

[Summary of School Priorities](#)

Current Academic Year

2022-2023

Priority 1

To ensure universal provision meets the needs of all learners

Rationale

The new ALN act has made us review all processes in order to be ready for full implementation of the new code. Our mission is to transform expectations, experiences and outcomes for children with additional learning needs ensuring the focus is on a person-centred practice and a fully inclusive approach. We need to ensure our provision is consistent across all the school so that all pupils receive what is needed in order they make the best progress. We also need to ensure all staff are trained to deliver the universal provision across the school

Priority 2

To build resilience of all pupils through development of open-ended learning opportunities

Rationale

Input from Jez Jones CAMHs outreach teacher on self-esteem and managing anxiety in the classroom, staff identified resilience as an area where pupils have struggled as a result of absence from school.

Estyn identified that “In a few cases, not knowing what pupil can and cannot do, means that teachers plan activities that are too easy or too difficult.” Clearly identifying where pupils are in their learning, including the more able is important. Many pupils need to build their resilience when they do not find their learning easy or straight forward, this includes pupils with additional learning needs and pupils who are more able.

Priority 3

To review and build on assessment in the classroom procedures and practices

Rationale

Assessment is changing. In the move away from a focus on summative assessments at the end of a Key Stage, progress at an individual level, linked to what is happening in the classroom on a daily basis, is the school approach to effective teaching and learning. Knowing the starting point for each pupil will be the focus; this will ensure no work is too hard or too easy. Staff training will focus on putting assessment at the heart of CfW and maximising pupil progress.

Focus on 'TICIT'

Time periods, seen over a series of days

Independent – task/activity completed without support

C-seen in a range of contexts

Indefinite – test, task, home learning

Taught/demonstrated to someone else with accuracy

Following the Estyn inspection, a recommendation will be to focus on assessment in learning. We will support pupils to monitor and reflect on their own learning and progress as well as reflecting on their ability to assess their own work

Priority 4

To review teaching and learning in Maths and Numeracy focusing on calculation policy

Rationale

Personalised assessments in Year 2/3 indicate increase in number of pupils failing to achieve within national averages. Review teaching and learning including subject knowledge in teaching of mathematics. Review use of numicon in PS1/2. Develop a consistent approach using a school-based calculation policy will support teaching and learning particularly for new staff. Focus on supporting catch up numeracy in Year 3 using funding from RRRS.

Use of personalised assessments to identify gaps in teaching and learning

Priority 5

To develop skills in creative arts across the curriculum embedding within the context of Curriculum for Wales

Rationale

Estyn identified “older pupils do not always make choices about how they learn and present their work, often because of a lack of opportunity. This means that their creative thinking skills across the curriculum are less well developed than their other skills.”

We recognise that the pandemic impacted on expressive arts as pupils were not able to sing or play different instruments, they were not permitted to access educational visits linked to expressive arts and due to class ‘bubbles’ after school and wider school opportunities were also curtailed.

This significantly impacted on performance aspect of expressive arts as parents were not able to visit school, so there was no audience for drama. We were unable to hold assemblies. It has also impacted on enjoyment within the curriculum, particularly for those pupils with a talent in expressive arts.

Within the CfW we recognise that expressive arts as an AoLE have the same weighting as other AoLEs. We want to ensure there is sufficient breadth and balance to cover the necessary skills within the progression steps

Welsh Priority: To continue to develop Welsh language and culture by working towards Silver Siartar Iaith

Rationale/Evidence-base:

To work towards Welsh 2050 and the National Mission in developing children as bilingual learners.

What does the Gwe Iaith Language Web questionnaire say we should work on?

Estyn identified “Many pupils show a flair for languages and are proud that their school encourages the use of Welsh, English and pupils’ home languages. This celebration of language means that pupils appreciate the benefits of speaking more than one language and are keen to develop their skills. Nursery and reception pupils greet people in Welsh confidently, follow simple instructions and sing songs in Welsh enthusiastically. Older pupils enjoy and participate eagerly in the daily, fast-paced Welsh ‘drilio’ sessions. They learn a wide range of vocabulary relevant to their class topics and use these words in increasingly complex sentences, questions and answers.”