Saint Joseph's
Catholic Primary School
Ysgol Gynradd Catholig San Joseff

SDP 2022-23

Priority 1	**To develop provision for RSE within the school in order to develop pupils' knowledge and understanding of how their bodies will change and to develop their understanding of healthy relationships.** **"To thank God for our beautiful bodies and to show respect for one another's bubbles."**

Why is this a priority?	**Success Criteria – What will success look like?**
As a result of discussions with staff; we need to improve the provision for RSE within our school in order to develop pupils' knowledge and understanding of how their bodies will change as they grow up. Pupils also need to develop a greater understanding of what makes a healthy relationship. Furthermore, we need to ensure teachers implement a range of engaging teaching strategies to support pupils to gain new knowledge and understanding in RSE. We need to ensure that pupils: • Actively participate in RSE lessons. • Receive a fully-integrated and holistic programme in relationship education. • Ask relevant questions.	The majority of pupils will be able to: • Have a greater understanding of how their bodies change as they grow. • Understand how to form healthy relationships with others and the requirements.

Year 2 and Year 3 High Level Targets	
Year 2	Many pupils will be able to: • Have a greater understanding of how their bodies change as they grow.

	• Understand how to form healthy relationships with others and the requirements.
Year 3	Most pupils will be able to: • Have a greater understanding of how their bodies change as they grow. • Understand how to form healthy relationships with others and the requirements.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision Whole staff meetings to discuss this SDP target; why it is a priority? Develop an understanding of how pupils learn and share the vision of RSE within St Joseph's. Key Questions: What do we understand effective learning to be if we are to develop RSE within St. Joseph's? What does good teaching of RSE look like?	CD/PB CD/ PB	ADDs session	Ongoing during ADDs sessions.	Nil

Professional Learning / Evolving Teaching **RE coordinator to deliver training during Adds and INSET to teaching** staff focused on: 1. The **Vision** of "Life to the Full" which explains the unique vision of Catholic RSE, the Programme structure and content. 2. The **Practicalities** which explains the sessions that they are going to run during the programme. 3. The **Forum which** provides staff with an opportunity to discuss, share and problem-solve any questions or issues that have come up since they reviewed the programme. Many teachers will have a clear understanding of how to deliver the "Life to the Full" programme and plan for progression. Most teachers will explicitly teach the "Life to the Full" programme. Many teachers will provide engaging teaching strategies to support pupils to gain new knowledge and understanding. Senior leaders to support and challenge **all staff** (teaching and non-teaching) with the planning of "Life to the Full" activities.	PB All staff CD/PB PB	October 2022 Ongoing Ongoing	Ongoing support Ongoing Ongoing	Nil Nil Nil

RE co-ordinator to feed back any new developments to staff and governors.				
Curriculum Development Teachers to ensure that they have a good understanding of Programme Pathway 3 and implement it within their classrooms. Teachers to ensure they identify regular and effective opportunities for pupils participate in “Life to the Full” sessions. SLT to facilitate teachers’ sharing of good practice with colleagues.	All staff All staff CD/PB	October 22 October 22 Ongoing	July 23 July 2023 July 2023	Nil Nil Nil
Performance Management Teachers to be provided with performance management target linked to developing RSE within their classroom.	CD	October 22	Review throughout the year	Supply cost (1 day) £185
Monitoring 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.	CD/PB	Spring 23	Ongoing termly	Supply cost (1 day) £185

Link Teacher: P. Brooks

Link governor: M. Caddick **Approximate Total Cost: £370.00**

Priority 2	**To develop pupils' oracy skills so that they are able to talk collaboratively.** **"To improve my speaking and listening so that I am confident when speaking with others."**

Why is this a priority?	**Success Criteria – What will success look like?**

Monitoring highlights that, nearly all pupils listen attentively, they are respectful and listen to their teacher. They follow instructions well and many are able to recall what they have heard. In foundation phase, nearly all pupils listen attentively and talk respectfully to adults. Pupils in year 2/3 are able to talk about their work and use subject specific vocabulary accurately for example, 'man-made features', 'erosion' and 'tourist attraction'. However, **most** pupils need to develop: • More advanced listening skills such as asking questions to clarify and dig deeper and to be able to respond to and summarise what has been said. • collaborative talk and to take on different roles within the discussion group These areas identified for development are in line with the principles of progression within the Languages Literacy and Communications AoLE.	<u>Learning</u> The majority of pupils will be able to: • Listen carefully - ask questions to clarify and dig deeper and be able to respond to and summarise what has been said. • Take an active part in a discussion assuming various roles such as clarifier, challenger, etc.

Year 2 and Year 3 High Level Targets	
Year 2	<u>Learning</u> Many pupils will be able to: • Listen carefully - ask questions to clarify and dig deeper and be able to respond to and summarise what has been said.

	• Take an active part in a discussion assuming various roles such as clarifier, challenger, etc.
Year 3	<u>Learning</u> Most pupils will be able to: • Listen carefully - ask questions to clarify and dig deeper and be able to respond to and summarise what has been said. • Take an active part in a discussion assuming various roles such as clarifier, challenger, etc.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision Whole staff meetings to discuss this SDP target; why it is a priority. Develop an understanding of how 'pupils' develop oracy skills in line with the LLC proficiencies as outlined in Curriculum for Wales.' Key Questions: What do we understand effective learning to be if we are to develop oracy skills? What does good teaching of oracy look like?	CD CD/ PB	ADDs Oracy session1 Debbie Thomas 16.9.22	Ongoing during ADDs sessions.	Nil Nil

Professional Learning / Evolving Teaching All teachers to receive professional learning from the school improvement team focused on developing an understanding of listening skills and collaborative talk Staff to consider how this will impact on their teaching approaches TDO to ensure that all staff are familiar with the relevant Languages Literacy and Communication progression steps. Senior leaders to provide opportunities for staff to collaborate, sharing examples of learning experiences to support the development of pupils' oracy skills and to consider how progression will be ensured. Senior leaders to provide opportunities for staff to share effective practice through observations. English co-ordinator to work with TDO to plan the next steps based on progression of oracy skills. English co-ordinator to feed back any new developments to staff and governors.	Debbie Thomas Debbie Thomas CD/PB PB/Debbie Thomas PB	3.10.22 24.10.22 Spring Term TBC 16.9.22 Spring Term TBA	Ongoing	Nil Nil Nil Nil Nil

Curriculum Development Teachers to implement the development of pupils' oracy skills through use of listening ladder, group work, and other strategies for enhanced group work	All staff	October 22	July 23	Nil
Teachers to ensure they explicitly use and model the identified language associated with the oracy skills they are teaching.	All staff	October 22	July 2023	Nil
Teachers to ensure they provide the time for pupils to develop their oracy skills and to evaluate the quality of their oracy skills against identified success criteria.	All staff	October 22	July 2023	Nil
Performance Management Teachers to be provided with performance management target linked to developing oracy within their classroom.	CD	Autumn Term 22	Termly Progress Meetings	2 days @ £185 = £370

Monitoring 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.	CD/PB	(November 2022)	Ongoing Termly	Non contact time @ £185 per day x 2 = £370
Link Teacher: P. Brooks **Link governor: M. Caddick**				**Approximate Total Cost: £740.00**

Priority 3	**To develop pupils' understanding of place value.** **"To improve my understanding of place value, so that I am able to confidently work my answers out in a variety of different ways; explaining my thinking using a range of different mathematical vocabulary. "**

Why is this a priority?	**Success Criteria – What will success look like?**
Monitoring highlights that when questioned, all Foundation Phase pupils use different strategies and resources to answer their questions. However, nearly all pupils need concrete objects to complete calculations. All of the older pupils questioned show resilience in their approach to finding mathematical solutions using a variety of strategies. Many pupils use a range of strategies for reaching answers. Most pupils do not use mathematical language confidently nor do they have a secure understanding of the language. However, throughout the school, most pupils need to develop • depth of conceptual understanding within their number work • use of precise mathematical language when discussing their mathematical thinking • use of efficient strategies when undertaking calculations • fluency in applying their number skills These areas identified for development are in line with the principles of progression, including the mathematical proficiencies, within the Mathematics and Numeracy AoLE.	<u>Learning</u> The majority of pupils will be able to: • represent concepts in multiple ways (concrete, visual, digital and abstract) • use precise mathematical language to explain their thinking • make up examples (and non-examples) • identify efficient strategies for calculations • independently apply concepts to new problems in unfamiliar situations

Year 2 and 3 High Level Targets	
Year 2	Learning Many pupils will be able to: • represent concepts in multiple ways (concrete, visual, digital and abstract) • use precise mathematical language to explain their thinking • make up examples (and non-examples) • identify efficient strategies for calculations • independently apply concepts to new problems in unfamiliar situations
Year 3	Learning Most pupils will be able to: • represent concepts in multiple ways (concrete, visual, digital and abstract) • use precise mathematical language to explain their thinking • make up examples (and non-examples) • identify efficient strategies for calculations • independently apply concepts to new problems in unfamiliar situations

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision 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	CD	September 2022	September 2022	Nil

evolve in order to develop pupils' mathematical proficiencies as outlined in Curriculum for Wales.		Adds		
Resources Leaders to purchase manipulatives to support the development of pupils' conceptual understanding. For example, Dienes base ten, place value counters, Cuisenaire rods etc.	CD/PB/CA	September 2022	September 2022	£600
Curriculum Development Teachers to trial White Rose Maths scheme, to develop breadth and depth of learning for the place value aspects. (After the end of the trial – staff will decide if we will adopt the scheme)	All staff	September 2022	December 2022	£180
Teachers to implement the development of pupils' conceptual understanding through verbal, concrete, visual, digital and abstract approaches.	All staff	September 2022	July 2023	Nil
Teachers to ensure they explicitly use and model the identified mathematical language associated with the concept they are teaching.				
Teachers to ensure they provide the time for pupils to construct their own mathematical problems and to	All staff	September 2022	July 2023	Nil

share strategies to solve problems and identify the most efficient strategy.	All staff	September 2022	July 2023	Nil
Monitoring 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.	CD/CA	November 2022	Ongoing Termly	Non contact time @ £185 per day x 2.
Link Teacher: C. Anthony **Link governor: Ruth Weaver**				**Approximate Total Cost: £1150.00**

Priority 4	**To continue to develop pupils' higher order thinking skills (HOTS)** **"To ask questions about our learning; form our own opinions and create new ideas."**

Why is this a priority?	Success Criteria – What will success look like?
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 towards the four purposes. In particular, we wish to develop our pupils' ability to apply, analyse, evaluate and create (higher order thinking). Last year, teachers received professional learning focused on HOTS and implemented explicit teaching of analysis skills, provided opportunities for pupils to practise these skills and to begin to apply them independently. As a result, monitoring highlighted that the school has begun to use higher order thinking skills, in particular staff have used activities which have developed analysing skills. They have also organised the thinking skills verbs into age appropriate groups. However, the school is working towards the pupils becoming independent in their use of analysis and will revisit the three stage approach to teaching analysing in the Autumn term 2022. 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 them.	The majority of pupils will develop effective higher order thinking skills – apply, analyse, evaluate and create. The majority of pupils will explicitly use the language of thinking skills within their learning.

Year 3 High Level Targets	
Year 2	Many pupils will develop effective higher order thinking skills – apply, analyse, evaluate and create. Many pupils will explicitly use the language of thinking skills within their learning.
Year 3	Most pupils will develop effective higher order thinking skills – apply, analyse, evaluate and create.

	Most pupils will explicitly use the language of thinking skills within their learning.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision 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 St Joseph's school.	CD/PB Adds	September 2022		Nil
Professional Learning / Evolving Teaching Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to practice these skills and apply them independently. All staff will explicitly use the language of thinking skills with pupils. Most teachers will provide regular and effective opportunities for pupils to solve problems; overcome challenges; investigate and develop their higher order thinking skills.	All staff	September 2022	July 2023	Nil

Many teachers will provide engaging teaching strategies to support pupils to gain new knowledge and understanding. Teachers to continue to share practice developing pupils' analysis skills including increasing the range of strategies they use to support pupils' ability to analyse. (see '*How to develop thinking skills and AfL in the classroom?*' for range of strategies) All teachers to receive professional learning from the school improvement team focused on effective strategies for developing pupils' ability to evaluate. For example, Most Likely, Diamond Ranking; JUDGE etc. (see '*How to develop thinking skills and AfL in the classroom?*' for a wider range of strategies) 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)	CD/ OH Adds TBC CD/ OH Adds TBC CD/ OH Adds TBC			Nil Nil Nil

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.	CD/PB/CA	January 2023	July 2023	Nil
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.	All staff	September 2022	July 2023	Nil
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)				
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).				Nil

Curriculum Development				
Leaders to evolve their curriculum design to ensure all mandatory elements and purposeful opportunities for pupils to make progress with their integral skills.	CD/PB/CA	September 2022	July 2023 Ongoing.	Nil
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.	All staff	September 2022	July 2023 Ongoing.	Nil
Teachers to ensure they explicitly use and model the identified language associated with analysing, evaluating and creating with their respective classes.	All staff	September 2022	July 2023 Ongoing.	Nil
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.	All staff	September 2022	July 2023 Ongoing.	Nil
All teachers to implement engaging teaching strategies for pupils to develop their lower order thinking skills (Knowledge and understanding) using the Teacher Toolkit.		September 2022		

	All staff		July 2023 Ongoing.	Nil
Performance Management Teachers to be provided with performance management target linked to developing pupils' higher order thinking skills and training to meet their individual needs.	CD	November 2022	Target reviewed throughout the year.	Supply cost– 1 day - £185. To cover staff for performance management meetings with CD.
Monitoring 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.	CD/PB/CA	November 2022	Ongoing, termly.	Non contact time @ £185 per day x 2.
Link Teacher: C. Anthony **Link governor: Ruth Weaver**				**Approximate Total Cost: £555**