Alderman Davies CinW Primary School Development Plan

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



Priority 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?				
Progression	<u>Progression</u>				
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.	The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching				
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)	principles of progression.				
	Many teachers will evolve their curriculum				
The code outlines 5 overarching principles of progression:	planning and teaching to ensure pupils progress				
increasing effectiveness	with their values, attitudes, cross-curricular skills,				
breadth and depth of knowledge	integral skills and knowledge and understanding.				
deepening understanding					
refinement and application of skills	Many pupils will achieve effective progress with				
transferring learning into new contexts	their values, attitudes, cross-curricular skills,				
	integral skills and knowledge and understanding.				
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	Formative Assessment				
taught across the curriculum with clear progression throughout the school.	Provision				
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	All teachers share learning intentions with the pupils. 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. All teachers use the agreed approach of 'tickled pink' and 'green for growth' to identify strengths				
revised regularly as needs change meeting the requirements and vision of the new curriculum for Wales.	and areas for development and all pupils are able to discuss this system well.				

Assessing for the future

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:

- 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

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.

Learning

Most pupils in upper foundation understand the purpose of the learning intention

Most upper key stage 2 pupils understand the link between the success criteria and the learning intention.

Most older pupils have a clear understanding of what they are doing well and what they need to improve with their learning.

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

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
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.				
 Also share the vision for formative assessment: 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
Shared Understanding of Progression Continue to develop a shared understanding of progression within school and with the cluster through: • 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,	AM/COR (Caitlin O'Reilly)	Jan 24 Inset day January 8 th	Jul 24	NIL
Talk pedagogy etc. • Evaluations carried out in the school 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.	All staff	Oct 23	Ongoing	Nil

Continue to use pupil profiles which are purposeful for all stakeholders that shows clear progression that is adaptable for the variation of learners within our school that is revised regularly as needs change meeting the requirements and vision of the new curriculum for Wales.	All staff	Sept 23	Ongoing	Nil
Professional Learning / Evolving Teaching One/two teacher(s) to attend the local authority Teaching & Learning workshops (6 days) to evolve their teaching in line with the principles of progression. Workshop attendees to receive follow up support in school from the local authority Teaching & Learning team as part of the programme.	To be decided	Nov 23	Jul 24	Supply cover costs £220 per day for 2 teachers X 6 day = £2640
Workshop attendee(s) to feedback strategies/practice to other teaching staff members. School leaders to decide on approaches/strategies to focus upon to embed throughout the school.	To be decided	Nov 23	Jul 24	ADDS session
All teachers to receive effective professional learning focused on formative assessment and its relationship with a shared understanding of progression. The following activities which were part of the CAMAU workshops will be carried out on the Inset day: • What is progress? Purpose of assessing. Shared understanding of progression (introduction) • Read and sort 27 statements of what matters into the 6 AOLE's. Pick an AOLE, highlight the integral skills within the AOLE. • What strategies do you use to encourage pupils to become involved in the assessment process? Share and discuss. – KS2 Self assessment/ peer assessment, foundation phase- Learning intentions. • Diamond 9- What learners need to make progress. • Positive, negative and interesting (Y) of having individual learners portfolios. Discuss current observation arrangements. • 12 pedagogical principles • Project before and after CFW	AM/COR	Inset day Jan 24	Jul 24	Inset day

Hit or miss- true or false, what we should and shouldn't be doing.				
Curriculum Development				
Leaders and teachers to continually review and develop the	AM/Tamara Langdon	Sept 2023	Ongoing	ADDS sessions/PPA
school's curriculum planning – How well does the curriculum support pupils to progress with?	Alvi/ Fairiara Languon	3ept 2023	Oligolilg	ADDS SESSIONS/PPA
Values and attitudes				
Cross-curricular skills				
Integral skills				
Knowledge and understanding				
Continue to access professional learning from the LA to				
strengthen the school's curriculum to plan for effective	AM	Sept 2023	Ongoing	ADDS sessions
opportunities for pupils to progress with the above.				
School leaders to review the school's current systems for	AM/SMT	Sept 2023	Ongoing	SMT meetings
assessment. What is useful and purposeful? What is having	,	, i	0 0	S
a strong impact on pupil progress?				
	AM/SMT	Sept 2023	Ongoing	SMT meetings
Leaders and teachers to evolve their assessment processes in line with the expectations for CfW. (see 'Why this is a	AlviySivii	3ept 2023	Oligonig	Sivil meetings
priority?' section)				
Leaders and teachers to implement agreed approaches to	A B 4	Comt 2022	Onceine	ADDS cossions/DDA
AfL throughout the school in regards to:	AM	Sept 2023	Ongoing	ADDS sessions/PPA
Learning IntentionsSuccess Criteria				
Feedback				
Self and peer assessment				
Performance Management				
Teachers to be provided with performance management				
target linked to enhancing pupil progress through evolving	AM/TL	Oct 2023	Nov 2023	NIL
teaching and/or strengthening pupil progress through				
effective AfL strategies. Teachers will be provided with professional learning to meet their individual needs and to				
support them to achieve their targets.				

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