By the end of July 2021, we aim to ensure that:	
1	To develop pupil health, wellbeing and empathy in order to impact upon engagement, motivation and standards
2	Ensure valuable opportunities for pupils to use and apply their extended writing and numeracy skills consistently across the curriculum, particularly eFSM, ALN & MAT.
3	Further improve the quality of teaching across the school so that all teachers address the specified pedagogical principles
4	To use 'Building Learning Power' to develop effective pupil independence
5	Improve pupil standards in Welsh oracy, reading and writing from Nursery to Year 6.
6	To introduce the new curriculum - Teacher's planning reflects the Four Purposes of the new curriculum and this is implemented effectively within the classroom.

Grant and amount	Spend
EYPDG £6982	• effective pedagogy is used by all staff • providing and using staff to work with targeted children. • ELSA support time • working collaboratively with other schools through Triad work to raise the standards of school through joint working, collaboration, providing time for standardisation and moderation of practices.
PDG £1150.00	• Whole school improvement – use of Empathy/new curriculum training • Targeted interventions for pupils – staffing and CPD
RCSIG £1929.00	• CPD to improve teaching and learning
Feminine Hygiene grant £141	
Small and Rural Schools £9895.00	• Release time for Head teacher to attend meetings and complete guidance and other paperwork • ALN Admin support for Head teacher • Release time for staff to lead whole school initiatives
Recruit, Recover, Raise standards £1484	• Literacy/Numeracy interventions • Development of Independent skills (BLP) • Small group support
Additional Learning Needs Grant £12,446	• Provision of additional staff to allow 3 smaller classes in order that all pupils are better supported across the school
Professional Learning Grant (Cluster)	• Joint initiatives – Empathy lab training and Mindfulness

	£678 Other primary in cluster receive double and more of this amount – ranging from £1200 to £9000	• All schools undertake the same training and CPD events

Priority 1: Health & Wellbeing	To develop pupil health, wellbeing and empathy in order to impact upon engagement, motivation and standards		
Who is leading the project?	HT & Staff	Link Governor:	
Link to Teaching Standards	Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement. Professional Learning (PL): professional networks and communities. Pedagogy (P): Influencing Learners: challenging expectations, sustained efforts and resilience in learning.		
Link to SLO	Embedding systems for collecting and exchanging knowledge and learning: systems are in place to examine progress and gaps between current and expected impact. Establishing a culture of inquiry, exploration and innovation: staff want and dare to experiment and innovate in their practice. Learning with and from the external environment and larger system: staff collaborate, learn and exchange knowledge with peers in other schools through networks and/or school to school collaborations.		
Link to 12 Pedagogical Principles	P1. Good teaching and Learning maintains a consistent focus on the overall purposes of the curriculum P2 Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them P10 - Good teaching and learning encourages children and young people to take increasing responsibility for their own learning P11 Good teaching and learning supports social and emotional development and positive relationships P12 Good teaching and learning encourages collaboration		

Where we are now based on self-evaluation 2019-20:	Success Criteria linked to BLP and Pedagogical Principles. We will know we have succeeded when:
Head teachers identify that staff mental wellbeing is crucial to the successful recovery of schools. Health and Wellbeing is an area that has been highlighted by WG for all schools to make a central focus for the recovery of schools following the Covid 19 pandemic. - Pupils and staff have been working from home with all the social and emotional consequences of this - Relationships need to be re-established pupil: pupil and pupil: staff - Anxiety for some are running high due to separation - Staff anxiety (in some cases) high especially those who were shielding - Pupils have been restricted in their movements and where they can visit - Limited interaction with others beyond family unit	**All staff feel happy and safe in the school environment** **All pupils feel happy and safe in the school environment** **Increased physical engagement in physical activity** **All pupils ready to and engaged in their own learning** **All pupils demonstrate mutual empathy**

• Physical activity has been limited and stamina has been affected hugely – both physical and learning stamina	**Empathy is embedded across the school community and curriculum**

Step 1 Action Plan (Activities & strategies to make improvement happen)	**By whom?**	**Date**	**Monitoring activity**	**Est. Cost/ Source**	**RAG**		
					Term 1	Term 2	Term 3
All staff to engage with online mindfulness course during school closure time, provided by Rachel Dean via Teams.	All staff	Summer term 20	Register of attendance/written feedback	£185	🟩		
All Wales self-assessments by staff – agreed by HT and reviewed regularly	All staff	Sept 20 Review in Oct.	HT and staff		🟩		
Triad HT's identified that in order to support pupil well-being, staff well-being is crucial and therefore: • On return to school all staff to be encouraged to re-familiarise themselves with the mindfulness training provided during the summer term. This to give a solid grounding before teaching / sharing the suggested activities with the pupils.	All staff	Sept 20	OneNote		🟩		
• ***Well-being Wednesday*** - Staff will be offered an opportunity for weekly check in sessions. Following the check-in session, staff will be encouraged to leave school promptly in order to enjoy a work free evening at home.	All staff	Jan 21	Staff discussion				
• PPA sessions will be taken at home as often as this can be accommodated.	All teaching staff	Sept 20			🟩		
• HT to work from home at least one day every fortnight.	HT	Sept 20			🟥		

• 1 member of staff from each school will attend MISP training which will consist of 8 weekly sessions at 1 hour 15 minutes. This will initially take place online. These staff will be qualified to teach the foundation mindfulness curriculum.	Identified members of staff	Sept 20	CPD Performance Management PDG	£480			
• Following the MISP training one member of staff will be offered the opportunity to attending a 3 day training course after which they will be qualified to teach the Pause B curriculum across the school.	Identified member of staff	Jan 21	CPD Performance Management	£450			
• Head teachers of Triad to plan a strategic journey for a *Spiral curriculum*	HT	Oct 20					
• Investigate use of Daily check-ins using *speakr – contact Emyr*	All staff	Sept 20					
• Teachers will facilitate 'Brain Breaks' after lunchtime for years 2 – 6 • Teachers will facilitate 'Belly breathing' and 'Finger holds' for years N – Y1	All staff	Sept 20	Lesson observation				
• Teachers will facilitate regular yoga/somatic movements	All staff	Sept 20					
Staff CPD – staff identified across the Triad to engage in empathy training provided by Empathy Lab.	Identified staff	Jan 21	PM	£425			
Identified staff to attend training and complete associated questionnaires and audits for staff and pupils creating an action plan for empathy within the school. NB. SDP to be updated at this point in relation to **Empathy literacy work etc.**	Identified staff	Jan 21	HT Monitoring	£180 x 2			

Pupils: School Council to have a 'Well-being/Wellness' representative and an Empathy representative – this team of pupils can model mindfulness and empathetic learning within their classes and around the school	Identified staff	Jan 21	Pupil voice				
Outdoor learning: Staff to ensure that the outdoor environment is used daily to support group activities and to further encourage motivation and engagement	All staff	Ongoing from Sept 20	Lesson observation/ Learning walk		🟧		
Each class to identify a day where the whole class engages in an outdoor learning activity eg. Llun Llanast, Mercher Mwdlyd, Iau Iachus, Fresh Air Friday	All Staff		Timetables		🟩		
Increased Physical activity – • Mile a day • Sports Pembrokeshire • Bikeability • Physical Literacy • Skip • Sport Education	All staff		Pupil Voice		🟧		
Identified member of staff to take the lead in applying for the John Muir Award	Identified staff		Achievement of John Muir Award	£180 x2 PDG			
To develop the outdoor environment: • Allotment • Flower beds • To establish an outdoor classroom for investigations • Outdoor seating circle • Willow trail	Al staff/Stakeholders		Developed areas within the school grounds Achievement of John Muir Award				

To develop links with the community and utilise their skills and expertise, eg. Invite local craftsmen to teach the children	Identified staff		Developed areas within the school grounds				
Following pupils research/voice - to create a 'scrap shed' for the use at play and lunchtimes, where pupils chose a variety of natural resources to encourage creativity and thinking skills	Identified staff		Pupil voice and questionaires				
Head teachers to attend 'Mantle of the expert' online training to further develop startegies for encouraging pupil independence and resilience. Encourage pupils to take risks eg cookery area	HT	29th Sept.	Planning and pupil voice				
Staff CPD – develop further understanding of the Health and well-being AOLE through Triad INSET provided by external advisors; Cath Delve and Karen Mills.	All staff	Jan 22nd 2021	Planning and listening to learners/lesson obs	£1500 PDG			
Continue use of emotion coaching and attachment (relationship) approaches through Positive Behaviour Policy to support pupil's understanding of their emotions and behaviour	All staff		Evidenced through behaviour logs				
Explore opportunities for project work with local artists to provide opportunities for the pupils to develop their creativity	Identified staff		Pupil voice				
Apply for grants to support the development of areas around the school	Identified staff						
Risk assessments/safety documentation to be completed as appropriate in line with LA/WG guidelines	HT		Monthly review and update				

Priority 2: Standards	Ensure valuable opportunities for pupils to use and apply their extended writing and numeracy skills consistently across the curriculum, particularly eFSM, ALN & MAT.		
Who is leading the project?	HT & Staff	Link Governor:	
Link to Teaching Standards	Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement. Professional Learning (PL): professional networks and communities.		
Link to SLO	Embedding systems for collecting and exchanging knowledge and learning: systems are in place to examine progress and gaps between current and expected impact.		
Link to 12 Pedagogical Principles	P 4 - Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking P6 - Good teaching and learning creates authentic contexts for learning. P7 – Good teaching and learning means employing AFL principles		
Where we are now based on self-evaluation 2018-19:			**Success Criteria linked to BLP and Pedagogical Principles.** We will know we have succeeded when:

Data below contained in 2019-20 SDP – to be updated
- WG data only available in reasoning and reading. Performance data indicated that Teacher Assessment results across the school were satisfactory, however in Year 2 there were some TA that needed greater evidence to support judgement as WG outcomes did not correlate with TA for 2/9 pupils in both subject areas.
- WG tests indicate in reading Y2 target (set in SDP last year) was met but not in reasoning. Targets achieved in reading in Years 3 and 5 were met. TA corresponds with WG outcomes in KS2.
- In year 2, 1 pupil didn't achieve their predicted higher level target in WG test. In year 5 and 6 targeted children did achieve their higher level (115+) in the WG tests (Reasoning).
- There were therefore performance indicators from the WG tests which highlighted the need for targeted support for reasoning at the higher level.
- Internal scrutiny demonstrates that while reading has improved markedly, spelling scores are not demonstrating progress-target individual pupils

In FP Baseline to FP progress tracking demonstrates that expected or greater progress – 2 or 3 levels of progress in LCW. 1 pupil made much lower than expected progress (this pupil was baseline assessed in previous school and has significant ALN.
In maths pupils made expected or greater than expected progress with 2 pupils making lower than expected progress.
Out of the 8 pupils who remained in the school throughout ks2 and progress can be monitored from FP:
In English
I. 4 out of 8 pupils 50% achieved Level 5 in English progressing through 2(2) or 3(2) levels of progress.
II. 3 out of 8 pupils (38%) achieved L4 and progressed 2 levels
III. One pupil did not achieve CSI due to ALN – Statemented
In Maths
I. 3 out of 8 pupils 38% achieved Level 5 progressing through 2(3) levels of progress.
II. 4 out of 8 pupils (50%) achieved L4 and progressed 2(3) levels or 3 (1) levels of progress
III. One pupil did not achieve CSI due to ALN – Statemented
- Work scrutiny and lesson observations identified:
I. There is a lack of challenge for the more able pupils in that there is a lack of differentiation and high expectation in FP
II. Cross-curricular numeracy is not sufficiently developed
III. Opportunities need to be maximised to clarify misunderstandings –success criteria needs to be suitable and consistently used in order that feedback can take place and be effective in moving the children's learning forward.
IV. More opportunities need to be provided for cross-curricular extended writing, numeracy and ICT.
- Pupil independence needs to be developed

- Planning demonstrates consistent coverage of Maths skills through all year groups BB.
- Triad Monitoring demonstrates a range of strategies for problem solving and real-life contexts within lesson observations, learning walks and work scrutiny
- Pupils achieve FP and KS2 end of year/phase targets set (TC)
- Pupils achieve consistent or higher in WG tests demonstrating value added
- Spelling ages for targeted groups improve by 6 months
-

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring activity	Est. Cost/ Source	RAG		
					Term 1	Term 2	Term 3
Following school closure, to raise standards through the use of accelerated learning programme and additional funding for ELSA to provide targeted support for individuals and or groups of learners who need additional support. (including eFSM, ALN and MAT)	Triad HT	5th Oct.	Work scrutiny	RRRS grant £1484			

To produce a Blended Learning Policy to ensure provision for all pupils at all times.	Triad HT	23rd September		£180 x 2 SRS	🟩		
Where necessary, eg. partial school closure, to provide support for parents and carers to understand and engage in their child's learning at home.	All staff	28th Sept	Monitoring of engagement during distant learning				
Establish an ICT PLC across Triad to determine how the Triad will engage with Teams, for staff and learners, and to plan training for all staff across the three schools.	Identified staff	22nd Sept		£270	🟧		
To deliver training for all staff on Microsoft Teams to ensure all staff are confident in delivering all approaches of blended learning.	Identified staff	6th Oct	Work and planning scrutiny and	Twilight in lieu of INSET			
To administer and use inhouse school assessments to identify targeted pupils who require further interventions. See 'Administration of Assessments' document.	All teaching staff	21st Sept.	Tracking of groups of learners		🟧		
Time provided for assessments to be analysed					🟧		
Triad to research appropriate support resources and develop a shared action plan for intervention strategies/catch up	HTs	28th Sept		NFER and Salford	🟧		
Use effective tracking systems for targeted groups of learners.	Assessment Coordinator	9TH Dec. 23rd March	Tracking of groups of learners	RRRS grant £180	🟩		
Continue with nace activities (National Association for Able Children in Wales) Continue to implement Rising Stars (maths for the more able) as appropriate	Leader of AOLE for maths		Work scrutiny - Maths		🟧		
	Leader of AOLE for Language		Work scrutiny - Language				

Analyse in house assessments to identify groups of learners (inc. MAT, ALN, FSM) Create registers for each group of learners and record baseline for tracking purposes.	Class teachers/ Assess. Co-ordinator	Sept 29th		£180 SRS			
Monitor progress during Pupil Progress meetings – rigorous to focus on high attainment with HT	All staff	26th Oct.	Non-contact with HT	Supply cover SRS			
Monitor progress during Pupil Progress meetings – rigorous to focus on high attainment with HT	All staff	14th Dec	Non-contact with HT	Supply cover SRS			
Staff to ensure concrete apparatus is used to teach new concepts, moving to pictorial and finally abstract concepts.	All staff Triad HTs	2/9th November	Maths as a priority for Lesson Obs..	PPA Small & rural schools grant			
All classrooms to have an easily accessible maths area, with appropriately differentiated maths activities/missions/quests to provide challenge. Use RUCSAC within the maths area. (ensuring resources remain within PODs, if shared cleaning schedules need to be adhered to)	All staff	Oct. 5th	Audit for continuous and enhanced provision	1265			
Ensure teachers are using accurate mathematical terminology.	All staff HTs	2/9th November	Evidenced in lesson obs.	PPA Small & rural schools grant			
Teachers to provide opportunities for children to explain and justify their answers.	All staff	2/9th November	Listening to Learners	PPA			
Challenge pupils with Wiltshire 27, NRich activities and Blooms Taxonomy higher order questioning through missions. Ensure this is happening through book look.	All staff	Oct. 5th 7th Dec	Work Scrutiny	PPA			
Pupils to attend MAT enrichment sessions with Triad, via Teams, aiming to further develop pupils' skills who are working at the higher levels.	HT	Spring term	Individual pupil tracking of skills (BB)				
Staff to observe good practice across the Triad in order to improve teaching of numerical reasoning (Maths)	Teaching staff	Spring term	CPD	Small and rural schools' grant			

Staff to observe good practice across the Triad in order to improve extended writing across the curriculum (Language)	Teaching staff	Spring term	CPD	Small and rural schools' grant			
Review Writing Policy following school closure	All staff	28th Sept	Staff meeting	1265	🟩		
All classrooms to ensure non-negotiables are adhered to.	HT	Spring term	Learning walk		🟧		
Evidence of extended writing (at least two pieces per half term). Staff to use a range of strategies, including Talk for writing.	HT and leader of AOLE	Oct. 5th	Work scrutiny	PPA	🟧		
Evaluation:			**Action:**				

Priority 3: Teaching and Learning	Further improve the quality of teaching across the school so that all teachers address the specified pedagogical principles
Link to Teaching Standards	Pedagogy: (P) Refining teaching: managing the learning environment. Advancing learning: four purposes for learning, real life authentic contexts, progression in learning.
Link to SLO	Establishing a culture of inquiry, exploration and innovation: staff want and dare to experiment and innovate in their practice.
Link to Pedagogical Principles	3. Good teaching and learning means employing a blend of approaches, including direct teaching. 5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engaging trust. 7 - Good teaching and learning means employing AFL principles 8. Good teaching and learning ranges within and across areas of learning and experience. 9. Good teaching and learning regularly reinforces cross-curricular responsibilities, including Literacy, numeracy and DC and provides opportunities to practice them.

Where are we now based on our self-evaluation:	Success Criteria linked to BLP and Pedagogical Principles We will know we have succeeded when:

- Triad monitoring 2018/19 evidenced that FP practices were not robust in terms of areas of learning and focussed teaching. CPD through Cath Delve and Triad learning walks led to the development of non-negotiables.
- Foundation Phase pedagogy was introduced in KS2 in the form of a carousel of activities and missions to develop pupil independence.
- Work scrutiny (2019/20) identified the need for a common approach to identifying LO and SC (introduced Spring 2020) for some activities and also to ensure clear opportunities exist for identifying the way forward for learners in FP and KS2.
- Learning walks and work scrutiny (2018/19) identified a lack of high expectations for all groups of learners in some areas of the school.
- Triad standardisation was introduced due to inconsistencies in moderation across clusters.
- All schools adopted planning through Building Blocks to highlight coverage of the skills
- Planning has been revised to support and manage workload, but continues to differentiate to support all groups of learners.
- Whole class Provision Mapping has been revised to identify where support and intervention is required.
- New intervention strategies have been identified to support maths: 'Springboard', 'Numicon' and 'Talk for Writing'.
- Current interventions continue to support other needs, eg, Accelerated Literacy, Toe by Toe, Lego Therapy and touch typing.
- Based on tracking, individual targets are set for each learner in language and maths.
- Following training provided by external advisor, Outdoor learning is planned and timetabled daily where appropriate and as a dedicated weekly session.

- All teaching is at least good in with a majority of the lessons observed as excellent.
- All teachers use a range of different approaches and resources to successfully engage pupils' interest.
- All classrooms are stimulating and engaging learning environments where all groups of pupils can learn productively.
- Pupil Progress Meetings are robust and demonstrate value added, with all pupils making at least one sub-level of progress each term. Evidenced in tracking systems and Building Blocks
- Monitoring demonstrates curriculum coverage *and opportunities for all learners to take increasing responsibility for their own learning* through continuous and enhanced provision.
- Lesson observations demonstrate improved questioning which focus on thinking and reasoning skills.

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring activity	Est. Cost/ Source	RAG		
					Term 1	Term 2	Term 3
• Through Triad monitoring and small schools training, audit current continuous and enhanced provision in light of the COVID 19 restrictions. Revisit when guidance is altered.	HT's	2nd/9th Nov	Monitoring continuous and enhanced provision in staff meeting	SRS 3 x £180			
• Staff to use skills tracker to identify coverage of skills taught (Building Blocks).	All staff	Weekly, ongoing	Lesson observations	PPA			
• Staff to use skills tracker for individual pupil tracking, focusing on all groups of learners. (Building Blocks).	All staff	Oct. 7th	Monitoring of tracking systems during PPM	PPA Non contact £90 x 3			

To improve teaching and learning, all classrooms to: • have clearly defined areas of learning indoors **(within COVID 19 guidelines)** • have clearly defined areas of learning outdoors • have clearly available and readily available resources **(within COVID 19 guidelines)** This will improve pupil understanding through *promoting problem solving, creative and critical thinking* and *encouraging collaboration*.	All staff	2nd/9th Nov	Triad verification by HT- Lesson obs	Cost as above	🟧		
• Ensure staff are using format for LO/SC slip for KS2 and use of Caterpillar in FP.	All staff	5th Oct	Work Scrutiny	£180	🟩		
• To consistently develop Foundation Phase pedagogy through focussed teaching (to include AFL strategies) throughout the school.	Teaching staff	2nd/9thNov	Triad HT – Lesson obs	Joint rural schools training - SRSG	🟩		
• New Curriculum re-organised into AoLE - long and midterm planning – Triad collaborative PLC staff meeting over Teams and Twilights	HT/Teaching staff	Sept 2nd Sept 14th	Cath Delve Triad Training PS Triad meetings – Teams	INSET and follow up non contact £90 x 3 SRS	🟩		
• New Curriculum re-organised into AoLE - long and midterm planning – collaborative PLC staff meeting over Teams and Twilights	HT/Teaching staff	Twilights sessions: Oct 6th Dec 9th	PS Triad meetings – Teams		🟩		

• Opportunities for staff to discuss best practice across the Triad, through school-to-school support.	HT/Teachers	Twilights sessions: Oct 6th Dec 9th		£90 x 3	🟧		
• Regular in-house monitoring of planning, including Governors (when safe), and Triad verification (to include AFL strategies)	Triad HT's/Staff	Termly, Oct 5th	Work scrutiny Staff meeting	SRSG 1 day supply per AOLE	🟧		
• Rigorous Performance Management Cycle.	HT & Staff	16th 23rd Nov	Performance management setting targets	£180 SRS	🟧		
• HT/AOLE co-ordinator to monitor short term planning to ensure that provision for all groups of learners. This will be done during learning walks, health checks and phase meetings.	HT	Nov.5th Feb 10th May 18th	AOLE leaders to conduct work scrutiny – Maths, Science and Technology	SRSG 6 HALF days @ £90	🟧		
• Ensure Edukey is being used to effectively monitor intervention programmes	ALNCo & All staff	26 Oct 14 Dec	Pupil Progress Meetings	PDG	🟩		
Evaluation of strengths: (specific date before governing body meeting)			**Recommendations:**				

Priority 4: Pupil Independence	To use 'Building Learning Power' to develop effective pupil independence
Link to Teaching Standards	Pedagogy (P): Influencing learners: challenging expectations, listening to learners, learners leading learning, sustained effort and resilience in learners, reflection on learning, learning outcomes and well-being.
Link to SLO	Embedding systems for collecting and exchanging knowledge and learning: sources of research evidence are readily available and easily accessed and structures for regular dialogue and knowledge exchange are in place.
Link to the 12 Pedagogical Principles	P2- Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort and meeting expectations that are high but achievable for them P7 - Good teaching and learning means employing AFL principles P10 - Good teaching and learning encourages children and young people to take increasing responsibility for their own learning.

Where are we now based on our self-evaluation:	**Success Criteria linked to BLP and Pedagogical Principles** We will know we have succeeded when:

- Triad monitoring and Support Visits identified a lack of pupil independence in 2019 and so this was targeted in 2019
- Learning environments improved during the early part of 2019/20 due to the robust monitoring system followed and supported by the involvement of external provider
- Staff expectations of pupil independence have improved – initially staff were too controlling (2018/19) in certain areas across the school. Training provided in 2019/20 impacted positively on this.
- Research visits (Jubilee Park, Newport and Hallbrook Primary, Carlisle) undertaken for BLP and working towards the New Curriculum (July 2019).
- Cath Delve training facilitated: Enhanced and continuous provision, Outdoor learning and Planning for the NC.
- Arranged for further training by Cath Delve, continuing professional development – Planning, Health and Wellbeing AoLE and Pedagogical Principles
- Pupil outcomes (Autumn 2019) did not match WG test results and therefore, Triad is targeting independence and have developed a Diagnostic tool to determine whether lack of pupil independence is influencing this discrepancy. No formal assessments for end of year 2020 due to school closure.

- Monitoring demonstrates that a culture exists where learners value mistakes, challenge and feedback and where teachers value effort, questions, taking risks and recognise the growth of learning habits.
- All pupils to achieve the targets set for them.
- Monitoring demonstrates that pupils use BLP strategies for different purposes.
- Planning demonstrates that Pupil Voice strategy is embedded and utilised to ensure a balance between child-initiated and adult led learning and that AFL procedures are embedded and are consistent throughout the school.

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring	Est. Cost/ Source	RAG		
					Term 1	Term 2	Term 3
HTs to meet with BLP representative to review training package, evaluate progress and decide ways forward	HT's	Sept 1st	HT to reflect and plan directed day	Planning and preparation day 1 £180SRS			

Staff to re-engage with BLP online training - perseverance	All staff	12th Oct	Staff to complete training records	£90 x 3	🟩		
Classroom culture - All staff re-evaluate the level currently in terms of classroom culture in order to reinstate a learning focused culture and develop classroom culture from this point in BLP format. Teachers to assess whole class against the BLP learning grid in order to target specific need. Use pupils' One Page Profiles to support this.	All staff	Sept 2020	Staff to introduce Learning Diary to highlight their journey		🟩		
Reintroduce characters to represent the different learning muscles	All staff	Nov 2nd/9th	Lesson Obs		🟩		
Each class to have a designated area related to the latest BLP habit. Classroom environment is organised appropriately to support independent learning, for example, clearly defined areas, accessible resources.	All staff	Sept 2nd	INSET		🟩		
Introduce individual pupil tracking through BLP levels	HT's	Spring Term	INSET		🟥		
Use Success Criteria slips/Caterpillar highlighting LO, SC and links to differentiated skills (cross year group classes)	HT & All staff	5th October	Work scrutiny		🟧		
Use Success Criteria slips/Caterpillar highlighting LO, SC and links to differentiated skills (cross year group classes)	HT & All staff	Nov 2nd/9th	Lesson Obs.		🟧		
Review Effective Feedback Policy.	All staff	Sept					
1. Review unit on Perseverance - Perseverance and how it grows (compete grid). Reintroduce a perseverance friendly classroom. Introduce 3B4ME (getting unstuck) – Ceri Crwban	All staff	Oct 2020	Staff Meeting		🟩		
2. Review perseverance friendly classroom. How effective is 3B4ME (getting unstuck) – Ceri Crwban	All staff	Nov 2nd/9th	Lesson Obs.		🟩		

3. Review CPD module for 'managing distractions' and Introduce ideas within the classroom	All staff	Oct 2020	Staff meeting				
4. Review classroom practice on managing distractions and introduce 'Dealing with Challenge'.	All staff	Nov. 2020	Staff meeting - Monitor effectiveness				
5. Monitor effectiveness of BLP	HT/Triad	Nov	Work scrutiny				
6. Cluster Twilight sessions on 'Mindfulness' and promoting a growth mindset.	All staff	During Triad identified dates beginning Sept 2020	Learning walks and listening to learners	£180 RCSIG			
7. Consider implementing Speakr across whole school (Chaving trialled in summer 2019 with one class). Staff to monitor pupil well-being.			Speakr Pupil questionnaires				
8. Feedback on classroom practices relating to dealing with challenge. Introduce setting goals.	All staff	Dec 2020	Staff meeting – monitor effectiveness				
9. Feedback and sharing good practice on 'setting goals'.	All staff	Dec 2020	Staff meeting				
10. Introduce Helping Learners to - Question	All staff	Jan 2021	Staff meeting				
11. Monitor effectiveness of BLP	HT/Triad	Spring	Learning walk				
12. Review classroom practice on 'questioning' and introduce Helping Learners to - Listen	All staff	Spring term	Staff meeting				

13. Review classroom practice on 'listening' and introduce Helping Learners to - Collaborate	All staff	Spring term	Staff meeting			
14. Review classroom practice on 'collaborate'. Complete CPD module.	All staff	Spring term	Staff meeting			
15. Introduce Helping Learners to Take risks	All staff	Spring term	Staff meeting			
16. Review classroom practice of taking risks and introduce reasoning into learning.	All staff	Summer term	Staff meeting			
17. Review classroom practice on reasoning into learning.	All staff	Summer term	Staff meeting			
Evaluation:			**Action:**			

Priority 5: Welsh	Improve pupils standards in Welsh oracy and reading across the school.
Link to Teaching Standards	Pedagogy (P): managing the learning environment, helping with assessment, providing appropriate resources, involving families in learning. Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement.
Link to SLO	Learning with and from the external environment and larger system: staff collaborate, learn and exchange knowledge with peers in other schools through networks and/or school to school collaborations.
Link to 12 Pedagogical Principles	Good teaching and learning: 1.Maintains a consistent focus on the overall purposes of the curriculum 3.Employ a blend of approaches including direct teaching 5. Sets tasks and selects resources that build on previous knowledge and experience and engage interest. 8.ranges within and across AOLE 10.encourages children and young people to take increasing responsibility for their own learning

Where are we now based on our self-evaluation of 2018/19:	Success Criteria linked to BLP and Pedagogical Principles We will know we have succeeded when:
• All staff undertake Teacher Assessment levelling and outcomes for Welsh Second Language each term. • 89% of pupils achieved Level 4+ at end of KS2 33% Level 5 • Monitoring of work and Lesson observation demonstrated Welsh teaching is good. • There is a requirement for greater staff use of Welsh and to this end one teacher has applied and been accepted on the Welsh Sabbatical Year long course	• Monitoring shows an improvement in pupil standards • Learning walks demonstrate a Welsh ethos throughout the school. • Pupils achieve their end of year (sub levelled) targets in oracy, reading and writing • Pupils oracy is evidenced at least half termly on individual HWB accounts The role of the Criw Cymraeg is developed further by promoting the Welsh ethos in school and the wider community. Displays include the Welsh National Anthem and famous individuals in school corridors to increase pupil awareness of Welsh culture.

Actions	By whom?	Date	Monitoring activity	Est. Cost/ Source	RAG		
					Term 1	Term 2	Term 3
• Audit staff strengths and areas of expertise and identify relevant training.	N/R staff	Sep 2nd	Planning and preparation day		🟩		
• Staff to review the pupil profile in order to set end of year targets.	All staff	Oct 5th Nov 7th	Staff Meeting & Pupil Progress Meeting	Staff meeting	🟧		
• Classrooms environments to reflect the agreed non-negotiables, where environments are language rich within learning areas in the classroom and outdoor area eg. use of puppets, role play are/performing, ipads for recording	All staff HTs	Nov 2nd & 9th	Planning and preparation day		🟧		
• Planning to identify high linguistic expectations.				£90	🟧		
• Pupils to access learning (in event of partial school closure) Evidence of oracy to be stored on Hwb in individual pupil files	All staff	Ongoing			🟧		
• Use Pod Antur in KS2 targeting Welsh learning across the curriculum – Cwricwlum Cymraeg	Teachers	Sept. 4th	Staff Meeting	£180	🟧		
• Criw Cymraeg to lead on working towards targets to complete the Bronze Award of the Siartr Iaith. (Awaiting guidance from Catrin Phillips, Lead for Welsh Development)	AOLE Language and Criw Cymraeg	Autumn Term			🟧		
• Embed Tric a Chlic as a Welsh reading scheme in the Foundation Phase. Use for intervention purposes to support targeted groups of learners.	Y1&2 staff	w/c Oct 7th	Staff meeting/ Triad Work Scrutiny	RRRS Grant	🟧		
• To invest in reading materials to encourage pupils to read Welsh eg. Bore da	AOLE lead	Autumn Term		PDG	🟧		
• Daily timetabled Welsh consolidation sessions	All staff	Nov 2/9th	Lesson Obs.		🟧		

• Display Welsh signage and literature eg. Famous Welsh people and bilingual displays.	All staff	Spring	Learning Walk		🟩
• Embed Cyfnod Cymraeg/ Enrichment week to provide all pupils with the opportunity to study and learn about an aspect of Welsh history.	All staff	w/c March 1st	Work scrutiny/evidence on HWB		
• To increase the amount of Welsh correspondence, eg. Newsletter, Website, Prospectus etc.	All staff	ongoing	Evidenced in documentation	Translation costs	🟧
• AOLE lead to distribute Welsh Language Patterns to staff members specific to each Year Group including a comment sheet for any observations or extra language patterns taught. This will be used to raise pupil standards in Welsh.	All staff	December	Listening to learners		
• Pupil involvement to continue to develop the Criw Cymraeg roles in the school eg presenting awards 'seren yr wythnos', leading games at playtimes, leading assemblies, sharing 'brawddeg yr wythnos' with whole school.	All staff	ongoing	Listening to learners		🟧
Evaluation:			**Action:** .		

Priority 6: New Curriculum	Teacher's planning reflects the Four Purposes of the new curriculum and is implemented effectively within the classroom.
Link to Teaching Standards	Pedagogy (P): Managing the learning environment, assessment, differentiation, recording and reporting & Involving partners in learning. Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement. Professional Learning (PL): professional networks and communities, wider reading and research findings Innovation (I): developing new techniques and evaluating the impact of changes in practice. Leadership (L): taking responsibility for self.
Link to SLO	Establishing a culture of inquiry, exploration and innovation: The school supports and recognises staff for taking initiative and risks. Staff engage in forms of enquiry to investigate and extend their practice.
Link to 12 Pedagogical Principles	P 1: good teaching and learning maintains a consistent focus on the overall purposes of the curriculum. P3: good teaching and learning means employing a blend of approaches including direct teaching P8: good teaching and learning ranges within and across AOLE. P9: good teaching and learning regularly reinforces cross curricular responsibilities, including Literacy, Numeracy and Digital Competence, and provides opportunities to practice them.

Where are we now based on our self-evaluation:	Success Criteria linked to BLP and Pedagogical Principles We will know we have succeeded when:

We must maintain and improve standards and provision in response to the demands of the New Curriculum and WG tests.

In response to the Donaldson Review and revised curriculum orders a new approach to planning, assessment, pedagogy and classroom environment is a priority for this year. These practices, we intend, to be fully embedded over the next 3 years, in conjunction with Foundation Phase practices.

- Research visits (Jubilee Park, Newport and Hallbrook Primary, Carlisle) undertaken and BLP and Cath Delve training facilitated. (Summer 2019)
- Arranged for further training by Cath Delve, continuing professional development around BLP and inquiry led teaching/learning for 2019/20 & 2020/21 (due to school closure).
- We are allowing our staff and pupils to have ownership of learning pathways but are maintaining our use of Building Blocks to ensure tracking of the 2015 LNF/DCF and AOLe coverage.

- Continuous and enhanced provision provide appropriate challenge supporting the development of taught skills.
- Planning and listening to learners demonstrates that pupils' influence the content of the school curriculum.

- Monitoring identifies:
  1. pupils' experiences which in turn demonstrate a range of opportunities to enquire and learn in both outdoors and indoor environments
  2. Pupils are able to talk about their authentic experiences, by articulating their learning journeys to others
  3. There is a focus on the learning and not the activity
  4. Inquiry learning evokes curiosity and engagement.
  5. Pupils are able to use their knowledge and skills to collect new information.
  6. Pupils are provided with opportunities to use their preferred ways of learning to demonstrate their understanding across the AOLE's.

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring activity	Est. Cost/ Source	RAG		
					Term 1	Term 2	Term 3
Teaching and learning to be focussed on the 6 AOLEs with knowledge, skills and experiences and achievement outcomes at the heart of developing learning.	All staff	Oct 5th	Scrutiny of planning	£180 RCSIG	🟧		
Further develop inquiry-based learning in thematic work to deliver the new curriculum (led by a question and use of I see, I think, I wonder)	All staff	Spring 2021			🟧		
Further utilise the Triad network on Hwb as a collaborative platform to share resources and planning.	All staff	September			🟩		
Consistent use of planning folders/documents across the Triad to track development of learning. Planning to be linked to 4 purposes, WM statements, PP, LNF, DCF and draft curriculum for AOLEs.			Scrutiny of planning		🟩		

Triad Progression Step PLCs to develop long and medium-term planning for the new curriculum. Staff to meet to discuss planning twice termly.	All staff	14th Sept Dates TBC		Non contact £90 x 3 RCSIG	🟩		
Provide opportunities for 'pupil voice' to assist with the planning during 'tuning in' of new themes.	All staff	ongoing		PPA	🟩		
Continue to embed discovery project to enable pupils to find out about topics of personal interest and to be encouraged to use and apply skills taught. Pupils will be expected to share their finding with others through class presentations.	All staff	Sept			🟧		
Continuous and enhanced provision - this will be audited and reviewed upon relaxation of Covid 19 restrictions – in line with WG guidelines	All staff	Nov 2nd/9th	Health Check		🟧		
Staff to review professional values/non-negotiables; classroom environments to reflect this.	All staff	Nov 2nd/9th	Health Check	Directed day	🟧		
Timetable relating to theme to be fluid and staff to encourage flexible learning seating this will be reviewed upon relaxation of Covid 19 restrictions – in line with WG guidelines	All staff	ongoing	Learning walk		🟧		
To provide opportunities for professional development: • Planning for the New Curriculum • Whole staff INSET on Health and Well-being AOLE • Whole staff INSET on 12 Pedagogical Principles • Whole staff training on Mindfulness • Whole staff training on Empathy Lab	All staff	ongoing	Performance Management	£180 x 3	🟩		
Provide opportunities for parents to meet with staff to become familiar with the changes to practices related to introducing the new curriculum (via Teams). • Meet the Teacher • Open afternoons • Celebration Day/Events • Learning Review (parent consultation meetings)	All staff	Half termly	Open evening Learning afternoons				
Use Building Blocks as planning programme in order to track coverage of DCF/LNF and AOLE's.	All staff	ongoing	Work scrutiny	£90 x 3	🟧		

Further develop Outdoor learning environment/classroom throughout whole school. Develop the use of the outdoor learning environment through pupils engaging in John Muir throughout the school Fresh Air Friday/Wellies Wednesday Extra-curricular clubs	All staff	ongoing	Learning walks	INSET			
Evaluation:			**Action:**				