

Alderman Davies CinW Primary School Development Plan

Sept. 2023 - July 2024 (Year 1 of target)



Priority 1	To ensure pupils make effective progress in line with the expectations of Curriculum for Wales by developing a shared understanding of progression	
Why is this a priority?		Success Criteria – What will success look like?
<p><u>Progression</u></p> <p>A shared understanding of progression is a key driver in what makes Curriculum for Wales different. The need for this to be understood by the learning community is essential. This will underpin all other improvement priorities.</p> <p>The progression code outlines that progression is increasing the depth, breadth and sophistication of pupils' knowledge and understanding, skills and capacities, and attributes and dispositions. (Progression Code 2.2)</p> <p>The code outlines 5 overarching principles of progression:</p> <ul style="list-style-type: none"> • increasing effectiveness • breadth and depth of knowledge • deepening understanding • refinement and application of skills • transferring learning into new contexts <p>The school needs to continue to evolve teaching in line with the above expectations and principles. In particular, we need to support teachers to embed the explicit teaching of evaluate and create and continue to ensure all HOTs are taught across the curriculum with clear progression throughout the school.</p> <p>To support pupils' progress with their values, attitudes, cross- curricular skills, integral skills and knowledge and understanding we have evaluated the previous arrangements throughout the school and have created a personalised way of recording. This has included online pupil profiles that are enriched with meaningful observations, which we are currently developing when and how to observe throughout the school. We will trial a 'Skill Snapshot' that is aimed for support staff aiding the observation process and upskilling staff and children alike with the language of the integral skills and to ensure progression is at the forefront of the learning. The pupil profiles are purposeful for all stakeholders that shows clear progression, that is adaptable for the variation of learners within our school that can be revised regularly as needs change meeting the requirements and vision of the new curriculum for Wales.</p>		<p><u>Progression</u></p> <p>The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression.</p> <p>Many teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p>Many pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p><u>Formative Assessment</u></p> <p><u>Provision</u></p> <p>All teachers share learning intentions with the pupils.</p> <p>Most teachers make pupils aware of the criteria against which their work will be assessed and the steps to achieving the learning intention with success criteria or toolkits.</p> <p>All teachers use the agreed approach of 'tickled pink' and 'green for growth' to identify strengths and areas for development and all pupils are able to discuss this system well.</p>

<p>Assessing for the future</p> <p>In order to enhance pupil progress the school needs to ensure that it has strong formative assessment systems in place. Recent monitoring of assessment for learning highlights many strengths. However, we need to:</p> <ul style="list-style-type: none"> • Ensure pupils in upper foundation phase understand the purpose of the learning intention and that upper key stage 2 pupils understand the link between the success criteria and the learning intention • Ensure teachers in lower key stage 2 provide more regular opportunities for pupils to self-assess their work through the use of success criteria • Ensure feedback supports pupils to improve the quality of their writing and not just focuses on spelling and capitalization • Support pupils to have a better understanding of what they are doing well and what they need to improve with learning discussions with the pupils. These discussions can also focus on wider learning skills 	<p>All teachers in lower key stage 2 provide regular opportunities for pupils to self-assess their work. Teachers provide effective opportunities for pupils to act on feedback to improve the quality of their written work and not just spelling and grammar.</p> <p>Learning</p> <p>Most pupils in upper foundation understand the purpose of the learning intention</p> <p>Most upper key stage 2 pupils understand the link between the success criteria and the learning intention.</p> <p>Most older pupils have a clear understanding of what they are doing well and what they need to improve with their learning.</p>
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Year 2 and 3 High Level Targets

Year 2	<p>Most teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p>All staff will have a shared understanding of the principles of progression across the range of AoLE's.</p> <p>Most pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p>
Year 3	<p>Curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding will be embedded.</p> <p>Nearly all pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p>

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p>Vision Whole staff meeting to discuss the school's vision and the link to the SDP. Discuss why it is a priority and share the vision for pupil progression and how pedagogy needs to evolve to enhance pupil progress in line with the principles of progression and towards the four purposes.</p> <p>Also share the vision for formative assessment:</p> <ul style="list-style-type: none"> • Pupils clear on what they are learning to do • Pupils clear on WHY they are learning it • Pupils acting on effective feedback to move their learning on • Pupils clear on what they are doing well and what they need to improve (next steps) • Pupils having effective opportunities to reflect upon and assess their own work (Y3-6) • Pupils supporting their peers to progress (Y5-6) 	Adam Morgan AM (Acting head)	Sept 2023	Oct 2023	NIL
<p>Shared Understanding of Progression Continue to develop a shared understanding of progression within school and with the cluster through:</p> <ul style="list-style-type: none"> • Time in staff meetings - dedicated professional learning discussions • Shared inset – cluster and across schools • Presentation/Discussion in Governor meetings • Parent meetings • National events – National Network conversations, Talk pedagogy etc. • Evaluations carried out in the school <p>Trial a 'Skill Snapshot' that is aimed for support staff aiding the observation process and upskilling staff and children alike with the language of the integral skills and to ensure progression is at the forefront of the learning.</p>	AM/COR (Caitlin O'Reilly)	Jan 24 Inset day January 8 th	Jul 24	NIL
	All staff	Oct 23	Ongoing	Nil

Monitoring

Learning walks, work scrutiny and listening to learners’ activities with members of the governing body to evaluate progress towards this target (see Success Criteria identified within this plan for the focus of monitoring activities). Revise action plan based on areas identified for improvement.

AM/Caitlin O’Reilly/Holly Kent

Oct 2023

July 2024

Supply costs £220 per day

X2 £440

Total Cost £3080