

To celebrate in 2023	To work on in 2024	Support to help us achieve our aims
<p>Our own self-evaluation is based upon robust monitoring processes. These not only indicate what we need to do to improve but also what we are doing well, and Brynmill Primary has much to celebrate.</p> <p>Our curriculum vision involves establishing dynamic organizational structures to adapt to the ever-changing needs of learners. In 2023, we have refined our curriculum planning approaches and processes through strategic planning, frequent professional dialogue and the technical expertise, we have launched the Brynmill Staff Intranet &amp; Planning Portal, empowering teachers to manage learning selections seamlessly within our coherent planning processes</p> <p>We take pride in leading the cluster's development of partnership groups to drive forward our shared goals. For example, sharing approaches to teacher evaluations of learner progress and fostering a shared understanding of progression..</p> <p>In response to the Additional Learning Needs Bill, Code, and Transformation agenda, we've developed an ALN decision-making process to determine if specific learners' needs can be met through Universal provision, targeted Universal Provision, or necessitate Additional Learning Provision. Despite the substantial increase in workload resulting from added responsibilities, especially when ALNCO release time is unfunded, we remain on track with the Welsh Government's timeline for ALN rollout</p> <p>Our staff have actively participated in Action Research to enhance learners' reasoning and problem solving numeracy skills. The school has ensured that there are opportunities for staff to share and discuss successful strategies.</p>	<p>For our school improvement efforts in 2024, we are strategically focusing on key areas to enhance the quality of teaching and leadership . Informed by self-evaluation and top-tier guidance, our priorities include strengthening distributed leadership, promoting professional learning and reflection, and offering opportunities for staff to diversify their pedagogical approaches</p> <p><b>In 2024, the focus our improvement efforts will include:</b></p> <p>Promoting active involvement of pupils in understanding and responding to this feedback.</p> <p>Developing Cynefin &amp; the Welsh identity throughout our Curriculum. To develop the role and reach of pupil voice groups and the Senedd through the lens of identity and locality.</p> <p>Extending opportunities for learners to reflect on their learning throughout the week including developing teachers use of a wide range of metacognitive &amp; Assessment for Learning (AFL) strategies.</p> <p>Embedding the use of our recently developed and launched Brynmill Staff Intranet and curriculum planning processes.</p> <p>Establishing a Brynmill Community Group offering differing perspectives on facets of our school improvement initiatives. Our approach to membership will be flexible, allowing us to tailor the group to the task's nature and purpose.</p> <p>Developing the newly established Staff Wellbeing Lead role to cultivation a supportive, positive and effective working environment for the benefit of our school community</p> <p>Reviewing and developing our equality strategy which outlines the long-term aim of tackling inequality &amp; identify specific equality objectives to achieve over the duration of the plan.</p>	<p>LA School Improvement Adviser</p> <p>Cluster working eg developing a shared understanding of progression</p> <p>Support from partner services will include:</p> <p>CAMHS in reach</p> <p>Early Help Hub</p> <p>Education Welfare Officer to support the Local Authority in meeting attendance related matters.</p> <p>Emotional health and psychological well-being multi-disciplinary (EHPW) Forum</p> <p>Additional Learning Needs Caseworker</p> <p>Professional learning opportunities provided locally e.g.,</p> <p>Foundation Learning training.</p> <p>LA Well-being Support Service for school-based staff</p>
<b>Evaluation of 2023 improvement priority 1</b> <b>To develop assessment &amp; reporting systems that support learner progression</b>	<b>Evaluation of 2022 improvement priority 2</b> <b>To improve learner progress through developing planning for the breadth and depth of experiences, knowledge and skill</b>	<b>Evaluation of 2022 improvement priority 3</b> <b>To improve well-being, equity and inclusion</b>
<p>Communication with parents/ carers about their child's progress has been strengthened by the introduction of termly reports, written in Autumn &amp; Summer and through consultations in Spring. Efforts to make the reports more parent friendly have been generally well received.</p> <p>Through our improvement actions, Learners are given regular opportunities to begin to develop the skills they need to reflect on their own learning and progress. This is a strong foundation upon which we intend to build in 2024.</p> <p>We have made good progress on teacher evaluation of learner progress and its formative use in next steps planning.</p> <p>We have developed and trialed the first step of a 2 step Learner Progress Meeting model which supports the identification of trends that leaders can use to inform evaluation and Improvement. Evaluation of progress made so far reflects positively on the quality of professional dialogues between leaders and Bay Team staff. Trends have allowed us to focus our professional enquiry effort rg on learners reasoning and problem solving skills.</p> <p>We have led the Cluster development and implementation of a model, systems and arrangements to facilitate professional dialogues across cluster schools to develop a shared understanding of progression.</p>	<p>We have developed Curriculum planning organisational structures, systems &amp; procedures which positively impact upon the breadth and quality of the experiences we plan to provide for our learners.</p> <p>The pleasing progress we have made on devising, introducing and implementing 'Dynamic Planning', has provided teachers with the means of selecting the learning that their class actually needs, rather than an anchored and inflexible scheme of work. This aligns with our vision of meeting the needs of learners today, when ever today is. Leaders have worked collaboratively with staff and facilitated co construction of the anchored aspects of our Curriculum. We are on the opinion that we are on a journey with our Curriculium and will continue to listen to our stakeholders and stream line our planning organisational structure , systems &amp; procedures to ensure that our staff focus on planning and facilitating the best learning experiences possible within the available resources of the school.</p> <p>The school has improved the way that we makes reasoned pedagogic decisions based upon relevant reading and research findings. Professional enquiry (Action research) has supported teacher in developing and applying new techniques in a structured and considered way. This has supported teachers use of evidence-based research into strategies that work in improving learners problem solving skills.</p>	<p>A significant amount of progress has been made in the implementation of the Additional Learning Needs Bill. This is especially pleasing given the funding barriers, the challenge of being responsible for ensuring a multiagency involvement with hard to engage partners representing a range of agencies and services, Increased demand and societal expectations of schools, stringent time scales and excessive workload generated by the additional responsibilities placed upon schools by this Bill.</p> <p>Our progress in developing our next Strategic Equality Plan was hampered by delayed professional learning opportunities and support. We have, however, considered and planned for the approach we need to take in 2024.</p> <p>RSE workshops for parents provided transparent and reassuring messages about how schools will be meeting the statutory requirements of the RSE Code curriculum. We have devised a safeguarding process to support us in ensuring developmental appropriateness for all learners.</p> <p>The use of a Swansea Bay self-assessment tool has supported our evaluation of selected aspects of a whole school approach to emotional and mental wellbeing, informing the direction of travel for WSAEMWB plan for 2024.</p>

## Summary of priorities 2024

Priority	Key strands & supporting actions to achieve improvement priorities	Aspects of the National Mission that underpin each priority
<p>Priority 1</p> <p>Supporting learner progression: improving and embedding key processes needed for effective learner progression</p>	<p>In 2024, we seek to:</p> <p><b>Strand 1</b></p> <ul style="list-style-type: none"> <li>To develop the shared understanding of progression that is essential to ensure that our curriculum's design and delivery enables appropriate progression for all learners along the continuum of learning &amp; enables learners to make links across and between different areas of learning and experience</li> </ul> <p><b>Strand 2</b></p> <ul style="list-style-type: none"> <li>To further develop teacher evaluation of learner progress so that we can use reliable outcomes to:</li> </ul> <p><b>A) inform self-evaluation and identify actions needed to meets the needs of learners through a broad and balanced curriculum</b></p> <p><b>B) respond to the individual needs of the full range of learners within each class on an ongoing basis.</b></p> <p><b>C) Improve parental communication of curriculum planning and progress reports</b></p> <p><b>Strand 3</b></p> <p><b>To foster increased learner participation and engagement in the learning process through:</b></p> <ul style="list-style-type: none"> <li><b>A) Improving the use of Assessment for Learning strategies</b></li> <li><b>B) Further developing learner reflection of their own progress so that they can build an awareness of their progress over time</b></li> </ul>	<p><u>Underpinning principles for this priority</u></p> <p>The focus of our School Improvement work for this priority in 2024 is very much influenced by the principles outlined in National Mission : Objective 4, Welsh Government's Supporting learner progression: assessment guidance &amp; Learner well-being and assessment: mutual support systems.</p> <p><b>National Misson</b></p> <p>Objective 4: High-quality teaching and leadership A shared understanding of learner progression and attainment is integral to realising the ambitions of Curriculum for Wales.</p> <p><b>Welsh Government's Supporting learner progression: assessment guidance</b> Assessment has three main roles in the process of enabling learner progression:</p> <ul style="list-style-type: none"> <li>supporting individual learners on an ongoing, day-to-day basis</li> <li>identifying, capturing and reflecting on individual learner progress over time</li> <li>understanding group progress in order to reflect on practice</li> </ul> <p><b>Learner well-being and assessment: mutual support systems</b></p> <p>How using assessment on an ongoing, day-to-day basis to identify, capture and reflect on individual learner progress over time provides continuing opportunities to promote the well-being of the learners.</p>
<p>Priority 2:</p>	<p><b>To develop leadership through collaborative opportunities for staff to exercise corporate responsibility.</b></p>	<p><b>Objective 2: Breaking down barriers:</b></p> <ul style="list-style-type: none"> <li>To support ongoing professional and pedagogical commitment to raising standards for all, the support provided to teachers as they</li> </ul>

<p>To develop high quality teaching and leadership</p>	<p><b>To improve opportunities for every learner to have equal access to Welsh language and culture:</b></p> <p><b>To extend practitioners' repertoire of teaching methods and pedagogical approaches</b></p> <p><b>To promote a culture amongst staff of sharing and engaging with well-evidenced, well-informed and successful approaches to early childhood play, learning and care</b></p>	<p>progress from initial teacher education to statutory induction into their early career and beyond will have a greater focus on developing reflective, enquiring and collaborative education professionals within a culture of mutual responsibility.</p> <p><b>Objective 4: High-quality teaching and leadership:</b></p> <ul style="list-style-type: none"> <li>▪ Where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.</li> <li>▪ System-wide commitment to valuing professional learning for all, linked to Curriculum for Wales and embedding equity and wellbeing. The entitlement is available for teachers and teaching assistants, leaders, and system leaders or advisors who support schools or settings</li> <li>▪ Continue to support and develop the Leadership Pathway to ensure we build capacity and capability to support the success of all learners</li> <li>▪ To develop the workforce knowledge and skills to work with the most socio-economically disadvantaged children</li> </ul> <p><b>Objective 6: Cymraeg belongs to us all:</b></p> <ul style="list-style-type: none"> <li>▪ Supporting parents and carers to use Welsh with their children</li> <li>▪ To support the development of bilingual citizens, the Framework for Welsh in English-medium education, alongside resources and professional learning, sets out the experiences, knowledge and skills needed by learners in English-medium education in order to make progress in Welsh.</li> <li>▪ improve the teaching of Welsh in all schools so that all learners leave school as confident and proficient Welsh speakers.</li> </ul>
<p>Priority 3 : To build on our positive approach towards well-being, equity and inclusion for all.</p>	<ul style="list-style-type: none"> <li>• <b>Engage with families, community and multi-agencies to support the needs of learners and families</b></li> <li>• <b>To build upon the skills required to make pupils' voices heard within our school community</b></li> <li>• <b>Breaking down barriers (ALN &amp; EAL)</b></li> <li>• <b>To impact positively on Staff well being</b></li> <li>• <b>To improve the coordination of learners identified as having Developmental Coordination Disorder</b></li> </ul>	<p><a href="https://www.gov.wales/sites/default/files/publications/2021-03/framework-on-embedding-a-whole-school-approach-to-emotional-and-mental-well-being.pdf">https://www.gov.wales/sites/default/files/publications/2021-03/framework-on-embedding-a-whole-school-approach-to-emotional-and-mental-well-being.pdf</a></p> <p><b>Objective 5: Community based learning</b>, with strong institutions engaging, integrating and being empowered by their communities. What we will do: Empower all learners, families and communities to build strong relationships and partnerships with education providers, so that we tackle disadvantage and deliver world-class education locally and nationally</p> <p>Empower all learners, families and communities to build strong relationships and partnerships with education providers, so that we tackle disadvantages and deliver world-class education locally and nationally.</p>

	<p>through active involvement with the Moves Up Reseach Project</p> <ul style="list-style-type: none"><li>• To impact positively on attendance using a combination of proactive measures, to address potential barriers that may contribute to absenteeism.</li></ul>	
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