



SCHOOL DEVELOPMENT PLAN

2023/24

Mr Gareth Phillips
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Priority 1:	To ensure pupils make effective progress in line with the expectations of Curriculum for Wales.
Pupil Voice:	<i>"I know what I need to do to improve!"</i>

SDP Vision Sharing:

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.
- Pupils supporting their peers to progress.

Rationale:

Progression

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 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)

The code outlines 5 overarching principles of progression:

- increasing effectiveness
- breadth and depth of knowledge
- deepening understanding
- refinement and application of skills
- transferring learning into new contexts

The school needs to continue to evolve teaching in line with the above expectations and principles. In particular, we need to support teachers to further develop their understanding and delivery of integral skills and further deepen teacher understanding of the delivery of Higher Order Thinking Skills in line with concept planning/cross-curricular learning.

Assessing for the future

The purpose of assessment is to support the progression of each individual learner. The principles for assessment are:

- To identify learner's strengths
- To identify how pupils learn best
- To identify next steps for learners

In order to enhance pupil progress the school needs to ensure that it has strong formative assessment systems in place. Recent monitoring highlights the following areas need to be developed:

- Continue to strengthen teachers' ability to inform pupils of the defined purpose of the lesson (WALTs/Lis).
- WAGOLLs/WABOLLs to be used to aid pupil's understanding.
- Continue to strengthen pupils' ability to self-assess their work to understand what they are doing well/need to improve (Peer assessment development from Y5/6).
- Continue to strengthen teacher feedback to support pupils' learning and to move their learning on.

Statement of Effectiveness:

By end of 2023/24:

Progression

The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression.

Many teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and Higher Order Thinking Skills (inclusive of knowledge and understanding).

Many pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and Higher Order Thinking Skills (inclusive of knowledge and understanding).

Formative Assessment

Provision

Most teachers have clear learning intentions for their lessons matched to pupils' individual learning needs and that enable pupils to progress.

Most teachers support pupils to understand WHY they are learning what they are learning.

Most teachers provide pupils with effective feedback to enable pupils to progress with their learning.

Most teachers provide pupils with the opportunity to action the feedback provided and to improve their work.

Most teachers provide effective opportunities to reflect upon and self-assess their work.

Most teachers are able to adapt their provision based on observations of learners' needs, misconceptions, etc.

Learning

Many pupils are clear on what they are learning to make progress in within a lesson or over a series of lessons.

Many pupils are clear on WHY they are learning what they are learning.

Many pupils respond effectively to feedback to improve their work and to move their learning on.

Many pupils edit and improve their work on a regular basis.

Many pupils self-assess their work well, identifying strengths and how to improve it.

Many pupils are clear on what they are doing well and what they need to improve (next steps).

2024-25 High Level Targets:

Most teachers will evolve their curriculum planning and teaching to ensure pupils progress with their cross-curricular skills, integral skills and Higher Order Thinking Skills (inclusive of 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 Higher Order Thinking Skills (inclusive of knowledge and understanding).

2025-26 High Level Target:

Curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and Higher Order Thinking Skills (inclusive of knowledge and understanding) will be embedded.

Nearly all pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and Higher Order Thinking Skills (inclusive of knowledge and understanding).

Leader(s): Mr. S Parvin/Mrs. K Stephens	Supervising: Mr. Gareth Phillips	Monitoring: Governing Body
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	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Start	X										
Monitor						X					
Review										X	

Strategies:	Time:
Continuous Professional Development	
Shared Understanding of Progression Continue to develop a shared understanding of progression within school and with the cluster through: <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 	Autumn 2023>
All teachers to receive professional learning from the school improvement team focused on engaging teaching strategies to enable pupils to progress with their knowledge and understanding, while also progressing with their integral skills e.g 'Runs', 'Hit and Miss' etc.	Summer 2022>
School leaders to decide on approaches/strategies to focus upon to embed throughout the school.	Autumn 2023>
One/two teacher(s) to attend the local authority Teaching & Learning workshops (5 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.	Autumn 2023>

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.	Autumn 2023>
Continue to strengthen and embed the teaching of HOTS in order to support pupils to progress with their integral skills.	Autumn 2023>
All teachers to receive effective professional learning focused on formative assessment and its relationship with a shared understanding of progression. For example: <ul style="list-style-type: none"> • What is AfL? • Learning intentions and success criteria? • Effective feedback? • Self and peer assessment? (See series of PPTs from WG – discuss with ESO)	Autumn 2023>
Leaders to provide the opportunity for teacher to share effective practice around AfL/Effective Feedback etc.	Autumn 2023>
Curriculum	
Leaders and teachers to continually review and develop the school's curriculum planning – How well does the curriculum support pupils to progress with...? <ul style="list-style-type: none"> • Values and attitudes • Cross-curricular skills • Integral skills • Higher Order Thinking Skills (inclusive of Knowledge and understanding) 	Autumn 2023>
Continue to access professional learning from the LA to strengthen the school's curriculum to plan for effective opportunities for pupils to progress with the above.	Autumn 2023>
School leaders continue to review the school's current systems for assessment. What is useful and purposeful? What is having a strong impact on pupil progress?	Autumn 2023>
Leaders and teachers to evolve their assessment processes in line with the expectations for CfW. (see 'Why this is a priority?' section)	Autumn 2023>
Leaders and teachers to implement agreed approaches to AfL throughout the school in regards to: <ul style="list-style-type: none"> • Learning Intentions • Success Criteria • Feedback • Self and peer assessment 	Autumn 2023>
Foster strong partnerships with parents and the community to support pupils' progression. Engage parents in their children's learning journey and provide resources for continuous learning at home.	Autumn 2023>
Engage pupils in Catwg AIMs (Authentic Integral Missions), 'real-world' projects that require problem-solving, critical thinking, and application of knowledge in meaningful contexts. Foster connections across AoLE's by integrating multiple disciplines, allowing pupils to see the interrelatedness of knowledge.	Autumn 2023>
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.	Autumn 2023>

Resource Costs:	
Resources/'To-do's'	<ul style="list-style-type: none"> • Redevelopment of Assessment Timeline • Development of 'Pit Stops' etc. • Visits to other school settings • Pupil Portfolios/Progress Books
Materials	<ul style="list-style-type: none"> • Possible purchasing of extra books
Total Cost	<ul style="list-style-type: none"> • £200 per supply day (if carried out outside of PPA)

Priority 2:	To further strengthen pupils' literacy skills.
Pupil Voice:	<i>"I know how to be a successful writer and reader!"</i>
SDP Vision Sharing: Whole staff meeting to discuss this SDP target. Discuss why it is a priority and share the vision for pupils' literacy skills. The staff meet regularly, both as a whole and phases to discuss structures and strategies to be used.	
Statement of Effectiveness:	
<p>Rationale:</p> <p>Monitoring demonstrates the need to develop:</p> <ul style="list-style-type: none"> • Reading/Phonic skills: <ul style="list-style-type: none"> ○ Learners in Foundation Learning lack secure, well-developed phonological knowledge and rely on sight-reading. For example, the majority of learners in Year 2 are unable to decode, blend, recognise vowel or split vowel digraphs or identify small words in longer words. As a result, they struggle to make sense of the story they are reading and read robotically with frequent pauses, they also make inappropriate substitutions for simple words. ○ Few pupils use punctuation well to inform their use of expression when reading aloud. ○ Most learners do not use inference well when asked to describe characters or talk about their motives. Nearly all pupils only refer to the literal text, with only a few learners drawing on the inferred text. ○ Learners in Foundation Learning use very limited vocabulary when asked to describe characters and settings. For example, 'they are nice/naughty'. ○ Learners in key stage 2 do not have strategies for finding specific information in non-fiction texts – they have limited understanding of index and contents pages, and techniques such as skimming and scanning. • Writing Skills: <ul style="list-style-type: none"> ○ Overall, many pupils make effective progress with their spelling, punctuation and grammar skills. Many pupils vary their sentence construction successfully. For example, in Year 6 many pupils use varied sentence structures for emphasis and effect and organise their writing into paragraphs successfully. ○ Most pupils write legibly. In foundation learning, many pupils form letters correctly and as pupil's progress, letters become consistent in size. However, as they progress through the school, many pupils do not join their handwriting and develop a cursive script. • Provision <ul style="list-style-type: none"> ○ In the majority of classes, teachers provide effective opportunities for pupils to develop their independent writing skills. Where practice is strong, teachers provide opportunities for pupils to write at length in a range of genre. For example, in Year 1 pupils have purposeful opportunities to develop their writing skills by writing recounts, reports, procedural and narrative. In upper key stage 2, teachers have developed clear processes for pupils to develop their writing skills. For example, pupils are involved in identifying the key features of the genre, creating success criteria for their writing, self and peer assessing their work against the success criteria, editing, and improving their work, in response to feedback. ○ However, this effective practice is not consistent across the phase. In a minority of classes, pupils have limited opportunities to write purposefully in a range of genre. In these classes, there is no clear approach to the development of pupils' writing skills and limited opportunities for pupils to self-assess their work or improve it, in response to feedback. 	
Statement of Effectiveness:	
<ul style="list-style-type: none"> • Reading/Phonic skills: <ul style="list-style-type: none"> ○ Many Foundation Learners will achieve effective progress in their phonological knowledge. ○ Many pupils will have effective strategies for working out the meaning of unknown words. ○ Many pupils use punctuation well to inform their use of expression when reading aloud. ○ Many learners will use inference well when asked to describe characters or talk about their motives. ○ Many Foundation Learners use very limited vocabulary when asked to describe characters and settings. ○ Many learners in Key Stage 2 have strategies for finding specific information in non-fiction texts. • Writing Skills: <ul style="list-style-type: none"> ○ Strengthen pupils' ability to join their handwriting and develop a cursive script. • Provision <ul style="list-style-type: none"> ○ Ensure all teachers provide effective opportunities for pupils to write independently across a range of genre. ○ Ensure all key stage 2 teachers implement a clear approach to the development of pupils' writing skills, including opportunities to: <ul style="list-style-type: none"> ▪ analyse and identify key features of the genre. ▪ self-assess their work against a success criteria. ▪ edit and improve their work in response to feedback. 	

2024-25 High Level Targets:

As above – from ‘many teachers will be able to...’ to ‘most teachers will be able to...’

As above – from ‘many pupils will be able to...’ to ‘most pupils will be able to...’

2025-26 High Level Target:

A clear and systematic approach to teaching reading and writing in Catwg Primary School will be achieved, resulting in nearly all pupils making strong progress.

Leader(s): Mrs. Rhian Thomas & Mrs. Bethan Maunder **Supervising:** Mr. Gareth Phillips **Monitoring:** Governing Body

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

Strategies:	Time:
Continuous Professional Development	
Headteacher and Foundation Leader to research effective provision through attending open events and school visits.	Summer 2023>
All relevant staff to receive professional learning on the effective delivery of Jolly Phonics (FL) including a focus on effective teaching strategies and assessing/measuring progress.	Autumn 2023>
All relevant staff to receive ongoing Jolly Phonics mentoring support in the form of co-coaching.	Autumn 2023>
All relevant staff to receive professional learning on the effective delivery of ‘Phonic Rocket’ (KS2). Ensuring that teachers are trained in the programmes and follow its guidelines consistently.	Autumn 2023>
All relevant staff to receive professional learning on the effective delivery of Guided Reading from the NPT Advisory Teacher.	Autumn 2023>
All relevant staff to receive ongoing Guided Reading mentoring support in the form of co-coaching.	Autumn 2023>
All relevant staff to receive professional learning on the effective delivery of Handwriting – Nelson scheme.	Autumn 2023>
All relevant staff to receive professional learning on the effective provision of the writing process across a range of genres.	Autumn 2023>
Performance Management – Teacher and TAs to be provided with targets linked to SDP Target 2.	Autumn 2023>
Curriculum	
Pupils will have daily access to high quality, consistently taught phonics provision to enhance progress in their literacy skills.	Autumn 2023>
Pupils will have weekly access to high quality, consistently taught Guided Reading provision to enhance progress in their literacy skills.	Autumn 2023>
Encourage a reading culture within the school by establishing a well-stocked library, organising book clubs, and celebrating reading achievements. Engage pupils in discussions about books, provide reading recommendations, and invite authors for visits or virtual sessions. Additionally, purchase reading materials to support pupils development as ethical and informed citizens.	Autumn 2023>
Provide a range and variety of text and genre will be provided for the children to read including newspapers, websites & apps.	Autumn 2023>
Incorporate dedicated handwriting practice sessions into the curriculum. Use a consistent Nelson handwriting style and teach proper letter formation. Encourage pupils to take pride in their handwriting and provide constructive feedback.	Autumn 2023>
Utilise educational technology tools and resources to enhance reading and handwriting instruction. Online reading programs, interactive spelling games, and digital handwriting tools can provide additional practice and engagement.	Autumn 2023>
Differentiate instruction to cater to pupils' varying abilities and learning styles. Offer small group instruction, one-on-one support, or enrichment activities for advanced learners. Utilise instructional materials that allow for differentiation.	Autumn 2023>
Engage pupils in multisensory activities that involve visual, auditory, and kinesthetic techniques. For reading and handwriting, use strategies like sight, hearing, touch and movement.	Autumn 2023>
Involve parents in supporting their children's reading, spelling, and handwriting development. Provide resources, workshops, and suggestions for activities that can be done at home. Maintain open communication channels to address concerns and provide updates on progress.	Autumn 2023>

All teachers will provide effective opportunities for pupils to write purposefully in a range of genre.	Autumn 2023>
All Key Stage 2 teachers will implement clear processes for pupils to develop their independent writing skills – identifying the key features of the genre, creating success criteria for their writing, self and peer assessing their work against the success criteria, editing, and improving their work, in response to feedback.	Autumn 2023>
Monitoring	
Learning Walks, work scrutiny, pupil progress meetings and listening to learners’ activities with member of the Governing Body to evaluate against the statement of effectiveness.	Autumn 2023>
Progress report to Governing Body in Curriculum sub-committee meeting.	Spring 2024

Resource Costs:	
Resources/To-do's	<ul style="list-style-type: none"> • Jolly Phonics online training - £90pp • Phonic Rocket resourcing • Spelling scheme approval • Nelson Handwriting amnesty and resourcing
Materials	Jolly Phonics Reading Books - £550
Total Cost	Jolly Phonics – £1,000

Priority 3:	To further develop pupils' number skills.
Pupil Voice:	"I am confident in applying my number skills"
SDP Vision Sharing: 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 continue to evolve in order to develop pupils' mathematical proficiencies as outlined in Curriculum for Wales.	
<p>Rationale:</p> <p>General</p> <p>Overall, there has been strong progress in developing pupils' number skills and in addressing gaps in the pupils' knowledge and skills, identified in monitoring in January 2022. In addition, in line with the expectations within Curriculum for Wales and the school's development plan, there have been improvements in pupils' use of precise mathematical language when discussing their mathematical thinking, their ability to use a wider range of strategies when undertaking calculations and pupils are developing deeper conceptual understanding within their number work.</p> <p>Overall, most pupils achieve good standards with their number skills across the school (see monitoring report 06/06/23)</p> <p>However, there is a need to continue to develop pupils' deeper understanding of number concepts through the CPA approach and extend this approach to wider areas of the curriculum such as 'measurement'.</p> <p>We need to provide regular opportunities for pupils to use manipulatives to develop pupils' depth of understanding and opportunities for pupils to 'talk' and explain their mathematical thinking.</p> <p>We need to continue to support pupils to use a range of strategies when undertaking calculations and to identify the most efficient strategy.</p> <p>Furthermore, we need to:</p> <p>Foundation Learning</p> <ul style="list-style-type: none"> • Strengthen pupils' knowledge of number bonds to help them calculate efficiently. For example, to use their awareness of $3 + 5 = 8$ to help them calculate $23 + 5 = 28$. • Strengthen pupils' ability to undertake subtraction calculations through efficient strategies. For example when calculating subtraction questions such as $18 - 12$. • Strengthen pupils' understanding of inverse operations and number 'families'. <p>Key Stage 2</p> <ul style="list-style-type: none"> • Strengthen pupils understanding of the concept of division and the use of efficient strategies when undertaking division calculations. • Strengthen pupils' ability to calculate times table answers if they do not have instant recall, in lower key stage 2. • Strengthen pupils' understanding of inverse operations in lower key stage 2. 	
Statement of Effectiveness:	
<p>Most teachers will:</p> <ul style="list-style-type: none"> • Continue to develop pupils' deeper understanding of number concepts through the CPA approach and extend this approach to wider areas of the curriculum such as 'measurement'. • Provide regular opportunities for pupils to use manipulatives to develop pupils' depth of understanding and opportunities for pupils to 'talk' and explain their mathematical thinking. • Continue to support pupils to use a range of strategies when undertaking calculations and to identify the most efficient strategy. <p>Most pupils will be able to:</p> <p>Foundation Learning</p> <ul style="list-style-type: none"> • Use their knowledge of number bonds to help them calculate efficiently. For example, to use their awareness of $3 + 5 = 8$ to help them calculate $23 + 5 = 28$. 	

- Undertake subtraction calculations through efficient strategies. For example, when calculating subtraction questions such as $18 - 12$.
- Use and apply their knowledge of inverse operations and number 'families'.

Key Stage 2

- Use their knowledge of the concept of division and the use of efficient strategies when undertaking division calculations.
- Use ability to calculate times table answers if they do not have instant recall, in lower key stage 2.
- Use their knowledge of inverse operations in lower key stage 2.

2024-25 High Level Target:

As above – from 'most teachers will be able to...' to 'nearly all teachers will be able to...'

As above – from 'most pupils will be able to...' to 'nearly all pupils will be able to...'

2025-26 High Level Target:

A clear and systematic approach to teaching Mathematics through the CPA Approach in Catwg Primary School will be achieved, resulting in nearly all pupils making strong progress.

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

Strategies:	Time:
Continuous Professional Development	
Foundation Leader and Year 1 teacher to observe effective practice in the CPA approach in Central Primary School.	Summer 2023>
All teachers to receive coaching from the school improvement team focused on how to develop pupils' conceptual understanding through concrete, pictorial and abstract approaches.	Autumn 2023>
Senior leaders to provide opportunities for staff to collaborate (internally and with other schools) sharing examples of learning experiences to support the development of pupils' conceptual understanding.	Autumn 2023>
Promote collaboration among teachers within the school or locally. Encourage teachers to share best practices, lesson plans, and experiences related to the CPA method. This collaborative approach will foster a supportive learning community and improve the implementation of the approach across the school.	Autumn 2023>
Continuously evaluate the effectiveness of the CPA approach within the school. Collect feedback from teachers, pupils, and parents to identify areas of improvement. Adjust and refine the implementation strategies based on this feedback to ensure continuous growth and development.	Autumn 2023>
Curriculum	
Continue to ensure that the curriculum and teaching materials are aligned with the CPA approach. Review existing resources and modify them, if necessary, to incorporate concrete and pictorial representations alongside abstract concepts. Seek or develop appropriate teaching materials, textbooks, and supplementary resources that support the CPA method.	Autumn 2023>
Continue to encourage teachers to plan their lessons using the CPA framework. Design lessons that progressively move pupils from concrete experiences to pictorial representations and then to abstract thinking. Provide guidance and support to teachers as they develop and implement these lessons effectively.	Autumn 2023>
Continue to allocate resources and other instructional materials required for the CPA method. These may include blocks, counters, base-ten blocks, fraction bars, geometric shapes, visual aids, and interactive technology tools. Ensure that these resources are readily available in classrooms and encourage their regular use.	Autumn 2023>
Educate parents and the wider community about the CPA method and its benefits. Hold information sessions, workshops, or parent-teacher meetings to explain the approach, showcase pupil work, and provide guidance on how parents can support their children's learning at home.	Autumn 2023>
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 2023 > Summer 2024

Teachers to ensure they explicitly use and model the specific mathematical language provided in each concept step of the CPA Approach and provide opportunities for pupils to talk about their mathematical thinking. For example, are teachers encouraging learners to develop their mathematical language either: <ul style="list-style-type: none"> • By modelling stem sentences and asking learners to use them, or • By encouraging learners to use precise mathematical language? 	Autumn 2023 > Summer 2024
Teachers to give opportunities for pupils to explain: <ul style="list-style-type: none"> • Their mathematical understanding. • Their approaches to calculations, justifying why they have used a particular method/strategy? 	Autumn 2023>
Teachers to ensure children are proficient in choosing the most efficient strategy for calculating.	Autumn 2023 > Summer 2024
Monitoring	
Develop assessment strategies that align with the CPA method. Provide opportunities for pupils to demonstrate their understanding through concrete, pictorial, and abstract tasks. Use formative assessments to monitor pupil progress and provide constructive feedback to both pupils and teachers.	Autumn 2023>
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 2023>
Progress report to Governing Body in Curriculum sub-committee meeting.	Spring 2024

Resource Costs:	
Resources	n/a
Materials	
Total Cost	