

Castle Park Primary School

School Development Plan overview 2021-2022



To continue to raise standards in English, Maths and Welsh language across the school and the Digital Competencies of all learners

- To develop handwriting across the school
- To improve SPAG; spelling, punctuation and grammar across the school
- To implement strategies to improve extended writing
- ARR Lead to review the most effective strategies to sustain highly effective systems of feedback and marking. Following appropriate action research and PL, establish a revised whole school Assessment and Marking Policy
- Embed the Mastery approach to teaching across the school
- To embed the use of Bar method into our reasoning and problem solving strategies strategies
- To further increase Welsh being used by teachers and pupils - in lessons and around the school
- To achieve the Welsh Language Charter for the Silver Award for Welsh
- Purchase new resources to support the DCF
- To narrow the gap between eFSM and non-eFSM pupil attainment. Raise awareness, raise aspirations and raise expectations to RADY

Health and Wellbeing and Attitudes to Learning - Support learners in their physical, emotional and mental wellbeing in order to develop positive attitudes to learning and high aspiration

- Attendance - To continue to monitor the level of attendance
- New 'Relationships' policy to take over from behaviour policy
- Monitor and evaluate interventions taking place
- Review and update Relationships and Sexuality Education curriculum
- Jigsaw Health and Well-Being Curriculum whole school approach to teaching PSE curriculum
- Wellbeing week each class across the school will have experience of activities to enhance their health and wellbeing
- Further develop FaCE, develop new ways to communicate with families and keep good relationships that were developed in lockdown
- Outdoor learning - Continue to embed a range of approaches to learning and purchase resources to support this

Pedagogy and Practice - The school will effectively embed the new Curriculum for Wales in all areas by September 2022

- Revisit whole school vision with all stakeholders to ensure it reflects the aspirations set out in the National Mission for the New Curriculum for Wales
- Pedagogical Principle: All teachers plan for and use a wide range of strategies to deliver the curriculum, which promote high expectations, and opportunities for independent learning, collaboration and for pupils to lead their own learning
- Develop whole school strategies to improve metacognition
- To review planning and develop in-line with New Curriculum and use a range of blended teaching strategies to generate high levels of enthusiasm and engagement and bring learning to life. Authentic Opportunities
- Thoroughly evaluate the period of distance and blended learning to consider which aspects of curriculum delivery can be developed
- Key stakeholders engage with the regional and national programmes to support Education Reform throughout 2021/22
- Provide opportunities for all staff to access relevant professional learning via a distance / e-learning approach
- Lead Creative Schools
- Application to participate in Lead Creative Schools Project - 2nd cycle. Creative habits framework to be introduced to staff and baseline of skills completed
- Ensure parents and wider community are kept informed of National and School based Curriculum for Wales developments through school communication methods

ALN Reform

- Ensure all school staff including governors are aware of the key changes to ALN and their roles and responsibilities within it
- Inform parents of ALN parents and those newly identified of the key changes
- Develop a comprehensive provision map in line with current cohorts
- Staff to be trained on PCP tools for gathering information with the involvement of pupils
- All staff to understand the needs of ALN pupils within their class. Provide reasonable adjustments, or targeted support. Monitor progress and evaluate
- Review all systems put in place this year. Set up for the new year

Leadership at all levels and Professional Learning

- All staff to continue to develop within their AoLE role
- AOLE leaders identify an accurate baseline of the quality of teaching and learning through formal monitoring
- Identify trends – strengths and areas for development across the school
- To embed pupil participation, so that pupil leadership groups develop leadership skills from Reception to Year 6
- Further embed/ refine leadership role of GB, particularly in relation to the national agenda/curriculum reform
- Make effective use of the SLO survey to inform self-evaluation, identifying professional learning requirements for staff and building these into the main SDP for 2021-22