



School Improvement Plan

2021 – 2022

Contents	Page Numbers
1. General school information	3
2. Accountability Structure	5
3. Vision and context	8
4. Three-year improvement plan	9
5. Priorities for 2021/22	10
6. SIP 2021/22	11
7. Links to Action Plans sitting outside of main SIP priorities	45

General School Information

Address	Ysgol-Y-Graig Community Primary School, Pontycapel Road, Cefn Coed, Merthyr, CF48 2RD
Telephone	01685 351806
Email	office@ysgol-y-graig.merthyr.sch.uk
Website	https://www.ysgolygraig.com/
DES LA Number	6752330
Headteacher	Mr. D. J. Anstee
Chair of Governors	Mrs. A. James
Chief Education Officer	Ms S. Walker

Number on Roll	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
2021/22	22	24	23	30	25	22	26	23	195
Nurture						4	1	1	6
ALN	0	0	0	1	0	6	1	1	9
Free School Meals	1	6	3	9	5	7	6	6	43
EAL	0	0	1	2	2	3	0	1	9

2021/22	Teaching	LSAs	Clerk	Caretaker Cleaner	Midday Supervisors	Total
---------	-----------------	-------------	--------------	------------------------------	---------------------------	--------------

Staffing Numbers	9 (Inc. HT)	12 & 3 agency	1	1 & 4 Cleaners	4	34 Staff
------------------	-------------	---------------	---	----------------	---	----------



Strategic Leadership structure 2021/22

Strategic Leadership Team	AoLE/Strategic Role	
David Anstee	Headteacher Curriculum Design Assessment and skills	Health and Safety Strategic Direction Professional learning and development lead Community Engagement Lead
Lisa Jones	Deputy Headteacher Leader for learning FP Lead	Attendance Family Engagement Lead Wellbeing
Janet Thomas	KS2 Lead Safeguarding	I.T.E. / NQTs
Helen Pomeroy	Learning Support Lead ALNCo	

Class Structure 2021/22

Class	Teacher	Additional Practitioners
Nursery	Lisa Jones (Mon-Wed)	Zena Lewis (HLTA); Mel Evans (Agency)
Reception	Amy Sofianos	Lisa Duthie; Susan O'Connor (Agency)
Year 1	Siobhan Lynch	Paige Stone
Year 2	Matthew Howells	Nicola Rees; Laura Toon
Year 3/4	Sam Aylward	Sara Lewis Mon - Wed Karen - Thu Delyth - Fri
Year 4/5	Janet Thomas	Dee Lovis (*Inc 2.5 hrs support for CS)
Year 5/6	Joanne Thomas	Rachel Price (Agency) Natasha - Wednesday (*Inc 2.5 support for SK)
Nurture	Helen Pomeroy	Abigail Fellows (HLTA); Natasha Jones (Mon, Tue, Thur, Fri)

Interventions/Specialist teaching

- 1) Sarah to lead literacy interventions across school and to undertake storytime sessions on Fri am with R/Y1
- 2) Delyth to lead wellbeing interventions across school Mon, Tue, Wed (am), Thu (pm)
- 3) Matt to lead forest school sessions on Mon am in N/R;
- 4) Sam to lead Computing session in 4/5 and 5/6 on Wed



AOLE Team Structure

AOLE	Lead	Team
Expressive Arts	Amy Sofianos	Paige Stone Natasha Jones
Health and Wellbeing	Helen Pomeroy	Lisa Jones Delyth Goodall
LLC	Joanne Thomas	Sarah Lewis Abigail Fellows Matthew Howells (Welsh)
Humanities	Siobhan Lynch	Karen Morgan Zena Harris Lisa Duthie
Science and Technology	Sam Aylward Matthew Howells	Laura Toon
Mathematics and Numeracy	Janet Thomas	Nicola Rees Dee Lovis Sara Lewis

Welsh language and culture: Matthew Howells

DCF: Sam Aylward

Wellbeing intervention lead: Delyth Goodall

Literacy/Speech and language intervention lead: Sarah Lewis

Autism Friendly Schools: Nicola Rees & Laura Toon

Forest Schools Development: Sara Lewis

PBS Ambassadors: Natasha Jones & Zena Harris

One Page Profiles: Dee Lovis & Paige Stone

Nurture Schools Development: Lisa Duthie & Abigail Fellowes

Family Engagement Support: Zena Harris



Pupil Leadership Structure

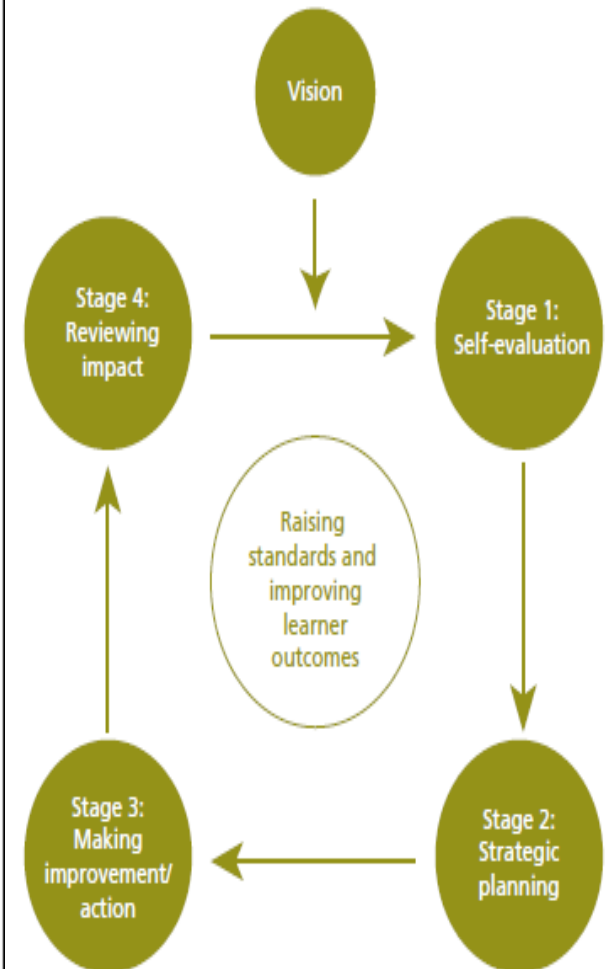
	Remit	Four Purpose/AoLE link	Lead Practitioner
Yr Senedd – membership to consist of 1 member of each pupil voice group	To oversee the work of the pupil voice councils, to discuss key issues and process across the school and to present to stakeholders regarding school developments	Ethical, informed citizens	Janet Thomas
Health and Wellbeing Crew Y2 – Y6	To work towards healthy school status and provide support to the school to create a healthy environment for all.	Healthy, confident individuals Health and Wellbeing	Lisa Jones
Community Council Y4 – Y6	To lead fundraising activities and support events within the community	Enterprising, creative contributors Mathematics and Numeracy	Amy Sofianos
Criw Cymraeg Y2 – Y6	To lead development of Welsh across the school and to be responsible for Welsh assemblies and eisteddfodau	Enterprising, creative contributors LLC (Cymraeg)	Matthew Howells
World Ambassadors Y2-Y6	To further develop the eco credentials of the school and wider community To promote peaceful schools	Ethical, informed citizens (Science and Technology, Humanities)	Siobhan Lynch
Digital Leader Year 5	To support the development of IT/DCF across the school	Ambition, capable learners	Sam Aylward
Literacy Council Y2-Y6	To support development of reading strategies across the school including the development of the library	Enterprising, creative contributors LLC (English)	Joanne Thomas
Peer Mentors Y6	To provide peer support to other children across the school	Healthy, confident individuals	Helen Pomeroy
Challenge Crew Y5/6	To provide pupil leadership in the creation of policies and involvement within the MER cycle	Ethical, informed citizens Teaching & Learning	Lisa Jones

3. Vision and Context:

At Ysgol-Y-Graig, we are proud of our learning environment and the place that we have at the heart of the local community. Ysgol-Y-Graig seeks to provide rich learning opportunities which are further enhanced with our location on the Taff Trail and fantastic school grounds. Forest Schools, Wellbeing and Nurture Principles are at the heart of our school and we continuously strive to provide the most aspirational and inspiring teaching and learning, which reflects the needs of our learners and the whole community. All staff in Ysgol Y Graig are leaders in their own right and this is supported through the provision of high quality professional learning and partnerships that seek to improve practice and enable curriculum innovation.

We aim:

- To develop a friendly, nurturing environment where children feel happy, secure and valued.
- To develop a passion for lifelong learning
- To develop self-confidence, self-esteem and a sense of self-worth.
- To encourage children to co-operate with each other and with adults.
- To instil in pupils a respect for religious, ethical and moral values and encourage positive attitudes towards tolerance of other races, religions, disabilities and way of life.
- To develop lively minds with a spirit of enquiry about the world around them.
- To help pupils to understand the world in which we live, to value their local community and acquire knowledge and skills relevant to adult life and employment in an ever-changing world.
- To promote high standards of behaviour, including politeness, respect, care and consideration for others.



3 Year Strategic Overview 2021 – 2024

Year 1 – 2021-2022 Aims & Aspirations:	2022-2023 Aims & Aspirations:	2023-2024 Aims & Aspirations:
<p>Continue to review provision and curriculum in readiness for Sept 2022</p> <p>Continue to develop the new school vision in light of curricular change and the school's corporate goals</p> <p>To improve the teaching and learning of Welsh across the school and to work towards achieving Siarter Iaith bronze award</p> <p>To support children's wellbeing as we recover from the Covid Pandemic and to further develop nurture school principals in accordance with our aims and values.</p> <p>Further develop use of technology and digital competency to enhance learning and begin to develop teaching and learning of computer science.</p> <p>Continue to develop the application of numeracy across the curriculum ensuring continuity and challenge across all areas of the curriculum.</p> <p>Improve standards of reading across the school, including the development of a new approach to phonics.</p> <p>Continue to develop writing in key stage 2 to ensure that most children are writing at appropriate depth and breadth.</p> <p>Continue to develop pupil voice through effective pupil councils.</p> <p>Further develop nurture principles.</p> <p>Implement the ALN framework into all aspects of school life</p>	<p>Implement Curriculum 2022 and continue to develop curricula design plans throughout the year</p> <p>Work towards achieving Siarter Iaith Silver award</p> <p>Achieve accredited status with Autism UK</p> <p>Ensure that standards of teaching and learning remain high across the school</p> <p>Review provision 1 year on from moving to the new site. FADE analysis of provision – further develop learning environments</p> <p>Continue to develop computer science and ensure that children and staff have the skills, support and training to excel</p> <p>Further support our MAT work with enhanced intervention across the school</p> <p>Focus on Writing across the school to support ongoing developments – evaluate genre map and amend in light of progression steps</p>	<p>To work with the community to further extend the school's enrichment offer ensuring excellent opportunities for all</p> <p>Work towards achieving Siarter Iaith Gold award</p> <p>Begin work on seeking accreditation towards dyslexia friendly schools</p> <p>Focus on Expressive arts and Humanities AoLE to improve provision and quality of learning</p> <p>Further develop the outdoor learning environment through grants, enabling the school to become a true forest school.</p> <p>Achieve Nurture Schools accreditation</p> <p>Further support middle to senior leadership development through partnerships and enhanced professional learning.</p>

Priorities for: 2021-22

	Target Heading	Link to RARS Framework	Why a priority?	How will we monitor this?	Qualitative Impact
1	To improve standards of reading across the school and to develop a reading culture.	Improving achievement and progression	Data shows poor reading standards and an ineffective approach to phonics – need to raise standards across the school	Data trawl Listening to Readers Reading Attitude Survey	Learners across the school will have a positive attitude to reading. Literature transcends all aspects of school life
2	To support children’s wellbeing as we recover from the Covid Pandemic and to further develop nurture school principals in accordance with our aims and values.	Supporting learners’ Health and Wellbeing	Welsh Government RRRS priority School priority as a result of wellbeing issues across school stemming from Covid	Boxhall profiling Learner Voice Wellbeing Council	Children and staff believe that the school is a safe place to learn and to innovate. Children, staff and parents have a positive outlook and wellbeing is high
3	Design a curriculum that meets the need of all learners.	Improving achievement and progression Developing the environment for learning	Raise standards Welsh Gov priority	Learning walks Lesson observations Work Scrutiny Learner Voice PL&D forms	All staff have a well-developed understanding of our curriculum, which provides a wealth of learning opportunities and experiences that promote high expectations and lead to excellent progress
4	To ensure excellent provision within and across the foundation phase, enabling all children to thrive.	Developing the environment for learning	School priority stemming from Estyn and staffing changes	Learning walks Lesson observations Work Scrutiny Learner Voice PL&D forms	Foundation phase is a vibrant learning zone, where children are independent in their play and learning and use both the outdoor and indoor environments as a seamless learning space.

Target 1	To improve standards of reading across the school and to develop a reading culture		
Priority – National / LA/ School: To improve standards of reading across the school and to develop a reading culture			
Target Leader:	JT – Joanne Thomas (LLC Lead)	Team Members & GB link member	Sarah Lewis (SL); Governor link: Ann James SLT Quality Assurance: Janet Thomas
Success Criteria			
<p>By the end of the academic year</p> <ul style="list-style-type: none"> • The reading ages of most children within KS2 will be at or above their chronological age and this will be assessed through reading tests • Children will speak positively about reading which will be identified through learner voice and the literacy council • Learning walks show that reading is at the heart of every classroom with environments being literacy rich • All learners make appropriate or enhanced progress in their reading • The teaching of phonics is good across the school and has an impact on reading progress 			
Autumn Term Impact			
Spring Term Impact			
Summer Term Impact			

R A G	Key Actions	Lead	Start & Completion dates	Budget Allocation	MER	Impact and Evidence
Teaching and Learning						
	<p>Teaching</p> <ul style="list-style-type: none"> Letters and sounds implemented consistently across foundation phase and lower KS2 - AoLE lead to undertake lesson obs 	JT	Autumn 1 2021		Baseline and termly data captures	
	<ul style="list-style-type: none"> 1 additional Practitioner to be released as “Reading Champion” to focus on reading interventions across the school and MAT within Foundation Phase – 1 practitioner to develop MAT reading in KS2 	HT SL KM	Autumn 1 2021 onwards	Class position back filled £TBC	Lesson and provision observations by JT and HP	
	<ul style="list-style-type: none"> New Literacy genre map to be implemented consistently across school 	JT All staff	Autumn 2021	MER time provided to leads – 2x 3days (£1080)	LLC lead and SLT - Pupil voice and work scrutiny 1x per term	
	<ul style="list-style-type: none"> JT to provide training on effective reading provision i.e. GGR/Reciprocal Reading 	JT	Autumn 2 following lesson obs Autumn 1 2021	Release time (See above)	Lesson observation (Baseline and follow up) Pupil Voice	

	<ul style="list-style-type: none"> Launch of Pupil Voice “Literacy Council” – SL/JT to establish council and work with them in creating a terms of service agreement and action plan 	SL/JT	Autumn 1 2021	Release time (See above)	Pupil Voice	
	<ul style="list-style-type: none"> PM Benchmarking introduced and used to assess reading within Foundation Phase and with KS2 children on ALN Register 	DHT SL HP	Summer 2021 training Implement Autumn 2021	Already purchased – staff trained 7 th June 2021		
	<ul style="list-style-type: none"> Ensure that Talk4Write is consistently and effectively used across the school 	JT All staff	Autumn 2021 onwards			
	Provision					
	<ul style="list-style-type: none"> Literacy council to develop a library area in the heart of the school that is engaging and suitable for all learners 	All Staff	Autumn Term to discuss onwards.		To be reviewed periodically	
	<ul style="list-style-type: none"> Learning environments to be literacy rich and support rapid progress 	AoLE Lit Council	Autumn 1 onwards		Learning walks with literacy council Work scrutiny /Pupil Voice	

	<ul style="list-style-type: none"> Planning for topics linked to a series of books/novels/extended works 	JT Teachers	Autumn 1 onwards			
	<ul style="list-style-type: none"> LLC lead to further audit reading material in line with genre map and topic choices 	JT	Autumn 2 2021	£TBC based on need Library Loan scheme		
	Leadership					
	<ul style="list-style-type: none"> JT to develop a detailed monitoring overview for the year that includes governor and learner involvement. 	JT HT	Autumn 1 2021			
	<ul style="list-style-type: none"> Literacy Lead to work with CSC identify vocabulary building activities that can be introduced across the school. 	JT	Autumn 2021 Summer 2022.	Release time for JT		
	<ul style="list-style-type: none"> JT to continue to undertake work with Voice21 and formulate an appropriate plan for the development of oracy across the school, which will lead to improved reading standards. 	JT	TBC	Reimbursed from CSC	PL&D log CSC lead evaluation	

	<ul style="list-style-type: none"> Establish effective LLC policy with the Literacy Council that embodies the school's vision and four purposes. 	JT SL LitCounc Link Gov	Spring 2	Leadership time – cover by KM	Quality Assurance by SLT Pupil Voice	
	<ul style="list-style-type: none"> Literacy lead and Reading Champion to meet termly with link governor to feedback on progress towards SIP. 	JT SL	Autumn 2 Spring 2 Summer 2		Reports	
	<ul style="list-style-type: none"> AoLE lead and Link Governor to provide written evaluative reports to the curriculum and standards committee and/or full governing body on developments and actions. 	JT SLT Link Gov	Autumn 2 Spring 2 Summer 2			
	<ul style="list-style-type: none"> Half termly reading assessments (PM and Salford) to track progress and identify needs 	SL ALNCo JT	Half termly with baseline undertaken within first 2 weeks		Data Analysis	
	<ul style="list-style-type: none"> JT to attend Collaborative assessment pilot with CSC re: writing 	JT	TBC	Reimbursed from CSC	Work Scrutiny	

	<ul style="list-style-type: none"> SLT to monitor implementation of non-negotiables as introduced in Summer 2021 (Handwriting, presentation) 	SLT	Autumn 1 Spring 1 Summer 1		Work Scrutiny	
<u>Curriculum for Wales</u>						
	<ul style="list-style-type: none"> LLC AoLE teams to establish e-portfolio of literacy across the curriculum, with a particular focus on reading and evaluate these against the four purposes. 	AoLE lead	Autumn 2021- Summer 2022.	Release time		
	<ul style="list-style-type: none"> Audit current resources in terms of “hook literature” and ensure that a range of genres are available that link across the LLC AoLE (e.g. Welsh, English and another language) 	All staff JT	Autumn 2021- Summer 2022	Capitation to be used to replenish resources		
	<ul style="list-style-type: none"> Evaluate provision for literacy skills development across all AoLEs 	JT Teachers	Termly and ongoing		Work scrutiny Learning Walks Planning scrutiny	

Target 2	To support children’s wellbeing as we recover from the Covid Pandemic and to further develop nurture school principles in accordance with our aims and values.		
Priority – National / LA/ School: Welsh Government RRRS priority; School priority as a result of wellbeing issues across school stemming from Covid			
Target Leader:	LJ - Health and Wellbeing lead	Team Members & GB link member	AoLE team Governor link: TBC SLT Quality Assurance: Helen Pomeroy (ALNCO)
Success Criteria			
<p>By the end of the academic year</p> <ul style="list-style-type: none"> ● A whole school approach to mental and emotional wellbeing will be embedded through the school based upon the six principles of nurture ● The learning environment will be welcoming and support the children in meeting their well-being needs. ● Pupils will have a greater voice in what and how they learn. ● Monitoring will show that the mental and emotional well-being needs of staff and pupils are being met. ● The school will achieve the Healthy Schools Phase 5 Award, UNCRC Bronze Award, Level 1 Peace Schools Award and the National Nurturing Schools Award. 			

Autumn Term Impact
Spring Term Impact
Summer Term Impact

R A G	Key Actions	Lead	Start & Completion dates	Budget Allocation	MER	Impact and Evidence
	<u>Teaching</u>					
	Further development of Pupil Voice “Wellbeing Crew” – LJ to work with learners on developing an action plan for the award of the UNCRC Bronze Award	LJ	Autumn 1 2021 - Summer 2 2022		Achievement of the UNCRC Bronze Award	
	Sustain and further develop the use of ‘Our Choice, Our Voice’ displays to encourage learners to be involved in developing and evolving their educational achievements.	Class teachers	Autumn 1 2021 - Summer 2 2022	Capitation	Learning Walks/ Listening to learners, Seesaw evidence	
	Effective teaching strategies based on the development of the nurture principles to be developed and shared with all members of staff.	LJ	Autumn 1 2021		Pupil Voice	

	Nurture principles will be incorporated into curriculum planning and delivery using appropriate teaching strategies.	Class teachers	Autumn 1 2021 - Summer 2 2022		Planning scrutiny/ listening to learners	
	Additional practitioner to be released as Communication Champion to focus on Wellcomm interventions across the school.	SL	Autumn 1 2021 - Summer 2 2022	PDG salary costs	Intervention data	
	Introduction of UNICEF's	CTs	Autumn 1		Pupil voice and wellbeing data	
	Outright resources to provide whole class support for mental and emotional health.		2021 - Summer 2 2022			
Provision						
	Boxall profiles to be completed termly for all pupils who are experiencing difficulty with wellbeing or who have an IDP.	ZH, LD, NR, PS, DG, DL, SL	Termly		HP/LJ to track data	

	Class teachers use the results from the Boxall profile to inform and update IDP targets for all pupils on the ALN register supported by Nurture trained staff.	Class teachers HP/LJ	Termly	Release time for HP/LJ	HP/LJ to lead pupil progress reviews with class teachers	
	Development of wellbeing check in points and consistent visual timetables in every class along with routines across phases.	Class teachers	Autumn 1 2021	Capitation to make resources		
	Develop communication friendly spaces within the school environment.	LJ/DG Class teachers SA/LJ/	Autumn 1	Furniture budget - new build	Learning walks, listening to learners	
	Nurture principles to be given high priority and clearly displayed in all areas of the school.	Wellbeing Crew	Autumn 1	Printing costs - capitation	Learning walks, , listening to learners	

Leadership						
	LJ to ensure that wellbeing is included in the MER cycle with regular opportunities to track and monitor pupil and staff wellbeing. This should include governor and learner involvement.	LJ	Autumn 1 2021			
	LJ to work with Nurture UK and Inspire U to develop whole school strategies to embed the nurture principles and UNCRC.	LJ	Autumn 1 2021 - Summer 2 2022	Release time for LJ	Half termly monitoring to include L2L, learning walks and data collections	
	LJ to revisit core policies ie behaviour, teaching and learning, wellbeing, MAT etc to ensure that they reflect and support the nurture principles and ALNET procedure	LJ/DA/GB	Autumn 1 Summer 2 (1 to reviewed every half term)		Challenge Crew to be involved in development of policies. Pupil voice review.	

	Wellbeing task and finish group to undertake research into ESTYN good practise case studies on transition and review current processes	Wellbeing AOLE team	Spring 2 2021	Dedicated twilight INSET sessions x2		
	Establish a parent voice group to develop relationships and identify needs within the community.	LJ	Spring 1 and half termly there after	Release time	Monitoring activities - L2L, CPD records	
	Facilitate continuous professional development to extend ELSA provision and to upskill lunchtime supervisors in behaviour management.	LJ/DA	Autumn 1 2021	Training costs - school training budget	Wellbeing intervention data	
	Pilot the new assessment framework linked to the statutory guidance on the whole school approach to emotional and mental well-being.	LJ	Spring 1 2022		Data analysis	
	Achieve the Healthy Schools level 5 award for Mental and	LJ				

	Emotional Health and Well-being.		Summer 2 2022		Successful achievement of Healthy Schools phase 5	
	To develop the use of person centred practises and one page profiles .	HP	Autumn Term 2021- Summer Term 2022		One page profile moderation/ Listening to learners.	
	SL to undertake Peace Schools accreditation (See humanities action plan)	SL	Autumn Term onwards		Pupil voice Accreditation Evaluations	
<u>Curriculum for Wales</u>						
	Teachers work collaboratively to create a progressive and challenging thematic overview for health and wellbeing which is underpinned by the four core purposes.	All staff	Autumn Term 2021- Summer Term 2022	Termly INSET days	Pupil voice. work scrutiny	
	AOLE team to evaluate plans to ensure continuity and progression.	H&WB AOLE team	Autumn Term 2021- Summer Term 2022	Half termly twilight INSET sessions	Evaluation of progression tracker	

	Monitor provision against thematic overview	H&WB AOLE Team	Summer term 2022	Release time	Listening to learners, book scrutiny, evaluation of progression tracker.	
--	---	-------------------	------------------	--------------	--	--

Target 3	To design a curriculum that meets the need of all learners		
Priority – National / LA/ School: RARS; Welsh Gov priority			
Target Leader:	DA - Headteacher	Team Members & GB link member	All teachers Governor link: TBC SLT Quality Assurance: Lisa Jones(DHT)
Success Criteria			
<p>By the end of the academic year</p> <ul style="list-style-type: none"> ● Members of staff work confidently in designing and the subsequent implementation of AoLEs monitoring across the school. ● Staff will have audited current topics to identify opportunities to develop the four purposes. ● The school will be reorganised into Progression Step Teams, with planning ensuring that progression, support and challenge is appropriate and reflective of the four purposes and what matters statements ● AoLE teams will have identified key vocabulary that will form the basis of progression across PS1 to PS3 ● Monitoring will show good levels of challenge and progression throughout the school with quality, authentic learning experiences planned and actioned. 			

Autumn Term Impact
Spring Term Impact
Summer Term Impact

R A G	Key Actions	Lead	Start & Completion dates	Budget Allocation	MER	Impact and Evidence
	<u>Teaching</u>					
	<ul style="list-style-type: none"> Staff to work in phases to create progressive and challenging thematic overviews that support AoLE development and the four purposes and are in line with the vision statements 	All Staff	21/10/21 04/01/22 22/07/21	Termly INSET days	Monitor against tracker Work Scrutiny Pupil Voice	
	<ul style="list-style-type: none"> All practitioners to work with children to develop “Our Voice, Our Choice” to ensure an element of learner directed provision. 	Teachers Learners			Pupil Voice	
	<ul style="list-style-type: none"> Introduction of new provision tracker for AoLE skills and knowledge – to be used by teachers and AoLE leads for monitoring and progression 	HT/SLT	Introduce Summer 2 2021 Implement Autumn 1 2021		AoLE leads to evaluate tracker	

	<ul style="list-style-type: none"> KS2 teachers to undertake collective learning training on “What does donaldson look like in KS2” and plan whole phase missions 	SA, JT, JLT	20/10/21 21/10/21	3x agency release 1 day	Learning Walks Pupil Voice PL&D logs	Classroom provision has been developed following training to ensure greater independence and collaboration between learners
	<ul style="list-style-type: none"> AoLE teams to evaluate plans to ensure continuity, quality and progression. 	AoLE leads /teams	Autumn Term 2021 onwards	Staff twilgihts and release time team meetings	AoLE leads to evaluate tracker	
	<ul style="list-style-type: none"> Staff meetings to address the 12 pedagogical principles – what do they mean, how can they be developed. 4 PPs focussed upon each term 	LJones	Termly		SLT to observe through lesson observations, work scrutiny and pupil voice	
	<u>Provision</u>					
	<ul style="list-style-type: none"> Staff to work in phases to create progressive and challenging themes that support AoLE development and the our purposes 	All staff	Ongoing – this work began in Spring 2021	INSET time	Planning scrutiny & SLT Quality Assurance	

	<ul style="list-style-type: none"> Develop a coverage tracker that identifies gaps in provision. 	HT	Autumn Term onwards	PPA time	Work scrutiny by AoLE leads to quality assure this process	
	<ul style="list-style-type: none"> “Moving forward with the new curriculum in FPhase” Following Cath Delve training, KS2 staff to develop mission areas across phase 	FP staff KS2 Staff	21/10/2021 21/10/2021	INSET Day INSET Day	PD&L Logs Provision walk to be undertaken to baseline and to evaluate developments	
	<ul style="list-style-type: none"> AoLE leads to collate information and use tracker to assess coverage 	AoLE Leads	Ongoing throughout the year	Release time 2 days per term for lead	Development of eportfolio with moderated work (Whole school termly moderation) Provision walk	
	<ul style="list-style-type: none"> Launch of the four characters developed by the school council to symbolise the 4 purposes 	LJones	Autumn		Learning walks Pupil Voice	

	<ul style="list-style-type: none"> Classroom displays will make the link between displayed work and the four purposes clear and children will be able to discuss how the work represents that purpose (age appropriate) 	All staff	Autumn term 2021 onwards		Challenge Crew to conduct learning walk with LJ/DA	
<u>Leadership</u>						
	<ul style="list-style-type: none"> Establish AoLE teams to oversee developments in those areas within cluster 	HT	Summer 2021		Autumn 2019 to be revisited following term's work	
	<ul style="list-style-type: none"> AoLE leads to create an action plan and explain how this area will be developed during the academic year and provide an overview of their AoLE to key stakeholders (Governors, parents etc) - 	AoLE leads	Termly depending on AoLE	Release time	Action plan to be QA	Action plans are consistent, clear and detailed with SMART short term, mid term and long term success criteria

	<ul style="list-style-type: none"> • AoLE leads will monitor the progress in their AOLE following the term's work as part of the schools monitoring cycle. <ul style="list-style-type: none"> - Humanities (Autumn) - Health and Wellbeing (Spring) - Expressive Arts (Summer) - SciTech (Autumn 22) 	AoLE Leads	Termly dep on AoLE		Work scrutiny Listening to learners Evaluation of trackers	
	<ul style="list-style-type: none"> • AoLE teams to use the thematic overviews (see point 1) to develop e-portfolios based around the 4 purposes to evidence the work that is being undertaken • 	All staff AoLE leads	Termly		Quality assured by SLT	
	<ul style="list-style-type: none"> • HT to identify professional learning opportunities as part of the SLO agenda that support all staff in the planning and implementation of the new curriculum – Those engaging are required to complete PD&L logs 	HT All staff	Ongoing	Prof. learning grant to be used to fund SLO work	PL&D logs Quality assured by SLT	Ongoing - involvement in multiple collaborative projects linked to different AoLES and provision

	<ul style="list-style-type: none"> HT to continue to provide time for engagement in partnership and leadership development work – Those engaging are required to complete PD&L logs 	HT All staff	Ongoing	Prof learning grant to be used for release	PL&D logs Quality assured by SLT – Presentations to GB and staff	
	<ul style="list-style-type: none"> AoLE leads to prepare and present evaluations against their actions to SLT/GB/CSC as required 	AoLE leads	As required			
	<ul style="list-style-type: none"> SER day will enable AoLE to evaluate the collated evidence and produce a meaningful SER for their areas - where next? 	All staff	27/05/2022			

Target 4	To ensure excellent provision within and across foundation phase, enabling all children to thrive		
Priority – National / LA/ School: To ensure pupils are reflecting on their work, know how to improve and set future goals for improvement.			
Target Leader:	Lisa Jones	Team Members & GB link member	All teachers Governor link: SLT Quality Assurance: D.Anstee (HT)
Success Criteria			
<p>By the end of the academic year</p> <ul style="list-style-type: none"> • Continuous and enhanced provision will be differentiated between and within year groups to challenge all learners, including those with ALN/MAT. • Learners will be independent, seek to challenge themselves and capture their own learning. • Learners will access high quality enhanced provision in the indoor and outdoor learning environments. • Learners will have a voice in what and how they learn that will be guided by the professional knowledge of the teacher 			

Autumn Term Impact
Spring Term Impact
Summer Term Impact

R A G	Key Actions	Lead	Start & Completion dates	Budget Allocation	MER	Impact and Evidence
	<u>Teaching</u>					
	High quality teaching strategies used consistently throughout the Foundation Phase ie circle time, letters and sounds, talk for writing and CPA	CTs	Autumn 1 2021 - Summer 2 2022		Lesson obs, learning walks, listening to learners, book scrutiny	
	Forest School sessions to be delivered weekly by trained leaders in every year group to develop effective teaching and learning in the outdoors.	MH/SL	Autumn 1 2021 - Summer 2 2022	Main budget - see release timetable	Listening to Learners Development of Forest School Portfolio	
	Use Foundation Phase Profiles for early identification of learners with additional learning needs - introduce further targeted interventions.	LJ/HP	Autumn 1 2021		Data analysis	
	<u>Provision</u>					
	Extend continuous and enhanced provision into the outdoor learning environment for each year group.	CTs	Autumn 1 2021 - Summer 2 2022	Costs of equipment to develop outdoors	Learning walks, L2L	

	Establish a free flow system to ensure learners have equitable access to the outdoor learning environment	CTs	Autumn 1 2021		L2L, learning walks	
	Further develop the quality of enhanced provision to ensure that it is cohesive and gives learners opportunities to practise independently the skills they have been taught.	CTs	Autumn 1 2021 - Spring 2 2022	Equipment costs eg numicon, number strings etc	Learning walks, evidence on seesaw	
	Develop an engagement tracker to monitor independent learning and completion of enhanced tasks.	LJ and CTs	Autumn 1 2021		Termly overview of tracker	
	Continue to develop learner's independence in capturing their own learning using Seesaw - extend to using technology for blended learning during reading carousel when new i-Pads are purchased.	SA and CTs	Spring 1 2022 - Summer 2 2022	Costs of new hardware	L2L, Seesaw evidence, learning walks	
	Consolidate 'Our Choice, Our Voice' boards. Develop a weekly enhanced provision planner to reflect pupil	CTs	Autumn 1 2021 - Summer 2 2022		Planning scrutiny, learning walk, L2L	

<u>Leadership</u>						
	Arrange CPD on continuous and enhanced provision with St Mary's and St Patrick's Primary School for teachers new to Foundation Phase.	LJ MH/SL	Autumn 1 2021		CPD records of teachers	
	Improve transition for Nursery pupils though: <ul style="list-style-type: none"> - introduction of home visits - developing closer links with Little Acorns at YYG through 'Come and Play' sessions 	LJ/ZH	Autumn 1 2021 - Spring 2 2022	Phased start to Nursery	Parental views survey and analysis Stakeholder feedback	
	Introduce 'Play Alongside Your Child' mornings in the Nursery to improve engagement of parents.	LJ/ZH	Spring 1 2022 - Summer 2 2022		Parental views survey analysis	
	AS to disseminate work undertaken on Middle Leadership course on skills development through continuous and enhanced provision.	AS and CTs	Autumn 1 2021	Twilight INSET sessions		
	Development of 'What Good Looks Like' criteria for each area of continuous provision to ensure progression and challenge.	All FP staff	Autumn 2 2021	INSET day	Learning Walks	

	Undertake Effective Early Learning collaborative project through CSC and disseminate good practise to all staff.	LJ/ZH	Autumn 1 2021 - Summer 2 2022	Supply costs	CPD professional learning reflections	
	Monitor and evaluate teaching, learning and provision with a focus on consistency and ensuring that children fully challenged in the learning experiences offered.	LJ/DA	Autumn 1 2021 - Summer 2 2022	Release time	Full range of monitoring activities	
<u>Curriculum for Wales</u>						
	Teachers work collaboratively to create a progressive and challenging thematic overview for Foundation Phase.	CTs	Autumn 1 2021 - Summer 2 2022	INSET days		
	FP Leader to work with Literacy and Numeracy leads to develop curriculum overview for Foundation Phase that is both challenging and progressive	LJ	Autumn 1 2021	Release time		
	DHT to evaluate plans to ensure continuity and progression.	LJ	Autumn1 2021 - Summer 2 2022	Leadership time	Planning Scrutiny	

	Monitor provision against thematic overview	LJ/DA	Autumn 2021 onwards		Full range of monitoring activities.	
--	---	-------	---------------------	--	--------------------------------------	--

Links to Action Plans sitting outside of main SIP priorities

1. [SciTech AoLE Action plan](#)
2. [AoLE Action plan Mathematics](#)
3. [Humanities Action plan](#)
4. [AoLE Action plan Expressive Arts](#)
5. [AoLE Action plan LLC - Welsh.docx](#)
6. [Self Evaluation Month by Month - Ysgol Y Graig.docx](#)