



## School Improvement Plan 2025 - 2026

## School Improvement Plan- Priority 1

<b>Priority 1</b>	<b>Curriculum – Designing a curriculum that enables learners to make effective progress, focussing on individual assessments in order for all learners to make appropriate progress.</b>	
<b>Why is this a priority?</b>		<b>Success Criteria – What will success look like?</b>
<p>Our curriculum and the way that we design our curriculum has changed. Our curriculum develops the experiences, knowledge and skills that our learners need. The focus is on identifying where the learner is in their learning, their next steps and the support or challenge needed to move forward in their learning. As such our current assessment arrangements need to change and we need to deepen our understanding of curriculum design, assessment and progression to support this.</p>		<p>Most learners will make progress which is appropriate to them. Staff team more confident in curriculum design and planning for progression. A robust, meaningful and manageable assessment tool available to staff using the shared language of progression.</p>
<p style="text-align: center;"><b>Year 2 and Year 3 High Level Targets</b></p>		
Year 2	New Literacy and Numeracy, Humanities and EA assessment tools available, using the language of progression to make informed judgements	
Year 3	All AoLEs have new assessment tools; Skills framework developing for all learners	

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p><b>Vision:</b> Using the Spirals of Inquiry model, all teaching staff will be taken through curriculum design, focussing on the process-based curriculum we have in place, and using this to inform how we assess and evaluate progression.</p> <p>To establish new progression and assessment criteria in line with Curriculum for Wales, which is manageable, and purposeful for our learners.</p> <p><b>Key Questions:</b></p> <p><b>What do we want our learners to make progress in?</b></p> <p><b>What is going on with our learners? How do we know? (Scanning phase)</b></p> <p><b>Where and how will this inquiry make and impact (SiP) (Focussing stage)</b></p> <p><b>How are we contributing to this? (Hunch stage)</b></p> <p><b>What will make a difference to our learners? (New Learning stage)</b></p> <p><b>What will make a difference to our learners? How well do we understand the new learning? (New Learning phase)</b></p>	Rachel George	November 2025	July 2026 Year 1; July 2027 Year 2; July 2028 Year 3	No cost

<p><b>What are we doing? Is it making a difference? Am I taking risks/using new approaches in my curriculum design? Taking Action stage)</b></p> <p><b>Have we made enough of an impact? (checking stage)</b></p>				
<p><b>Professional Learning / Evolving Teaching</b></p> <p><b>Using the spirals of enquiry model and the Eduplanet Institute resources and CAMAU (Curriculum Design Partnerships) develop a curriculum design course which is meaningful and relevant for our context and learners. This will be delivered to all teaching staff and a whole staff target for Professional Development Reviews.</b></p>	SLT	Sept 25	Ongoing	No cost – Institute course – free to access.
<p><b>Curriculum Development</b></p> <p>Taking the staff through the institute resources will deepen our understanding of curriculum design and further develop and embed our use of our shared language of progression, allowing for a more collaborative and consistent approach, pushing forward high expectations of learners and staff.</p>	SLT	Sept 25	Ongoing	No cost
<p><b>Performance Management</b></p> <p><b>The above target is linked to the Professional Development Reviews for all teaching staff</b></p>	Helen Glover; Cath Tucker; Rachel George	Sept 25	Ongoing	No Cost

<p><b>Monitoring:</b> Sessions will be delivered so any concerns can be discussed as they arise. They will be asked to consider the impact.  Learning walks  Listening to learners  Feedback to Gobs.</p>				
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>- Staff are developing their understanding of the CfW. There is an increasing understanding of the levels of progression for pupils.</li> <li>- Immersion days are increasing curiosity in pupils and encouraging staff to think of Key Questions.</li> <li>- This is a work in progress. Staff need opportunities to continue to plan collaboratively.</li> <li>- Staff report that they feel collaborative planning is beneficial, more understanding of the UBD model would be beneficial.</li> <li>- Staff feel they need to fill in the UBD and need more guidance with filling it in- they feel they need understanding on how to complete the form.</li> <li>- Collaborative planning – more areas for central resources.</li> <li>- Staff are more confident with language of progression – still need some work.</li> <li>- TA’s need some support for understanding. Groups of TA’s</li> <li>- AOLe groups rejigged. Action plans from each AOLe submitted for the summer term.</li> </ul>				

## School Improvement Plan- Priority 2

<b>Priority 2</b>	<b>Play - For staff to develop their knowledge and understanding of play schemas to ensure progression for all learners</b>	
<b>Why is this a priority?</b>		<b>Success Criteria – What will success look like?</b>
<p>Play is a fundamental right for all children. Through play they explore their world and learn to understand their emotions. Play develops social, emotional and physical skills and supports authentic, purposeful learning whilst developing resilience, curiosity, imagination and collaboration. Understanding play and play schemas will allow all staff to enable learning, using play as valued pedagogical tool.</p>		<p>All pupils will develop play skills at a level appropriate to them as an individual.</p> <p>Pupils will be able to use skills learnt through play in a range of real-life situations.</p>

<b>Year 2 and Year 3 High Level Targets</b>	
Year 2	Opportunities for play to be developed across all areas of the school, sensory room, science garden, sensory garden, forest schools etc. For staff to understand the different schemas and support pupils with their play using their preferred schema.
Year 3	Develop opportunities for pupils to play alongside their mainstream counterparts. Develop integration links with other school settings.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p><b>Vision</b></p> <p>For all pupils to have opportunities to develop essential play skills in order to further develop fundamental skills such as communication.</p> <p>For all pupils to experience play with their mainstream counterparts and develop an inclusive culture around play.</p> <p><b>Key Questions</b></p> <p>What does play look like for different learners?</p> <p>How do we make play inclusive?</p>				
<p><b>Professional Learning / Evolving Teaching</b></p> <p>Link with LA for play schema training.</p> <p>Specialist training from the Play prescription team – aimed at young people with severe and profound needs. Understand that play takes place in many ways and shapes.</p> <p>Develop links with mainstream and LSC provisions to increase play opportunities.</p>	SLT & all staff	Sept 25	Ongoing	£1000 - play prescription training – link with LA for funding.

<p><b>Curriculum Development</b></p> <p>To link in with the institute courses and plan for meaningful play across all stages. To use the enabling adults and enabling environments as part of our pedagogical approaches and expectations for all staff. To look at the schemas and use these to develop skills as identified in curriculum planning</p>	SLT	Sept 25	Ongoing	No cost – institute course is free to access.
<p><b>Performance Management</b></p> <p>Whole class target to develop opportunities for play. Reviewed during PDR.</p>	SLT	Sept 25	Ongoing	No cost
<p><b>Monitoring:</b></p> <p>Listening to learners  Feedback to Gobs – termly.  Learning walks  Feedback from mainstream schools  Video evidence  Evisence and equals learning journeys.</p>	SLT	Sept 25	Ongoing	No cost

### **Evaluation**

- Play Schema training delivered to all staff, however, break off training following this might be useful to further engage how this can be useful within YMC and how to create learning and play opportunities
- TB(TA) has carried out some play sessions across the school to develop staff in play. Further training in relationships and training / intensive interaction and DIR floor time skills could develop this further.
- All classes were allocated money to develop their outdoor learning area. New climbing equipment in the sensory garden and some primary classes are allowing pupils to explore and develop balance and get positive feedback through proprioceptive awareness.
- There is more emphasis on staff engagement with pupils at playtimes, active role modelling. Some staff require further training on this.
- Staff would like to implement the play schemas more – emphasise the importance of play more and different schemas – practical workshops. Look at opportunities for ADDS for play.
- Creative Arts project will expand play, and staff can feedback to all on this.

## **School Improvement Plan- Priority 3**

<b>Priority 3</b>	<b>Community - Ensure all pupils have access to the wider community in order to prepare each individual for life after school.</b>
<b>Why is this a priority?</b>	<b>Success Criteria – What will success look like?</b>

<ul style="list-style-type: none"> <li>• Estyn Rec Nov 23</li> <li>• Senior students to gain real life work experiences in preparation for life after YMC.</li> <li>• All students to participate in whole school enterprise activities – raising money to fund different experiences for all.</li> <li>• All pupils to develop transferrable skills within school and the community.</li> <li>• All pupils to develop the 4 purposes and play a part in the wider community.</li> <li>• All pupils to have exciting opportunities</li> <li>• All pupils to access real life contexts in the wider community.</li> <li>• Continuing to work towards Careers Award Level 3</li> <li>• Embedding CWRE within the curriculum in a meaningful context</li> <li>• Developing our learners sense of cynefin by making connections and links with the local/wider community and beyond.</li> <li>• Develop attributes of the 4 Purposes in authentic, relevant contexts.</li> </ul>	<p>All senior classes to have access to the buses on a 3- or 2-week rota. Post 16 students to access the community weekly.</p> <p>Where appropriate senior students to access work-based learning experiences. Develop a YMC enterprise shop - online and physical.</p>
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<b>Year 2 and Year 3 High Level Targets</b>	
Year 2	Develop an online enterprise shop for students to run. Students to produce items and sell. Students to gain work experience and further develop transferrable skills.
Year 3	Develop a physical shop within the Neath community area. Pupils to produce items, to sell, develop awareness of profit and loss, and understand the world of work.

<b>Milestones - Actions</b>	<b>Lead Person(s)</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
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<p><b>Vision</b></p> <p>For all learners to access the wider community and develop transferable skills. For all pupils to gain work experience opportunities throughout their time at YMC and develop towards being enterprising, creative contributors.</p> <p><b>Key Questions:</b></p> <p>What authentic experiences can we offer our pupils?</p> <p>What do we need to set up an online and physical shop?</p> <p>What skills do staff have that we can utilise to support pupils with the creation of items to sell?</p> <p>What transferrable skills do we want our young people to develop?</p>	SLT & all staff	Sept 25	Ongoing	No cost – use previous raised funds.
<p><b>Professional Learning / Evolving Teaching</b></p> <p>Develop links with other special schools to discuss learning experiences.</p> <p>Discuss with parents the experiences they would like their child to participate in</p>	SLT	Sept 25	Ongoing	No cost

<p>Link with Ysgol y Deri – discuss their opening of their charity shop.</p> <p>Understanding of how CWRE links in with the 4 Purposes and our own curriculum design.</p>				
<p><b>Curriculum Development</b></p> <p><b>Embedding the integral skills as well as CWRE within our curriculum in authentic, purpose driven contexts. Linking the skills needed for enterprise to the curriculum and the 4 Purposes.</b></p>	SLT	Ongoing	Ongoing	No Cost
<p><b>Performance Management</b></p> <p>More teachers trained by LA offsite visit's coordinator.</p> <p>All classes to produce a product to sell regularly at the YMC enterprise shop</p>	SLT & all staff	Sept 25	Ongoing	No cost
<p><b>Monitoring:</b></p> <p>Trip advisor reviews</p> <p>Evidence learning journeys</p> <p>Equals files</p> <p>Planning and risk assessment quality assurance</p> <p>Listening to Learners</p>	SLT	Sept 25	Ongoing	No Cost

Govs report				
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**Evaluation**

- All pupils have opportunities to take part in Enterprise activities and classes have committed to creating a particular item
- All classes now have accesses to buses – all classes have been given a full day and half day out in the community per term and the older classes are prioritised for increased bus.
- 19 things before 19 allows opportunities for pupils to access a wider range of extra- curricular activities that are fully funded by the enterprise within the school. This includes Welsh Rugby, Harry Potter, School Sleepovers, Moonbeam Theatre
- Bluestone continues on a yearly basis allowing 11 pupils the opportunity to experience a residential stay with their peers.
- Community Cafe
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# Ysgol Maes y Coed Pupil School Improvement Plan

The pupil school development plan was drawn up by the School and Eco council representatives.

The School and Eco council is made up of a student from each class across the school, this consists of 15 pupils



Areas that we like and enjoy using	Areas that we would like to improve things we dislike
Swimming	Rugby tops with school logo on
Going to the park	Wheelchair accessible swing
Playing outside	Trips
Sensory garden	Less mashed potato
Soft play	Better wifi
Fun	Too hot in school
Food	Mixed playtimes
Playing with blocks	More swimming
	More climbing equipment

## Priority Areas for 2025 / 2026

1. More trips into the community
2. Improve soft play
3. Dinners - more variety
4. PE equipment for the hall - climbing in particular



### **Progress against Estyn recommendation**

Recommendation - Strengthen the use of links with the community and other settings to enhance learning for older pupils

### **Progress across the school.**

- Duke of Edinburgh has been a massive success with pupils taking part in volunteering and skills development as part of their awards.
- Opera Tutti and peripatetic drummers, musicians and artists have been creating collaborative work.
- A regular reader comes into the school to read with the pupils
- Library and books improving literacy and links with home
- Links with other schools have improved with several members of staff now involved in outreach support to LSCs across the authority.
- Joint training of ALNCOs across the authority has taken place.

### **Areas for further development.**

- Dog therapy to start
- More support around practical play activities to encourage ALL staff to be proactive in play.

**Duke of Edinburgh – Bronze Summer 2025. 4 students achieved their Bronze award. Volunteering – litter picking within the community (local areas and parks). Physical – walking, weekly walks in preparation for the expedition. Skill – cooking, weekly cooking sessions in preparation to cook an evening meal on a Trangia with meths, flint and steel (pasta based). Students participated in the final part of the award undertaking the 2 day expedition in Margam Park. (Community priority?)**

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AOLe Action plans.

Priority	Expressive Arts Adult learning and confidence in teaching Expressive Arts			
Why is this a priority?		Success Criteria – What will success look like?		
You don't know what you don't know – Need clarity in subject knowledge to be able to deliver sessions to children.		Create subject activity ideas to support bank of ideas/awareness to artists/musicians etc.		
Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<b>Vision</b> – To have highly trained staff capable of delivering high quality expressive arts curriculum to the learners.  <b>Key Questions: Why is expressive arts so important, how do I teach expressive arts,</b>	Rachel George; Kirsty Harris; Hayley Thomas; Cerian Dyer	April 2026	July 2026	£0
<b>Professional Learning / Evolving Teaching</b>  <b>Trained professionals to lead sessions to build skill set of teachers or utilise staff's knowledge and skills across school to further</b>	Rachel George; Kirsty Harris; Hayley Thomas; Cerian Dyer  Potential link with Experiment Agent Sarah from the Arts Council	April 2026	July 2026 – although this could be ongoing	Included in our grant from Arts Council

<p><b>Curriculum Development</b></p> <p>To map out and plan the concepts ahead of time for the year ahead. UBD – Autumn, Spring and Summer ready.</p> <p>Gives opportunities to include a bank of knowledge/ideas before the term starts.</p> <p>Knowing what equipment is in School/how to use it/look after it etc.</p> <p>Teachers to be released for sharing good practice on Friday afternoons?</p>	<p>Lead Rachel George; Kirsty Harris; Hayley Thomas; Cerian Dyer – all teachers to decide together</p>	<p>April 2026</p>	<p>July 2026</p>	<p>£0</p>
<p><b>Performance Management</b></p> <p><b>Setting personal targets/Learning walks/Peer to peer observations/sharing ideas/practices.</b></p>	<p>Rachel George; Kirsty Harris; Hayley Thomas; Cerian Dyer</p>	<p>April 2026</p>	<p>July 2026</p>	<p>£0</p>

<b>Monitoring:</b>  On going reflection  Sharing good practice/ideas.	Rachel George	April 2026	July 2026	£0
<b>Evaluation</b>				

<b>Priority</b>	<b>Science and technology To develop pupil enquiry through immersion day around the concept 'time' and science.</b>	
<b>Why is this a priority?</b>		<b>Success Criteria – What will success look like?</b>
To develop the 'wow' factor in students and develop natural curiosity in school. To develop our science provision to become more immersive in opportunities in line with our pre, semi and formal curriculum.		All pupils will access differentiated activities across the school based on pre, semi and formal activities.  Additional Science based activities to do in class.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p><b>Vision – to ensure that we create a whole school immersion day around Science concepts on 21st May 2026 that are inspiring and engaging for all pupils.</b></p> <p><b>Key Questions:</b></p> <p>Why do we want pupils to experience this?</p> <p>What activities would be purposeful?</p> <p>Do all teachers have the ability to understand conceptual science in relation to time?</p>	<p>Ali Rodenburg</p> <p>Janine Aprea</p> <p>Sophie Jones</p>	<p>April 26</p>	<p>June 26</p>	<p>£tbc</p>
<p><b>Professional Learning / Evolving Teaching</b></p> <p>Staff to research ideas around time and science.</p> <p>Science leads to collaboratively plan to develop key activities around the concept of Time with slots for pupil.</p> <p>Leads to monitor and evaluate impact of day on pupil engagement.</p>	<p>Ali Rodenburg</p> <p>Janine Aprea</p> <p>Sophie Jones</p>	<p>April 26</p>	<p>April 26</p>	
<p><b>Curriculum Development</b></p>	<p>AR</p>	<p>Ongoing</p>	<p>Ongoing</p>	

<p>Science leads to use the backward design model to create, inspire and lead other staff to create meaningful</p> <p>Some activities to include switch work to inspire staff on how to use switches within Science and Technology as this is likely to be a target for development moving forward.</p>	<p>JA</p> <p>SJ</p>			
<p><b>Performance Management</b></p>				
<p><b>Monitoring:</b></p> <p>Look at the success of the day and the value of the activities. Classes / Pupils to evaluate the activities through a questionnaire.</p>	<p>JA</p>	<p>May 2026</p>	<p>June 2026</p>	
<p><b>Evaluation</b></p>				

<b>Priority</b>	<b>Health &amp; Wellbeing: To ensure all pupils (3-19 years) have access to suitable lessons, accessing high quality physical education that develops physical skills, confidence, and well-being through effective use of indoor and outdoor learning environments.</b>	
<b>Why is this a priority?</b>		<b>Success Criteria – What will success look like?</b>
<p>With sports day approaching, pupils need to gain confidence and develop physical skills using indoor and outdoor facilities.</p> <p>Pupils should have the opportunity to participate in team and individual sports, developing their cooperation, turn taking and physical skills that can be transferable.</p>		<p>Every week pupils will be provided with opportunities to access different sports (develop physical skills to participate in team and individual games).</p>

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p><b>Vision</b></p> <p>For all pupils to access lessons to develop physical skills in both indoor and outdoor environments.</p> <p>For pupils to develop skills and abilities to participate in Summer Sports Day.</p> <p><b>Key Questions:</b></p>	<p>Kristen Evans</p> <p>Chris Antoniazzi</p> <p>Lin Dainton</p>	<p>April 2026</p>	<p>July 2026</p>	<p>£0 (unless need new sports equipment)</p>

<p>Do all staff understand the importance of developing physical skills for all learners?</p> <p>What sports/games would pupils like to access over the Summer term?</p>				
<p><b>Professional Learning / Evolving Teaching</b></p> <p>Training for staff to develop confidence in leading and supporting pupils participating in team/individual sports.</p> <p>Staff to share expertise with others, sharing what has worked well for them/what they are aiming to do etc. Classes to work together to share equipment/lessons if suitable.</p>	<p>Kristen Evans</p> <p>Chris Antoniazzi</p> <p>Lin Dainton</p>	<p>April 2026</p>	<p>July 2026</p>	<p>Unsure – may be a cost for PASS Sports to run sessions with pupils and staff.</p>
<p><b>Curriculum Development</b></p> <p>To engage in purposeful lessons, developing physical skills and confidence through indoor and outdoor environments.</p> <p>To develop transferable skills between team/individual sports.</p>	<p>Kristen Evans</p> <p>Chris Antoniazzi</p> <p>Lin Dainton</p>	<p>April 2026</p>	<p>July 2026</p>	<p>No cost</p>

<p><b>Performance Management</b></p> <p>Training provided (PASS Sports?) and staff to share knowledge and expertise for all staff to develop their understanding of how to lead and support pupils participating in team/individual sports.</p>	<p>Kristen Evans</p> <p>Chris Antoniazzi</p> <p>Lin Dainton</p>	<p>April 2026</p>	<p>July 2026</p>	<p>Unsure of cost</p> <p>May be a cost for PASS sports to attend school to undertake sessions with learners and staff.</p>
<p><b>Monitoring:</b></p> <p>Feedback questionnaire for staff to complete to see whether it is working using Cruyff Court sessions.</p> <p>Pupil questionnaires (if appropriate) to see whether pupils enjoy accessing Cruyff Court in more structured/consistent approach – what sports are their favourite etc?</p>	<p>Kristen Evans</p> <p>Chris Antoniazzi</p> <p>Lin Dainton</p>	<p>April 2026</p>	<p>July 2026</p>	<p>Cost for printing questionnaires (for pupils) if needed visuals to support.</p> <p>No cost for staff feedback questionnaires, use forms on teams.</p>
<p><b>Evaluation</b></p>				

<b>Priority</b>	<b>Humanities : To enhance learner's understanding of cultural, religious and seasonal holidays to promote engagement, communication and a sense of belonging through assemblies</b>				
<b>Why is this a priority?</b>		<b>Success Criteria – What will success look like?</b>			
<p>To strengthen learners' sense of identity and belonging within the school community.</p> <p>Offer opportunities to come together and celebrate with others and build curiosity about the world beyond school.</p> <p>To increase learners' awareness and understanding of a range of local, national and global holidays and festivals.</p>		<p>All classes to access assembly on a Friday in person or via teams.</p> <p>All assemblies will have a theme/ Celebration.</p>			
<b>Milestones - Actions</b>		<b>Lead Person(s)</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
<p><b>Vision</b></p> <p>For all pupils to attend assemblies and experience a range of festivals and celebrations as part of a community</p> <p><b>Key Questions:</b></p>		<p>Humanities AOLE</p> <p>Claire</p> <p>Sophie</p> <p>Esther</p>	April 26	July 26	N/A
<b>Professional Learning / Evolving Teaching</b>		Humanities AOLE	April 26	July 26	N/A

<p>Three teachers delivering the weekly assembly collaborate to create the PowerPoint for consistency of information</p>	<p>Claire Sophie Esther</p>			<p>N/A</p>
<p><b>Curriculum Development</b> To engage in meaningful learning as part of a community</p>	<p>Humanities AOLE Claire Sophie Esther</p>			<p>N/A</p>

<b>Performance Management</b>				
<b>Monitoring:</b> Are all classes and pupils able to participate in assembly.	Humanities AOLE Claire Sophie Esther			N/A

**Evaluation**

<b>Priority</b>	<b>To embed the National Numeracy Schools and Families Programme in Ysgol Maes Y Coed</b>	
	<b>Why is this a priority?</b>	<b>Success Criteria – What will success look like?</b>
	<ol style="list-style-type: none"><li>1. To build confidence and positive attitudes towards learning Numeracy skills</li><li>2. Improves adult confidence and engagement towards maths, which strongly influence children’s confidence and opportunities.</li><li>3. Increasing engagement outside of school promotes a sense of transferability and consolidation of skills</li><li>4. Tackles intergenerational numeracy barriers, especially important where many adults struggle</li><li>5. Offers increased repetition, engagement and involvement for ALN learners who benefit from increased provision and purposeful strategies</li><li>6. Offers practical parental engagement tools tailored to boosting confidence and reducing anxiety.</li><li>7. Aligns with national Welsh Government priorities for improving numeracy across schools.</li></ol>	<ul style="list-style-type: none"><li>• Lead practitioner will have taken part in relevant training along with supporting teachers of pilot classes</li><li>• Pupils and families will regularly engage with activities that are sent home in scrap books</li><li>• Pupils receive more opportunities to engage with Numeracy and Maths in a fun and positive way</li><li>• Pupils potentially see more progress in all areas of Maths and Numeracy with both integral skills, specific skills and cross curricular/transferable skills</li><li>• Pupils and families to feel more confident with number, maths and using maths skills in everyday life</li><li>• Staff and parents feel more confident supporting pupils with Maths and Numeracy</li></ul>

<p>8. Enhances pupils' confidence and shows real world value through assemblies, sessions and national campaigns.</p> <p>9. Establish a legacy of approach that continues beyond the end of the programme</p> <p><a href="https://www.nationalnumeracy.org.uk/news/new-grant-expands-schools-and-families-programme-throughout-wales">https://www.nationalnumeracy.org.uk/news/new-grant-expands-schools-and-families-programme-throughout-wales</a></p>				
Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p><b>Vision:</b> For the pupils, families and staff of Ysgol Maes Y Coed to feel more confident and positive in relation to Mathematics and Numeracy.</p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li><b>How will we ensure that the National Numeracy Schools and Families Programme is embedded consistently across classes, starting with the identified pilot groups? Identify pilot classes and teachers who will part take once Family engagement workshop has been completed.</b></li> <li><b>What approaches will we use to build pupils' confidence, enjoyment and positive attitudes towards Numeracy,</b></li> </ol>	Kieran Brown	April 2026	April 2028	£0

<p>particularly for ALN learners who benefit from repetition and purposeful strategies? Scrapbooks with strategies from programme plus adapted strategies designed and adapted by trained staff.</p> <p>3. How will we develop staff confidence and capacity to deliver the programme effectively, including training for the lead practitioner and supporting teachers? Training sessions and webinars highlighted in the programme: full calendar for the two year programme is formulated</p> <p>4. What systems will we establish to engage families regularly in home-school Numeracy activities and to monitor the quality and frequency of this engagement? Scrapbooks with strategies from programme plus adapted strategies designed and adapted by trained staff. Regular monitoring of engagement with weekly teacher catch ups and scrap book reviews.</p>				
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<p><b>5. How will we assess improvements in family confidence with maths, and how will we identify and reduce intergenerational barriers to Numeracy?</b> Qualitative research – questionnaires, family engagement feedback sessions.</p> <p><b>6. How will we increase opportunities for pupils to experience Numeracy in meaningful, reallife contexts through sessions, assemblies and wider school activities? Output from project lead (Kieran Brown) to teachers to highlight and direct suggested activities, sessions and tasks.</b></p> <p><b>7. What evidence will we gather to evaluate progress in pupils' Numeracy skills, including integral, specific and transferable crosscurricular skills?</b> Evidence will come from scrap books, digital input from class dojo, parental feedback and teacher feedback. Possibility of checking for a correlation in Assessed progress on Connecting Steps for pilot classes.</p>				
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<p>8. How will we ensure the sustainability of the programme so that its impact continues beyond the initial implementation phase and becomes part of wholeschool practice? Continue the practice beyond the programme if successful. I.E home activities in Maths scrap books.</p>				
<p><b>Professional Learning / Evolving Teaching</b> Numeracy Champions established from Online professional training course and webinars highlighted in the project calendar.</p>				
<p><b>Curriculum Development</b> This project should hopefully provide more opportunities for pupils to consolidate their skills, apply them to real life contexts outside of school/in the home/in the community. Should see a boost in the engagement of cross curricular Numeracy.</p>				
<p><b>Performance Management</b> Linked to PDRs</p>				

<p><b>Monitoring:</b>          Weekly check ins with teachers          Check ins and reporting back to National Numeracy during highlighted future Webinars.          Correlation of curriculum progress to be monitored half termly during assessment weeks.</p>				
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<p><b>Evaluation</b></p>
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<b>Priority</b>	<b>Maths Seeds Assessment - Regular Check up, progress check and monitoring of programme (including usage/subscriptions etc).</b>
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<b>Why is this a priority?</b>	<b>Success Criteria – What will success look like?</b>
<ol style="list-style-type: none"> <li>1. Meaningful use of programme</li> <li>2. Programme is well embedded and established in school</li> <li>3. Progression between levels indicates mathematical progress in proficiencies and integral skills</li> <li>4. Supports targets for pupil development with progression steps</li> <li>5. Supporting Class teaching and potentially informing teaching and learning</li> <li>6. Costs money per pupil so regular usage against subscription is necessary to be cost effective</li> </ol>	<ol style="list-style-type: none"> <li>1. Regular usage and meaningful usage hand in hand. Engagement increased, progression prevalent in a noticeable amount of pupils</li> <li>2. Teachers are aware of where pupils are in terms of levels, progression and targets and have a more informed idea of specific skills to teach within class, independent work, discrete teaching and cross curricular opportunities.</li> <li>3. Transferable skills/ consolidation of skills as a result of increased engagement</li> </ol>

		<p>4. Progression, increased engagement and transferability to be reflected in B-Squared connecting steps</p> <p>5. Increased confidence and independence when trying new skills and applying in meaningful/pertinent contexts (Strong link to National Numeracy – Families Programme).</p> <p>6. Refresher training on desired time, usage, implementation etc.</p>		
Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p><b>Vision</b>  <b>For Maths seeds to be a meaningful part of numerical development for all subscribed pupils within Maes Y Coed.</b></p> <p><b>Key Questions:</b>  <b>What does meaningful usage look like?</b>  <b>How do we ensure consistency across all pupils?</b>  <b>How do we ensure this drives the development of the four purposes?</b>  <b>How purposeful and applicable is this for our learners?</b>  <b>Do all elements of the programme meet the developmental needs and personal targets/priorities?</b>  <b>How do we transfer skills and apply to class teaching?</b></p>	<p>Cerian Dyer          &amp; Kieran Brown &amp;          Emma Thomas</p>	<p>April 2026</p>	<p>Ongoing</p>	<p>-/-</p>

<p>How do we transfer skills and apply to real world contexts?  Will there be a need for more collaborative resourcing and planning regarding targets and class teaching?  Can it feed into and inform class learning and lessons?</p>				
<p><b>Professional Learning / Evolving Teaching</b>  Potential for refresher training on programme including assessment and monitoring.  Collaborative planning and teaching?  Planning for pupil progression.  Understanding how to use to inform pupil progression and development.  Can this improve curriculum design skills and confidence for teaching cohort?</p>				<p>TBC</p>
<p><b>Curriculum Development</b>  Teacher curriculum design for numeracy to improve.  Planning to reflect a more informed approach to delivering meaningful numeracy lessons and opportunities  Real world opportunities to be more prevalent as a result.</p>				
<p><b>Performance Management</b>  <b>Plan linked to PDR for all teachers within AOLE.</b></p>				

<p><b>Monitoring:</b></p> <p>Cerian and Kieran to meet half termly to discuss progression and next steps. Review key questions, vision and targets. Meet with other teachers to discuss relevance and applicability for specific pupils.</p>				
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<p><b>Evaluation</b></p>
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<b>Priority</b>	<b>To work collaboratively across all AOLES to maximise potential for pupils to develop Numeracy skills, cross curricularly.</b>
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<b>Why is this a priority?</b>	<b>Success Criteria – What will success look like?</b>
<ol style="list-style-type: none"> <li>1. Curriculum for Wales has now been developed to work across the board for all AOLES to ensure integral and cross curricular skills and considered for effective, meaningful and purposeful teaching and learning.</li> <li>2. Collaborative teaching and planning has been proven to be one of the most effective and impactful strategies for learners to develop skills</li> <li>3. Cross curricular responsibilities are now a national requirement, not an afterthought.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers working collaboratively together to plan for more numeracy opportunities within different AOLES</li> <li>2. Meaningful and purposeful learning across the board</li> <li>3. Progression in individual targets</li> <li>4. Teachers reviewing and reflecting together, improving professional development.</li> <li>5. Teachers reviewing and reflecting together, improving professional provision</li> <li>6. Planning is effective and impactful.</li> </ol>

<p>4. This will drive an increased level of engagement in Numeracy in real life contexts at home, in school and in the community (relates back to Priority 1).</p> <p>5. Cross curricular learning and development facilitate better real world experiences for pupils</p>				
Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p><b>Vision</b>  <b>For all to be working collaboratively and meaningfully as part of numerical development for learners that continues as they progress throughout the school.</b></p> <p><b>Key Questions:</b>  How will we approach this in terms of practicality and logistics?  How can teachers ensure shared responsibility and purposefully connect.  What necessary steps will be needed to transform this approach and embed as a culture rather than an idea?</p>				
<p><b>Professional Learning / Evolving Teaching</b>  Evolving teaching by planning more collaboratively during group planning sessions and teachers meetings. Also when planning within AOLEs.</p>				

<b>Curriculum Development</b> Curriculum design will potentially improve with understanding by design models reflecting a more in-depth and considered approach to the Cross curricular responsibilities.				
<b>Performance Management</b> -/-				
<b>Monitoring:</b>				
<b>Evaluation</b>				

<b>Priority</b>	To ensure communication methods are consistent across the school and pupils are accessing a communication method appropriate to them and making progress in communication.			
<b>Why is this a priority?</b>			<b>Success Criteria – What will success look like?</b>	

<p>Communication is fundamental to pupils learning, to be able to access any area of learning and needs to be consistent across the school and between classes.</p>	<ul style="list-style-type: none"> <li>• Each pupil to have a communication method appropriate to them.</li> <li>• Each pupil to have a communication target appropriate to them.</li> <li>• Pupils to continue to use communication methods after the summer break.</li> </ul>			
Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p><b>Vision</b> – For all pupils to have a communication target that is consistently approached following class changes.</p> <p><b>Key Questions:</b></p> <p>How are the pupils communicating in classes?</p> <p>Are communication methods being consistently used across the school.</p>				
<p><b>Professional Learning / Evolving Teaching</b></p> <p>Staff have recently completed training on use of different communication methods and aids and have been shown a communication pathway for the school.</p> <p>Communication methods for each pupil to be identified.</p>				

<b>Curriculum Development</b>  Each teacher to develop a target for each pupil in class relating to communication.  Targets to be monitored by members of Literacy AOLE.				
<b>Performance Management</b>				
<b>Monitoring:</b>				

**Evaluation**