Cwmaman Primary School

Summary
School Development Plan
2024 to 2025

Rationale

The AOLE (Areas of Learning and Experience) leader role in the Curriculum for Wales can be pivotal in driving educational innovation and improving pupil outcomes. This will support work on the development of the Cwmaman Curriculum and its vision based on Welsh Government legislation and improve pedagogy and develop professional learning.

Priority leader:	PM & JS	Team members:	SLT	Governing Body link:	

Success Criteria: NR:E&I questions: How well do school leaders, staff, learners and the wider school community understand the expectations, purposes and principles of the new curriculum for Wales?

How well do AOLE leaders:
- Define Clear Responsibilities and Vision?
- Promote Professional Learning Communities (PLCs)?
- Develop Pedagogical Leadership?
- Support Curriculum Design and Implementation?
- Integrate Cross-AOLE Collaboration?
- Lead on Assessment for Learning?
- Promote Inclusivity and Well-being?
- Engage with Parents and the Community?

Quantitative targets

Through a planned approach, children progressively build on cross curricular knowledge & skills.

Difference for pupils - impact- Are Pupils developing cross curricular skills and covering all AOLE skills? Use pupil assessment tracker, formal assessments in reading and maths and pupils' big question tasks to monitor skills and progress in AOLE.

Cluster created assessment processes

Outcomes other than for learners

- AOLE leads to create a vision for their AOLE in line with the school vision and vision of CFW.
- AOLE Leads to create an action plan for their subject, detailing specific targets, how they will be achieved and by whom.
- AOLE workshop: Run AOLE-specific workshops for staff to explore innovative teaching methods and new developments in their areas.
- AOLE Leads develop opportunities for teacher coaching and mentoring: Establish a culture of coaching where AOLE leaders mentor teachers within their area, helping them develop skills in differentiation, assessment for learning, and inclusion. This could involve team teaching, mentor sessions, lesson observations and feedback, inviting others to observe best practice.
- AOLE leads to analyse current curriculum to ensure coverage and progression in their area and make alterations where needed.

- AOLE leaders should offer guidance and training to help educators effectively use new assessment approaches (such as self-assessment, peer feedback, and portfolio assessments) to monitor and support learners.

Target 2 - To develop staff pedagogy in Oracy & reading to impact the pupils' attainment in LLC

Target Leaders (TL) : HT/DHT/HR	Link Governor (LG) K Collins & R Arkle staff
Team members (TM): AOLE	
Overarching responsibility: Head teacher	HR/JS/PM

Context for Target:
- A need to improve pupil oracy skills to enable them to speak with confidence and clarity in a range of everyday situations and contexts.
- A structured approach to developing reading in line with curriculum for Wales expectations for LLC.
- A need to encourage reading and promote a love for reading.

Success Criteria / Outcomes

Success Criteria / Outcomes

NR:E&I questions: How well do learners:

• develop their breadth and depth of knowledge and skills within and across areas of learning?

• develop a deepening understanding of the ideas and disciplines within the Areas?

• make connections and transfer their learning into new contexts?

• develop growing sophistication within their literacy, numeracy and digital skills?

Qualitative outcomes for pupils

• Nearly all pupils will make at least the expected progress in WNT reading summative assessments

• Nearly all pupils will make at least the expected progress in oracy using V21 assessment

• Pupils will speak with increasing confidence and have a growing awareness of types of language/sentence stems and their use in a range of situations.

• Pupils will develop their knowledge and understanding of quality talk and listening across the four strands of the oracy framework.

• Pupils will speak with increasing confidence in a range of contexts across the curriculum.

To promote a love for reading and appreciation and enjoyment of books. L2L

Outcomes other than for pupils

- There is a clear and agreed framework for staff to use to measure the progress of learners' Oracy skills.

- Staff have a greater confidence to deliver Oracy activities.

Parents develop skills in how to enjoy reading with their child.

Priority 3   To continue work on Welsh and achieve Siarter Iaith Silver Award.

Rationale
Self-evaluation & national priority: Continuing the development of the Cwmaman Curriculum based on the Welsh Government legislation and our school evaluation of the standards of Welsh.

Priority leader:	ET HR	All staff	Governing Body link:

Success Criteria:

- To improve the use of Welsh Language throughout the school
- To increase the standard and frequency of Welsh
- To raise the profile of Welsh language throughout the school
- To update our curriculum in line with changes to CSC Continuum
- To upskill the AoLE Leads
- To achieve the Siarter Iaith Silver award.

Priority 4   Recommendation: Improve teacher feedback to ensure that pupils understand and can act upon the next steps in their learning.

Rationale
Estyn Recommendation

Priority leader:	HT & NM	Team members: NM	Governing Body link:	

Success Criteria:

- Pupils are given clear, actionable next steps that they can follow to improve their learning.
- Pupils demonstrate a clear understanding of the feedback and next steps.
- Pupils are given the opportunity to apply feedback and improve their work.
- Pupils actively engage with the feedback and show improvements in their work.
- Pupils reflect on the feedback they receive and can self-assess their progress.

- Parents are informed of their child's progress through feedback, helping them support the next steps in learning.
- There is an observable improvement in pupil performance as a result of feedback.
- Staff use a consistent approach to giving feedback that is age appropriate.