1	04	72	05	12	Expected 04c Expected + 04a		Expected 04b Expected + 05c	
YR	03	65	04	0	Expected 03c Expected + 04c		Expected 03b Expected + 04b	
YN	02	NA	03	NA	Expected 02c Expected + 03c		Expected 02b Expected + 03b	

## 2. TO DEVELOP HEALTHY, CONFIDENT INDIVIDUALS AND AMBITIOUS, CAPABLE LEARNERS BY IMPROVING PUPILS WELL-BEING IN ORDER TO IMPACT THEIR READING AND SPELLING, PUNCTUATION AND GRAMMAR.

ACTION	SUCCESS CRITERIA	Mid Year milestones	End of Year milestones	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
<b>LITERACY</b>						
1.1 Continue Accelerated Reader programme to Y2 to Year 6 pupils	Assess all pupils from Y2 –Y6 using Star Reader Ongoing reassessment through Star Reading Test and AR book quizzes Increased pupil motivation for Reading Class display to show weekly progress Monitor Accelerated Reader – Look at data every fortnight ensuring that children are reading and changing their books frequently, following progressive reading paths.	Most can enjoy reading and can talk enthusiastically about their books.  Most pupils successfully completing weekly quizzes relating to their books.	Nearly all enjoy reading and can talk enthusiastically about their books.  All pupils successfully completing weekly/ fortnightly quizzes relating to their books.	<i>Train NQT staff</i>  <i>Audit current resources at lower levels</i>	All staff ongoing all year.	Data from AR assessment and report Pupil Voice and Listening to Learners All staff to create class display
1.2 Analyse data from National Reading Tests. Target children to achieve a score of >115	<b>Target children to achieve a score of &gt;115</b> Target pupils identified, assessed and allocated to teachers. Challenge and expectation to be evident in Books. Staff using the appropriate Top Ten Reading Responses. Increase percentage of good/ excellent lesson observations. High order questioning being used. Appropriate success criteria.	Teacher lesson observations increase from good to excellent to at least half of lessons	Teacher lesson observations increase from good to excellent to a majority of lessons			
1.3 To improve RWI percentages, particularly in Year 1 and 2. To ensure that Reception come up from Nursery at the appropriate level.	Purposeful daily RWI sessions for all targeted pupils in programme Reassess and group pupils each half term 100% of pupils make progress with 70% of all pupils at or above expected levels and	Half of the children will leave each cohort at the expected RWI level. Many children to complete the RWI programme.	Many children will leave each cohort at the expected RWI level.  Most children to complete the RWI	<i>Staff meetings to discuss any concerns, feedback or any advice</i>	<i>JH and JO to complete assessments</i> <i>All staff ongoing</i>	JH to complete half term assessments.



I.4 To implement the RWI spelling scheme from Year 2 – 6.	16% above expected levels on RWI programme  Complete pre programme activities. Daily spelling activities integrated into Literacy lessons. New spelling pattern to be given out every fortnight. To carry out GL assessment in September.	Milestones to be completed after GL assessment.	programme.	Spelling workbooks £485	All staff ongoing from September.	Data from assessments. LS/ JH
I.5 To implement a grammar skills ladder for each year group.	On the boil displays to be displayed in every class showing progression. Skills ladders to be followed by class teachers. LS to complete Cluster project. Teachers to give a grammar target to each child.	Many Learners able to talk about the skills they have developed. Many Learners to show progression of skills achieved throughout the year.	Most Learners able to talk about the skills they have developed. Most Learners to show progression of skills achieved throughout the year.	Staff meeting	All staff ongoing from September	Work scrutiny; planning monitoring; L2L; lesson observations
I.6. To implement weekly guided reading sessions at the start of everyday.	Complete guided reading activities each morning. Teacher focus group – follow up activity to be linked to the Top Ten Reading responses and National test style questions. All teachers to use the supplementary Estyn guidance to question learners.	Many learners to be able to talk about their guided reading sessions. Many learners to answer the supplementary guidance questions confidently.	Most learners to be able to talk about their guided reading sessions. Most learners to answer the supplementary guidance questions confidently.	Staff meeting September 2018	All staff ongoing	Work scrutiny; planning monitoring; L2L; lesson observations
I.7 To embed and refine Literacy interventions.	Target pupils identified, assessed and allocated to appropriate reading intervention Targeted pupil receive at least two 1:1 or group intervention sessions each week All pupils on intervention programme narrow the gap between their CA	Many pupils on intervention programme narrow the gap between their CA and their RA with assessments taken in September and again in February and June/July	Most pupils on intervention programme narrow the gap between their CA and their RA with assessments taken in September and again in February and June/July	Allocate time for teachers and support staff to discuss progress.	All staff ongoing.	BP to monitor interventions. LW, LT, SA and CHM to carry out interventions.

<p>I.8 To develop a reading café for children and parents. To develop an infant library. To introduce a boys reading club for targeted boys in KS2.</p>	<p>and their RA with assessments taken in September and again in February and June/July To continue Accelerated/ Accelerated in the Autumn term.</p> <p>Lending library established for parents and children in Foundation Phase. Audit Big Book resources and storage. Foundation phase class to regular access Library. Introduce library time for Foundation phase. Target boys identified in KS2.</p>	<p>Many learners to talk about their experiences using the library.</p> <p>Many pupils on intervention programme narrow the gap between their CA and their RA with assessments taken in September and again in February and June/July</p>	<p>Most learners to talk about their experiences using the library.</p> <p>Most pupils on intervention programme narrow the gap between their CA and their RA with assessments taken in September and again in February and June/July</p>	<p><i>Staff meetings to audit Big Books and clear space for library.</i></p>	<p>JP Foundation phase staff. LS to identify targeted boys.</p>	<p>LS to monitor. L2L</p>
<p><b>NUMERACY</b></p> <p>2.1 Improve learner self-regard and learner views of their responses to curriculum demands through improved consistency in use of mathematical language through class displays</p> <p>2.2 'Talking partners' used consistently within mathematics lessons</p> <p>2.3 Reading strategies transferred across the curriculum to support the development of independent learning in problem solving tasks</p>	<p>Most learners to show high levels of satisfaction in these areas when completing PASS surveys</p> <p>Individual pupils identified as vulnerable on PASS survey to be tracked and where appropriate interventions such as Thrive to be put in place to support learners.</p> <p>Establish common maths vocabulary toolkit for staff and learners to display in classrooms</p> <p>Nearly all learners to be able to describe resources they can use to support their learning - implement use of numicon as a concrete tool for</p>	<p>Many learners show satisfaction in self-regard and curriculum demands (particular focus year 6)</p> <p>Most learners identified as vulnerable on PASS survey can talk about targets and activities that build their confidence as learners</p> <p>Most learners to be able to describe resources they can use to support their learning</p>	<p>Most learners show satisfaction in self-regard and curriculum demands (particular focus year 6)</p> <p>Nearly all learners identified as vulnerable on PASS survey can talk about targets and activities that build their confidence as learners</p> <p>Nearly all learners to be able to describe resources they can use to support their learning</p>	<p><i>PASS Survey Autumn and Summer</i></p> <p><i>Thrive INSET for staff and ongoing training by ALNCo for targeted staff members</i></p> <p><i>Photocopying, staff meeting time, L2L release time and learning walk SLT time</i></p> <p><i>Miss Senior to lead</i></p>	<p>ARR team and class teachers – termly reviews of pupil progress</p> <p>ALNCo (BP) Autumn 1 training followed by ongoing support</p> <p>Autumn 1 – Mathematics AOLE team – staff meeting time</p> <p>Autumn 1</p>	<p>ARR meetings, Performance management meetings, Parents evenings</p> <p>ALNCo – analysis of PASS results</p> <p>SE – learning walk Autumn 2</p> <p>L2L – termly as part</p>

	<p>developing mathematical language</p> <p>Most learners to be able to access worded and language rich problem based tasks independently and with confidence</p>	<p>Many learners to be able to access worded and language rich problem based tasks independently and with confidence</p>	<p>Most learners to be able to access worded and language rich problem based tasks independently and with confidence</p>	<p><i>numicon training for all staff</i></p>		<p>of MER cycle</p>
<p><b>DCF</b></p> <p>3.1 To continue to improve standards of online safety in school using Esafety 360 audit tool</p> <p>3.2. To establish alternative use for Word, PowerPoint and Publisher on the iPads.</p> <p>3.3 To provide training on e-safety for governors</p>	<p>All class teachers to short term planning and use the Cornerstones DCF safety sessions throughout the year.</p> <p>Use 360 e-safety Audit to continue monitor and review online safety and practice</p> <p>Establish user agreements</p> <p>Update policies in line with the audit for safety online</p> <p>Use digital leaders to promote safety online and work with younger children</p> <p>Create and use up to date consent forms for websites, twitter and Hwb.</p> <p>Staff training on use of Ipads for Word, Publisher, PowerPoint.</p> <p>Hold an e-safety week and involve parents and governors</p> <p>Introduce governors to e-safety policies and provide training</p>	<p>Majority of pupils are aware of how to stay safe online</p> <p>Majority of pupils are aware of how DC impacts their health and well- being.</p> <p>Most staff planning for use iPads /laptops for literacy (typing)</p> <p>Majority of children able to talk about a range of strategies for keeping themselves safe online</p>	<p>All of pupils are aware of how to stay safe online</p> <p>Most of pupils are aware of how DC impacts their health and well- being.</p> <p>All staff planning for use iPads /laptops for literacy (typing)</p> <p>Most children able to talk about a range of strategies for keeping themselves safe online.</p> <p>Nearly all parents and</p>	<p><i>360 e-safety website</i></p> <p><i>Staff training on alternative uses of word, PowerPoint and Publisher on the IPad Use I teach for training</i></p> <p><i>Training on e-safety with governors</i></p> <p><i>Open evening for parents to share strategies for keeping children safe online</i></p>	<p>FB/LS – on-going</p> <p>Audit and action plan for e-safety by October half term.</p> <p>After first 3 weeks of term when consent forms come back in – SA, KJ To feedback to staff</p> <p>Training during spring term</p> <p>Autumn 2</p> <p>Autumn 2</p>	<p>FB/LS - Monitor planning for evidence of DCF safety sessions</p> <p>Audit and monitor using 360 e-safety</p> <p>L2L, Survey</p>

	Appoint link governor and training for governors on e-safety	Most parents and governors aware of policies for e-safety and how children can stay safe online at home and in school	governors aware of policies for e-safety and how children can stay safe online at home and in school	<i>Leaflets given out in parents evenings</i>  <i>Regular references to online strategies for parents using school twitter</i>	Autumn 1	
<b>WELL-BEING</b>  4.1 To use SEAL resources effectively throughout the school to support pupils PSWBCD/PSD development  4.2 To develop consistency and accuracy in PSWBCD judgements in FP, through the development of a moderation portfolio of evidence.  4.3 Improve analysis and tracking of vulnerable pupils receiving social, emotional and communication interventions.	Many pupils are able to identify and talk about ways to keep healthy and improve well-being.  All FP staff are able to confidently identify behaviours and attitudes that are consistent with outcome statements across the phase. All FP staff will contribute moderated evidence towards the development of a working document of evidence.  Pupils will be identified as requiring support during Autumn term, through completion of the PASS survey/ teacher assessments (IEPS). PSWBCD/PSE outcomes/levels will be tracked and analysed termly to monitor progress. Thrive tracking systems will be completed and analysed by relevant staff to assess progress. Most pupils will achieve relevant progress based on individual assessments. All children receiving intervention will be able to talk about the positive	Most pupils are able to demonstrate and talk about ways we can keep healthy.	All pupils are able to demonstrate and talk about ways we can keep healthy.	<i>Health and Wellbeing coordinator to align SEAL SOWs/SENSE/Growing Up resources</i>		L2L Planning monitoring Learning walks

	impacts of support received and how this has impacted their learning,					
<b>ALN</b>						
5.1 – Develop effective transition and community links through Musical Mayhem to offer meaningful play opportunities with learners, parents and care givers.	Rising 3s to attend weekly sessions for the half term prior to their attendance in school. Build on practises developed last year. Learners enter school confident and comfortable with their surroundings. Build relationships with parents and gathering early intervention information resulting in effective transition from pre-school settings.	Nearly all learners who are rising 3s to show confidence upon entry to Nursery. (Termly)	Nearly all learners who are rising 3s to show confidence upon entry to Nursery. (Termly)	2 members of staff (one of which outsourced)  Costing to be confirmed, estimated to be £70 per session, plus the cost of a TA (grant of £500 being applies for to support funding)	JP second half of every term	JP baseline data reviewed Parent questionnaires
5.2 – Improve the early identification and tracking of MAT learners by holding termly meetings to discuss the progress of vulnerable groups of learners	Learners will be identified as part of the Tracking Vulnerable Learners process and a graduated response can be implemented and recorded in school.  MAT learners are recorded on the MAT register and are given suitably challenging targets that include opportunities for independent learning.	Most MAT learners are identified and suitable provision is put in place and tracked termly  Most MAT learners are receiving suitably challenging targets and can discuss these and how they are working towards them.	All MAT learners are identified and suitable provision is put in place and tracked termly  All MAT learners are receiving suitably challenging targets and can discuss these and how they are working towards them.	ALNCo release time – Carry out the Tracking Vulnerable Learners process on a termly basis. Time to set up the Tracking Vulnerable Learners meeting format and any relevant paper work.  Supply cover for teachers to be released termly to attend Tracking Vulnerable Learners meetings.	Second half of the Autumn term 2018	ALNCo and class teachers – Tracking Vulnerable Learners Meetings
5.3 – Use tracking meetings to identify learners and identify any Interventions and/or Additional Learning Provision	Tracking meetings are carried out termly with the ALNCo and class teachers and ways forward are	Many staff are aware of the targets for their groups of vulnerable	All staff are aware of the targets for their groups of vulnerable	ALNCo release time - Carry out the Tracking Vulnerable	Second half of Autumn term 2018	Class teachers, Intervention staff and ALNCo



including Thrive groups and a boys reading club targeting Y6 boys	<p>completed and reviewed in these meeting for vulnerable groups of learners.</p> <p>The correct learners are targeted for the correct intervention/Additional Learning Provision and make the expected progress for their stage of learning.</p> <p>Learners can discuss their interventions/Additional Learning Provision and how this supports them in their learning in class.</p>	<p>learners and are putting provision in place to support this</p> <p>Most learners are receiving the appropriate intervention/Additional Learning Provision based on the set entry criteria.</p> <p>Most learners can discuss their intervention/Additional Learning Provision and how this supports them to progress in class.</p>	<p>learners and are putting provision in place to support this</p> <p>All learners are receiving the appropriate intervention/Additional Learning Provision based on the set entry criteria.</p> <p>All learners can discuss their intervention/Additional Learning Provision and how this supports them to progress in class.</p>	<p>Learners process on a termly basis.</p> <p>Track intervention data at designated points during the year (dependant on the intervention) to ensure progress is being made at the acceptable level.</p> <p>Time to L2L regarding their understanding of how the intervention/ Additional Learning Provision is supporting them to make progress in class.</p> <p>Staff meeting training to see a 'mock' intervention in practise, and also discuss the entry and exit criteria.</p>	First half of the Spring term	ALNCo L2L
5.4 – Target eFSM learners who are on the cusp of achieving O6/Level 5, putting support in place such as interventions, in class challenge, independent learning activities and home learning tasks.	<p>eFSM MAT learners are recognised early through the Tracking Vulnerable Learners process and appropriate intervention/Additional Learning Provision is put in place.</p> <p>These interventions are tracked using the built in systems within each intervention.</p> <p>Additional Learning Provision is tracked by class teachers and in KS2 the learners themselves and this is discussed in the Tracking Vulnerable</p>	<p>Most staff recognise and track their eFSM MAT learners during the Tracking Vulnerable Learners process.</p> <p>Most teachers track the Additional Learning Provision for learners within their classes and discuss this with the ALNCo at the termly Tracking Vulnerable</p>	<p>All staff recognise and track their eFSM MAT learners during the Tracking Vulnerable Learners process.</p> <p>All teachers track the Additional Learning Provision for learners within their classes and discuss this with the ALNCo at the termly Tracking Vulnerable</p>	<p>ALNCo release time – time to analyse data to allocate the appropriate learners to the correct intervention/ Additional Learning Provision.</p> <p>Time to analyse individual intervention data to ensure progress.</p> <p>Time to</p>	<p>Second half of the Autumn term</p> <p>Monitoring intervention data – Second half of Spring term 2019 and second half of Summer term 2019</p>	<p>ALNCo and class teachers – Tracking Vulnerable Learners Meetings</p> <p>ALNCo and intervention staff</p>

<p>5.5 – Monitor the impact of guided group reading, in particular higher order thinking skills on comprehension, on the progress of MAT learners</p>	<p>Learners process.</p> <p><b>Target children to achieve a score of &gt;115</b> Target pupils identified, assessed and allocated to teachers. Challenge and expectation to be evident in Books. Staff using the appropriate Top Ten Reading Responses. Increase percentage of good/ excellent lesson observations. High order questioning being used. Appropriate success criteria.</p>	<p>Learners meetings</p> <p>Most learners in KS2 can discuss their intervention/Additional Learning Provision and how this supports them to make progress in class</p> <p>Teacher lesson observations increase from good to excellent to at least half of lessons</p>	<p>Learners meetings</p> <p>All learners in KS2 can discuss their intervention/Additional Learning Provision and how this supports them to make progress in class</p> <p>Teacher lesson observations increase from good to excellent to at least half of lessons</p>	<p>Admin staff to collate information on vulnerable groups of learners in preparation for Tracking Additional Learners meeting.</p> <p><i>LS staff meeting – introduce guided group reading and the structure to be followed</i></p> <p><i>JP Staff meeting – sustained shared thinking. (2 sessions)</i></p>	<p>First half of the Autumn term.</p>	<p>Monitor termly GL assessments in English.</p>
<p><b>LEADERSHIP</b></p> <p>6.1 Raise the profile of the eco committee</p> <p>6.2 Work towards outdoor provision action plan to improve use of outdoors in raising standards of literacy</p>	<p>All pupils are able to talk about contributions they make towards the achievement of the eco flag award.</p> <p>All learners to be able to talk about learning experiences in the outdoors</p> <p>All FP classes to have regular access to high quality outdoor provision Nursery – daily Reception – as part of daily routine</p>	<p>Most learners are able to demonstrate an awareness of activities they undertake that contribute to the environment in which they live and work</p> <p>Most learners in FP can talk about learning experiences in the outdoors</p>	<p>Most learners are able to demonstrate an awareness of activities they undertake that contribute to the environment in which they live and work</p> <p>All learners in FP can talk about learning experiences in the outdoors</p>	<p><i>Eco committee meetings</i></p> <p><i>FP leader to provide ongoing training for staff in the development of outdoor provision</i></p> <p><i>Outdoor resources</i></p>	<p>Humanities AOLE team JP – eco committee All class teachers</p> <p>Ongoing as part of MER</p> <p>SLT – carrying out action plan for development</p>	<p>Humanities AOLE team – work scrutiny; class busy books; school calendar of events; eco flag evidence profile</p> <p>FP teams – learning walks; planning scrutiny; work scrutiny; L2L</p>

6.3 Improve consistency in developing all staff as professional learners	Y1 & Y2 – regular opportunities to be planned			<i>funded by ongoing fundraising by PTA – schedule of planned spend as part of outdoor provision action plan</i>	of outdoor provision	
	<p>All staff are able to identify professional learning opportunities they have experienced</p> <p>All staff are able to talk about professional networks they are part of (including in house/phase teams involved in action research)</p> <p>HT to monitor progress half termly and updates given to GB</p> <p>GB to undertake self-evaluation of skills and identify points of interest and areas for development in order to plan relevant training and experiences</p>	<p>Nearly all staff are able to identify professional learning opportunities they have experienced</p> <p>Nearly all staff are able to talk about professional networks they are part of (including in house/phase teams involved in action research)</p> <p>Audit to have begun by GB</p>	<p>All staff are able to identify professional learning opportunities they have experienced</p> <p>All staff are able to talk about professional networks they are part of (including in house/phase teams involved in action research)</p> <p>Audit completed by GB and actions identified for next academic year</p>	EAS GB audit	<p>SE – in role of Professional Lead for Curriculum Reform to attend cluster and where appropriate regional update meetings half termly – Supply costs – funded by WAG grant</p> <p>Chair of GB</p>	<p>Cluster PL to monitor engagement, feedback to EAS at end of each half term with updates of activities undertaken by SE</p> <p>Clarke to GB to note completion and GB Chair/HT to identify as an item on agenda termly</p>