

Alltwen Primary School Development Plan

Sept. 2022 - July 2023

Priority 1	To continue to develop pupils' higher order thinking skills (HOTS)	
Why is this a priority?		Success Criteria – What will success look like?
<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 and implemented explicit teaching of analysis and evaluate skills, provided opportunities for pupils to practise these skills and to begin to apply them independently. As a result, monitoring highlighted a range of HOTS activities were being used across the school. However, a wider range of HOTS activities need to be used across the school, in a purposeful and authentic way in relation to the concept being explored. Therefore, we need to continue to embed the explicit teaching of analysis and evaluate skills and give pupils more opportunities to practice and begin to apply these skills independently.</p> <p>Many teaching strategies do not provide effective opportunities for pupils to develop their integral skills. Teachers need 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 through explicitly modelling these skills and providing regular opportunities for pupils to practice these skills.</p> <p>Furthermore, we need to ensure teachers implement a range of engaging teaching strategies to support pupils to gain new knowledge and understanding.</p>		<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>All staff will explicitly use the language of thinking skills with pupils.</p> <p>Most teachers will provide regular and effective opportunities for pupils to solve problems; overcome challenges; investigate and develop their higher order thinking skills.</p> <p>Many teachers will provide engaging teaching strategies to support pupils to gain new knowledge and understanding.</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>

Year 3 High Level Targets

Year 3	<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>
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Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p>Vision</p> <p>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 Alltwen Primary School.</p>	All staff	Sept 22	On going	
<p>Professional Learning / Evolving Teaching</p> <p>Teachers to continue to share practice developing pupils' analysis/evaluate skills including increasing the range of strategies they use to support pupils' ability to analyse/evaluate. <i>(see 'How to develop thinking skills and AfL in the classroom?' for range of strategies)</i></p> <p>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. <i>(see 'How to develop thinking skills and AfL in the classroom?' for a wider range of strategies)</i></p> <p>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.</p> <p>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.</p>	<p>SLT</p> <p>LA</p> <p>LA</p> <p>SLT HT</p>	<p>Sept 22 April 23</p> <p>Feb 23</p> <p>May 23</p> <p>Sept 22 Jan 23</p>	<p>On going</p> <p>Feb 23</p> <p>May 23</p> <p>On going Jan 23</p>	<p>Supply cover to release teachers to share practice £740 = 1 day supply for 4 teachers</p> <p>Supply Cover to visit Crynallt Primary to observe HOTS £740 = 1 day supply for 4 teachers</p>

<p>All teachers to continue to model effective questioning and feedback, to support the development of pupils' higher order thinking skills. (see '<i>How to develop thinking skills and AfL in the classroom?</i>' – particularly around teacher behaviours)</p> <p>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).</p>	<p>SLT</p> <p>HT</p>	<p>Oct 22</p> <p>Nov 22</p>	<p>On going</p> <p>On going</p>	<p>Cost of 9 'The Teacher's Toolkit' Books = £220</p>
<p>Curriculum Development</p> <p>Leaders to evolve their curriculum design to ensure all mandatory elements and purposeful opportunities for pupils to make progress with their integral skills.</p> <p>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.</p> <p>Teachers to ensure they explicitly use and model the identified language associated with analysing, evaluating and creating with their respective classes.</p> <p>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.</p> <p>All teachers to implement engaging teaching strategies for pupils to develop their lower order thinking skills (Knowledge and understanding) using the Teacher Toolkit.</p>	<p>SLT</p> <p>Teaching staff</p> <p>Teaching staff</p> <p>Teaching staff</p> <p>Teaching staff</p>	<p>Oct 22</p> <p>Oct 22</p> <p>Oct 22</p> <p>Oct 22</p> <p>Oct 22</p>	<p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p>	

<p>Performance Management</p> <p>Teachers to be provided with performance management target linked to developing pupils' higher order thinking skills and training to meet their individual needs.</p>	SLT	Oct 22	May 23	In house cover
<p>Monitoring</p> <p>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.</p>	HT SLT Governors	Oct 22 Feb 23 June 23	June 23	In house cover
			Total Cost	£1,700