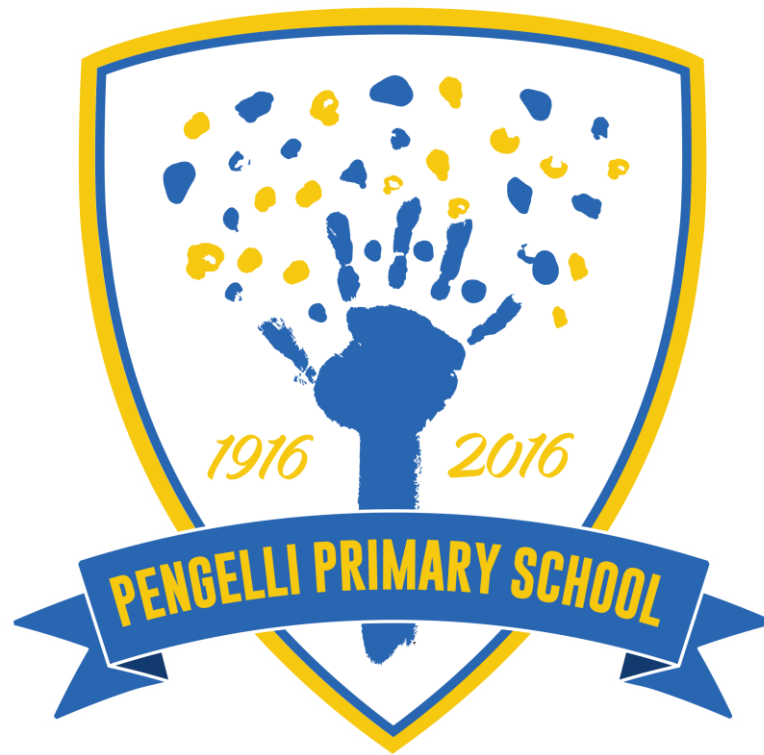


REVIEW OF SDP PRIORITIES 2019/21



Priority 1: Raise standards in 'Mathematics and Numeracy' and 'Languages Literacy and Communication'

Children struggling with mathematical concepts are receiving greater support via catch up groups. The junior classes now have a full time TA who is available to support children with their understanding and progress.

Problem solving is automatically built in to lesson planning and delivery when teaching concepts in mathematics. The use of real contexts are helping to increase pupil understanding

All classes continue to plan work outdoors to provide a range of contexts for pupils' language work.

Following work with Expressive Arts PLC all classes have introduced film into their teaching, again to raise interest and promote creative writing in context.

Rich tasks provide a real context to stimulate language work.

Training has been received on Welsh Dimension site to allow increased priority for Curriculum Cymreig. Welsh Week will give a platform for Welsh culture rather than just working around a myth.

R. Banscherus held weekly Welsh assemblies with the support of Criw Cymraeg before the COVID pandemic – this will continue as soon as assemblies restart.

Criw Cymraeg have been working hard with R. Banscherus to promote the enjoyment of Welsh, including awards for the use of Welsh and playground games. The Criw Cymraeg is extremely enthusiastic.

Apps have been identified to use with the classes and, again Criw Cymraeg will be promoting their use throughout the school. This will again be built in to curriculum planning

Book trawls (internally and by athrowes fro) have been completed that show appropriate language skills throughout the school.

Priority 2 Increase levels of child participation and enjoyment in learning

Children are encouraged to persevere when finding work difficult. Assemblies have been used to discuss that failure leads to improvement and that is often how we learn. When feeding back to classmates children are encouraged to show different methods where possible.

Planning is centred on the four purposes and children are reminded of what areas they are looking to develop in their work.

New themes have been developed in line with the New Curriculum recommendations. We have not changed our way of working completely and are holding on to recognised 'good practice'. Maths and English are still taught in the mornings to develop knowledge but they are taught with what is ahead in mind so that children see the appropriateness of what they are learning.

Pupils are involved in the planning of their work and this is helping to provide a more stimulating work environment with the children valuing their learning.

Respond to pupil voice

Questionnaires identified that children wanted to continue and extend outdoor learning activities and these have been built in to planning.

Following the Expressive Arts PLC it has been decided that a film or film clips will be utilised to open pupils' eyes to creative opportunities in writing and the arts.

Nurture groups have been established and Boxall surveys carried out on children identified as needing support. Timetables for groups of children displaying the same support needs have been put in place and Lisa Foley has started working with groups of children.

Priority 3: Review teaching methods and curriculum provision in line with the proposed New Curriculum

We have held several internal training sessions on the proposed New Curriculum and have produced Feedback. We have identified what we believe to be important to aid pupils' learning and are striving to promote these in our delivery.

Training has been delivered to all staff on metacognition skills and a file is available to be utilised.

Training has been provided on John Hattie's Visible Learning ideas and a great deal of discussion was developed as to pedagogy and on how children learn best.

The Professional Learning Grant has been utilised to fund training for staff.

PowerPoint guides have all been made available for Governors and now that we have completed the staff training for Designing Our Curriculum I will be running a training session with the Governing Body and parents to ensure their input in producing a school vision – I would rather this be face-to-face so this is what is currently causing a delay as all meetings are carried out virtually.

Parental responses to a blended learning questionnaire have been extremely positive and our lessons were planned with the New Curriculum in mind – this will hopefully help parental understanding of the new curriculum.

Priority 4. Produce a toolkit of support for vulnerable learners

We have worked as a staff to gain a greater understanding of the range of difficulties faced by vulnerable learners. The school is experiencing far more issues linked to social and emotional difficulties, which, in turn, affect pupils' ability to learn.

There are times we feel we are trying to balance a very difficult journey – particularly in what we can tell others about the difficulties certain children are experiencing. Certain children are sometimes seen to be receiving different treatment/rules and this is certainly an area we have to look in to now.

Lisa Foley and Helen Talaat have met with a range of support services and a toolbox of strategies have been developed for staff. Two staff members have received training in dealing with bereavement, resilience and self-harming.

Work towards the new ALN code of practice (refer to Pengelli ALNET implementation planning)

The introduction of the ALN Code of Practice has been staggered. We have met as a staff to identify NEW ALN pupils in readiness for September. Our ALNET implementation plan is being worked through as funding allows.

All pupils on the ALN register have a Pengelli version of an Individual Development Plan in readiness for transfer over to the new system. We currently have one child with a statement who is awaiting placement at an appropriate provision All parents of children on the ALN register are fully aware of developments – most are concerned that the process is so slow and we have to regularly deal with their frustrations (usually these frustrations are shared by the school and we can only reassure them that this is a national issue).

Priority 5 Review the school's vision and leadership structure with the New Curriculum at its core

All classroom staff have been assigned AoLEs with teaching staff taking leadership roles:

Language Literacy and Communication – Ria Banscherus

Mathematics and Numeracy – Dave Caswell

Science and Technology – Sara Morgan

Expressive Arts – Shelley Newport

Humanities – Helen Talaat

Health and Wellbeing – Dave Caswell and Helen Talaat

Performance Management targets are set in line with the sdp priorities:

All staff have been involved in Designing our New Curriculum and setting a new vision. We are ready to present our ideas to governors, children and parents for further discussion