



# SCHOOL DEVELOPMENT PLAN

2022/23

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**Catwg Primary School – School Improvement Plan 2022-25**

<b>Priority 1:</b>	To further strengthen pupil progress through effective AfL strategies.
<b>Pupil Voice:</b>	<i>"I know what I need to do to improve!"</i>
<b>SDP Vision Sharing:</b> The staff meet regularly, both as a whole and within phases/stages to discuss structures for assessing progression and strategies to be used.	
<b>Rationale:</b>	
<p>Most teachers use Assessment for Learning (AfL) strategies; however, leaders have identified that the strategies used have limited impact on pupil progress. For example:</p> <p>Book Look (21.10.22) identifies that a minority of learning objectives (WALTs/LOs) help inform pupils of the defined purpose of the lesson i.e. 'To identify nouns within the passage', 'To compare __ using a Venn Diagram'.</p> <p>Around half of pupils reflect upon their learning via self-assessment tools such as 'Traffic Lights' or other such strategies.</p> <p>A few pupil comments reflect the next progression steps for the learner, helping them to 'target set' for the next stage of their learning.</p> <p>The school will revisit its approach to AfL and develop common approaches which impact significantly on pupil progress and develop their integral skills.</p>	
<b>Statement of Effectiveness:</b>	
<b>Monitoring highlights improvement in pupils' AfL skills:</b>	
<p>Cross-phase 'Co-coaching' will be embedded, and teachers will reflect critically on their practice and identify ways in which they can develop.</p> <p>Pupil Progression meetings will be embedded and SMT will develop a deeper understanding of pupil progress and areas of development.</p> <p>Most learning objectives are defined and enable learners to progress their learning accordingly (linked to HOTS/Bloom's)</p> <p>Many pupils will reflect upon their learning accurately and be provided with opportunities to 'dwell' upon their learning, or develop deeper understanding and breadth of understanding.</p> <p>Most teachers' feedback will reflect the next steps for the learner, enabling pupils' ability to make progress with their learning.</p>	
<b>2023-24 High Level Targets:</b>	
<p>'Triad Co-coaching' will be embedded and teachers will reflect critically on their practice and develop ways in which they can develop.</p> <p>Pupil Progression meetings will be embedded and SMT will develop a deeper understanding of their progression and areas of development.</p> <p>Nearly all learning objectives are defined and enable learners to progress their learning accordingly (linked to HOTS/Bloom's)</p> <p>Most pupils will reflect upon their learning accurately and be provided with opportunities to 'dwell' upon their learning, or develop deeper understanding and breadth of understanding.</p> <p>Nearly all teacher feedback will reflect the next steps for the learner, enabling pupils' ability to make progress with their learning.</p>	
<b>2024-25 High Level Target:</b>	
Continue to develop and embed AfL across the school.	

<b>Leader(s):</b> Mr. Gareth Phillips	<b>Supervising:</b> Mr. Steve Parvin	<b>Monitoring:</b> Governing Body
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	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
<b>Start</b>	X										
<b>Monitor</b>						X					
<b>Review</b>										X	

<b>Strategies:</b>	<b>Time:</b>
<b>Continuous Professional Development</b>	
Feedback to staff from work scrutiny in ADDs - share good practice and identify areas for development.	Autumn 2022>
Support from Curriculum Development officer. Staff training – effective teaching of AfL skills across the curriculum.	Spring 2023
To ensure marking policy is adhered to, demonstrating what pupils are able to do independently.	Spring 2023
Staff to receive AfL Training (Palmerston Primary) focusing on aspects such as ‘What is AfL?’, ‘Learning Objectives’, ‘Success Criteria’, ‘Providing Effective Feedback’ etc.	Autumn 2022>
Senior leaders to provide opportunities for staff to collaborate (internally and with other schools) sharing examples of the AfL approach to support pupils’ progression.	Spring 2023>
Leaders and staff to undertake research on AfL e.g. ‘Estyn – Effective Approaches to Assessment that Improve Teaching and Learning’.	Spring 2023
Assessment lead to attend x5 CAMAU Teacher workshops based on progression and assessment in Curriculum for Wales.	Autumn 2022>
<b>Curriculum</b>	
Teachers will implement consistent, age appropriate ‘Assessment for Learning’ strategies focusing on development of skills and ensure effective pupil progression.	Autumn 2022>
Teachers will provide clear learning intentions which are explicitly linked to the defined purpose of the lesson.	Spring 2023>
Teachers will provide feedback which enables pupils to reflect upon and develop their learning.	Spring 2023>
Teachers will provide pupils with consistent and effective opportunities to self/peer assess their learning.	Spring 2023>
Teachers will develop AfL strategies which allow pupils to gain independent learning skills which provide them with skills for the future – imploring them to develop opportunities to create and evaluate their learning.	Autumn 2022>
<b>Monitoring</b>	
Learning walks, work scrutiny and listening to learners’ activities with members of the governing body to evaluate progress towards achieving this SDP target. Revise action plan based on areas identified for improvement.	Autumn 2022>

<b>Resource Costs:</b>	
Resources	GL Assessment
Materials	Online
Total Cost	c.£1,500

<b>Priority 2:</b>	To further develop pupils' number skills.
<b>Pupil Voice:</b>	"I am confident in applying my number skills"
<b>SDP Vision Sharing:</b> Whole staff meeting to discuss this SDP target. Discuss why it is a priority and share the vision for pupils' mathematics and numeracy skills in line with the principles of progression and how pedagogy needs to evolve in order to develop pupils' mathematical proficiencies as outlined in Curriculum for Wales.	
<b>Rationale:</b>	
<p>As they move through the school, most pupils make good progress in developing their skills in mathematics lessons and use number facts and relationships effectively to perform accurate calculations. For example:</p> <p>Monitoring highlights that at the end of progression step 3:</p> <ul style="list-style-type: none"> <li>nearly all pupils are confident in their understanding of place value and can multiply decimals by 10</li> <li>nearly all have quick recall of table facts</li> <li>most have a good recall of simple decimal, percentage and fraction equivalences</li> </ul> <p>However, monitoring across progression steps 2 and 3 found pupils need to develop their:</p> <ul style="list-style-type: none"> <li>depth of conceptual understanding with their number work</li> <li>use of precise mathematical language when discussing their mathematical thinking</li> <li>use of efficient strategies when undertaking calculations</li> </ul> <p>These areas identified for development are in line with the principles of progression, including the mathematical proficiencies, within the Mathematics and Numeracy AoLE.</p> <p>In addition, other areas of development identified include:</p> <ul style="list-style-type: none"> <li>Counting and recall of remembered facts</li> <li>Understanding place value</li> </ul> <p><i>See Monitoring report May 2022 for further details</i>  <i>See analysis of national personalised assessment data</i>  <i>See analysis of 'Basic Skills' assessment data</i></p>	
<b>Statement of Effectiveness:</b>	
<p>Most teachers will:</p> <ul style="list-style-type: none"> <li>Strengthen pupils' depth of conceptual understanding within their number work through using a 'Concrete, Pictorial, Abstract' (CPA) approach as outlined in White Rose Maths.</li> </ul> <p>Many pupils will be able to:</p> <ul style="list-style-type: none"> <li>use precise mathematical language when discussing their mathematical thinking</li> <li>use efficient strategies when undertaking calculations</li> <li>demonstrate fluency in recall of number facts</li> <li>Demonstrate a deep understanding of mathematical concepts e.g. apply their understanding to solve various problems, make up examples and non-examples and create their own problems</li> </ul> <p><b>2023-24 High Level Targets:</b></p> <p>Nearly all teachers will:</p> <ul style="list-style-type: none"> <li>Strengthen pupils' depth of conceptual understanding within their number work through using a 'Concrete, Pictorial, Abstract' (CPA) approach as outlined in White Rose Maths.</li> </ul> <p>Most pupils will be able to:</p> <ul style="list-style-type: none"> <li>use precise mathematical language when discussing their mathematical thinking</li> <li>use efficient strategies when undertaking calculations</li> <li>demonstrate fluency in recall of number facts</li> <li>Demonstrate a deep understanding of mathematical concepts e.g. apply their understanding to solve various problems, make up examples and non-examples and create their own problems</li> </ul> <p><b>2024-25 High Level Target:</b></p>	

- The school's approach to the teaching of mathematics using a CPA approach will be securely embedded.
- Pupils will demonstrate a deep understanding of mathematical concepts through demonstrating their ability to apply their understanding, make their own mathematical problems and examples and talk fluently using mathematical language.

<b>Leader(s):</b> Mr. Steve Parvin	<b>Supervising:</b> Mr. Gareth Phillips	<b>Monitoring:</b> Governing Body
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	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
<b>Start</b>	X										
<b>Monitor</b>						X					
<b>Review</b>										X	

<b>Strategies:</b>	<b>Time:</b>
<b>Continuous Professional Development</b>	
All teachers to receive ongoing professional learning from the school improvement team focused on using the CPA approach to developing pupils' conceptual understanding of mathematics.	Autumn 2022>
Senior leaders to provide opportunities for staff to collaborate (internally and with other schools) sharing examples of the CPA approach to support the development of pupils' conceptual understanding and to consider how progression will be ensured.	Spring 2023>
Senior leaders to provide opportunities for staff to share effective practice through observations.	Spring 2023
Teachers to be provided with performance management target linked to developing pupils' number skills and be provided with professional learning to meet their individual needs.	September 2022>
<b>Curriculum</b>	
Teachers to implement the development of pupils' conceptual understanding through verbal, concrete, visual, digital and abstract approaches.	Autumn 2022>
Teachers to ensure they provide the time for pupils to construct their own mathematical problems and to share strategies to solve problems and identify the most efficient strategy.	Autumn 2022 > Summer 2023
Teachers to ensure they explicitly use and model the specific mathematical language provided in each concept step of the WRM scheme and provide opportunities for pupils to talk about their mathematical thinking.	Autumn 2022 > Summer 2023
Teachers to ensure children are proficient in choosing the most efficient strategy for calculating.	Autumn 2022 > Summer 2023
<b>Monitoring</b>	
Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving this SDP target. Revise action plan based on areas identified for improvement.	Autumn 2022>

<b>Resource Costs:</b>	
Resources	White Rose Maths - Leaders to purchase manipulatives to support the development of pupils' conceptual understanding. For example, Dienes base ten, place value counters, Cuisenaire rods etc.
Materials	Multiple Numeracy resources to be/have been purchased
Total Cost	£5,000

<b>Priority 3:</b>	To further develop pupils’ higher order thinking skills.	
<b>Pupil Voice:</b>	“I can solve problems and justify my opinion!”	
<b>SDP Vision Sharing:</b> Whole staff meetings/INSET day to discuss this SDP target. Remind staff of why it is a priority and re-share the vision for pupils’ higher order thinking skills and how pedagogy needs to evolve in order to develop the four purposes at Catwg Primary School.		
<b>Rationale:</b>		
<p>In line with the school’s vision for the new curriculum, we need to continue to strengthen pupils’ higher order thinking skills in order to support their development of the four purposes. In particular, pupils’ ability to apply, analyse, evaluate and create (higher order thinking).</p> <p>Last year, teachers received professional learning focused on HOTS. Teachers planning for Autumn 2022 ensured that higher order thinking skills were a main focus and supported the development of a deeper understanding of the concepts. Teachers implemented explicit teaching of analysis and evaluate skills and provided opportunities for pupils to practise these skills independently. During phase meetings staff also shared resources, strategies and activities which develop pupils’ skills in analysing and evaluating.</p> <p>Internal monitoring (Book Look) has shown that:</p> <ul style="list-style-type: none"> <li>• Nearly all classes across Foundation and KS2 provide opportunities for pupils to engage in activities designed to develop pupils’ higher order thinking skills. (Evidence: HOTS coverage sheet)</li> <li>• Most classes in Foundation plan for skills that cover a range of Blooms Taxonomy skills. However, very few classes have covered the full range as of yet. Similarly for KS2, many classes plan for skills that cover a range of Blooms Taxonomy skills. However, as in Foundation, very few classes have covered the full range as of yet.</li> <li>• In many classes across Foundation and KS2 there evidence of a range of teaching approaches to develop pupils’ HOTS skills.</li> <li>• In nearly all classes across Foundation and KS2, teacher’s medium-term plans identify activities to develop HOTS through the current concept. However, nearly all classes still need to embed this planning approach consistently.</li> </ul> <p>However, monitoring demonstrates the need to prioritise and develop:</p> <ul style="list-style-type: none"> <li>• Medium term planning, in every class across Foundation and KS2, to continue to identify opportunities and activities to develop HOTS and their ability to solve problems and overcome challenges.</li> <li>• Staff to consider the full range of skills within Blooms Taxonomy when completing medium term plans over the spring and summer terms.</li> <li>• Staff to consider a wide range of teaching approaches when planning for activities to develop HOTS.</li> </ul> <p>Furthermore, we need to ensure teachers implement a range of engaging teaching strategies to support pupils to gain new knowledge and understanding.</p>		
<b>Statement of Effectiveness:</b>		
<p>Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to practice these skills and apply them independently.</p> <p>In most classes across Foundation Phase and KS2 there will be evidence of a range of teaching approaches to develop pupils’ HOTS skills.</p> <p>All staff will explicitly use the language of thinking skills with pupils.</p> <p>Many pupils will develop effective higher order thinking skills - analyse, evaluate and create.</p> <p>Many pupils will explicitly use the language of thinking skills within their learning</p> <p><b>2023-24 High Level Target</b></p> <p>Nearly all teachers will be routinely modelling higher order thinking and providing opportunities for pupils to practise these skills and apply them independently, leading to a culture within classrooms that is dynamic, creative and engaging.</p> <p>Most pupils will be able to use their higher order thinking skills effectively and as a result most pupils will be making good progress towards the realisation of the four purposes. Most pupils will be able to use higher order thinking skills with increasing levels of control, complexity and independence to support their learning.</p>		
<b>Leader(s):</b> Mrs. K Stephens	<b>Supervising:</b> Mr. Gareth Phillips	<b>Monitoring:</b> Governing Body

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Start	X										
Monitor						X					
Review										X	

Strategies:	Impact:	Time:
<b>Continuous Professional Development</b>		
Teachers to continue to share practice developing pupils' analysis and evaluative skills including increasing the range of strategies they use to support pupils' ability to analyse and evaluate. (see 'How to develop thinking skills and AfL in the classroom?' for range of strategies)		Autumn 2022>
All teachers to receive professional learning from the school improvement team focused on effective strategies for developing pupils' ability to create. For example, Mind Mapping; ABC Graffiti; Placemat Activities etc. (see 'How to develop thinking skills and AfL in the classroom?' for a wider range of strategies)		Spring 2023>
All teachers to receive professional learning from the school improvement team focused on ensuring they provide effective opportunities for pupils to progress with their integral skills including solving problems; overcoming challenges; investigating and developing their higher order thinking skills.		Spring 2023
Senior leaders to provide opportunities for staff to collaborate and share examples of learning experiences to support the development of pupils' higher order thinking skills both internally and with other schools to ensure progression.		Spring 2023>
All teachers to continue to model effective questioning and feedback, to support the development of pupils' higher order thinking skills. (see 'How to develop thinking skills and AfL in the classroom?' – particularly around teacher behaviours)		Spring 2023>
All teachers to engage in professional learning on teaching strategies to enable pupils to progress with their knowledge and understanding e.g 'Runs', 'Boats', 'Scavenger Hunts' etc. (Teacher Toolkit).		Spring 2023>
Teachers to be provided with performance management target linked to developing pupils' higher order thinking skills and training to meet their individual needs.		Summer 2023
<b>Curriculum</b>		
Teachers to ensure they identify regular and effective opportunities for pupils to progress with their integral skills - solve problems; overcome challenges; investigate and develop their higher order thinking skills.		Autumn 2022>
Teachers to ensure they explicitly use and model the identified language associated with analysing, evaluating and creating with their respective classes.		Autumn 2022>
Teachers to continue to embed the 3-part structure to their teaching of HOTS – explicit teaching; opportunities to practice the skill and opportunities for independent application.		Autumn 2022>
Teachers to use displays as "Working Walls" providing scaffolding steps and examples of children's good work as part of teaching process.		October 2022
Pupils to self-assess their WALT to evaluate their own learning and begin to identify next steps.(RAG rating)		Autumn 2022>
To continue to develop HOTS/Blooms Taxonomy learning to provide pupils with independent learning opportunities.		Sept. 2022 – July 2023
All teachers to implement engaging teaching strategies for pupils to develop their lower order thinking skills (Knowledge and understanding) using the Teacher Toolkit.		Spring 2023>
<b>Monitoring</b>		
Monitor listening to learners and book look to ensure that effective opportunities are being provided to develop HOTS opportunities.		Autumn 2022
Progress report to Governing Body in Curriculum sub-committee meeting. (HOTS)		Spring 2022
Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving the SDP target. Revise action plan based on areas identified for improvement.		Summer 2023

<b>Resource Costs:</b>	
Resources	NPT / Welsh Government Materials
Materials	Online resource