

<p><b>Priority area 1:</b></p> <ul style="list-style-type: none"> <li>Improving standards in literacy skills across the curriculum the focus is specifically on improving pupil performance in language, literacy and communication skills in the foundation phase focused on outcome 6 and improving pupils higher order reading skills.</li> </ul>					<p>Link Teacher: Liz Knight Link Governor: Link SLT: Damon McGarvie</p>			
<p>Source of priority and evidence: Test data identifies the need to develop reading. School closure necessitates a focus on reading to facilitate accelerated learning.</p>								
<p><b>Targets</b> To improve the standards of reading for all pupils with a particular focus on eFSM and MAT pupils Improve the standard of writing for all pupils To improve the pedagogical skill base of all teachers and experiences of pupils To employ a variety of pedagogical approaches to the delivery of literacy lessons</p>					<p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>95% OF ALL GROUPS OF LEARNERS TO MAKE AT LEAST EXPECTED PROGRESS IN READING.</li> <li>25% OF ALL GROUPS OF LEARNERS TO MAKE BETTER THAN EXPECTED PROGRESS IN READING.</li> </ul>			
Strategically planned actions to deliver the success criteria	Responsibility	Timescale	Link to PTS	Resources / Cost	Monitoring	R	A	G
Embed RWI throughout Early Years. In classes – no withdrawal groups Continue to develop RWI and Literacy across the curriculum in Years 1 and 2 – LK to draw up detailed plan.	E. Knight Class teachers		P1.1 I3 P1.2 P1.3 P1.4		LK work scrutiny. 2days RCSIG allocated for Literacy monitoring £300			
Y6 penpal link with Sanguinet, France	E James DMc		P1.5 P3.5 P2.4 P2.6 I2 P3.6		DMc			

<p>Target pupils for the Lexia Reading Programme</p> <p>PDG – IN CLASS Continue to use Lexia to underpin the delivery of a focused Literacy intervention for all FSM/LAC pupils.</p> <p>Targeted literacy support for eFSM pupils. Working in small groups (within classes) to provide tailored support with Literacy – foundation phase</p>	<p>E Knight</p> <p>J Baker</p> <p>X 2 staff PDG funded</p>		<p>P3.4 P3.5 P1.1 P1.2 P1.3 P1.4 C.2</p>	<p>PDG £61100</p>	<p>LK JH</p>			
<p>Pilot use of ebooks on Kindle Fire for reluctant readers</p>	<p>E. Knight</p> <p>R Davies</p>		<p>I2 I3 P1.1P1.2 P1.3</p>		<p>LK RD</p>			
<p>Develop inference and higher order questioning skills during reciprocal Guided Reading sessions and 'End it with Empathy' time – engage specific Catch up LSA through WG scheme. 1 day per contact group – eFSM pupils priority, then early years then others at discretion of class teachers</p>	<p>E. Knight</p> <p>Class teachers</p> <p>LSAs</p>		<p>PL3 C2,3,4 L3 P1.2 P3.1 P3.2 P3.3 P3.4 P3.5 P3.6</p>	<p>£14848 RRRS Grant</p>	<p>LK</p>			
<p>EARLY INTERVENTION –</p>	<p>CR</p> <p>EE</p>		<p>L3</p>		<p>LK RD</p>			

<p>SCREEN AND ESTABLISH TARGET GROUPS FOR HANDS ON &amp; COMMUNICATION IN nursery</p> <p>RECEPTION: Assess DEST and establish Hands on Literacy intervention groups - reassess</p>	LK				2 days RCSIG allocated for EJ assessment monitoring and tracking £300			
<p>Improve the target setting in Foundation Phase through better collaboration and evidence based judgements using incerts.</p>	FP teachers JH and EJ		P1.2 P1.4 C1 C2 C3 C4 L1		LK EJ			
<p>Improve identification of potential L5 pupils through accurate target setting and rigorous challenge of targets. Using INCERTS, work scrutiny and targeted groups of learners to evidence.</p>	KS 2 teachers		P1.2 P1.4 C1 C2 C3 C4 L1		EJ EK			
<p><b>Lessons deliver appropriate challenge in extended writing and support for all groups of learners, with a focus on narrowing the gender gap across the school and reading in KS2. Develop further through use of Comic Life Book Creator and Office 365. Teaching DUOs in contact groups focus on the current PfE and appropriate challenge</b></p>	All staff		I2 I3 C2 C4 C1 C3		LK			

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<b>Priority area 2:</b> <ul style="list-style-type: none"> <li>improving standards of pupils’ numeracy skills - the focus is on improving performance in the national mathematics tests for foundation phase and in key stage 2 improve performance at the higher than expected level 5+ and in the national tests.</li> </ul>					Link Teacher: Elana James Link Governor: Ian Mansell Link SLT: Adele Gilbert			
Source of priority and evidence: Internal monitoring and national test data.								
<b>Targets</b> To improve the performance of pupils with ALN in procedural and reasoning. To improve the performance of eFSM and MAT pupils across the school. To improve the pedagogical skill base of all teachers and experiences of pupils To employ a variety of pedagogical approaches to the delivery of maths lessons					<b>Success criteria</b> <ul style="list-style-type: none"> <li>95% OF ALL GROUPS OF LEARNERS TO MAKE AT LEAST EXPECTED PROGRESS IN READING.</li> <li>25% OF ALL GROUPS OF LEARNERS TO MAKE BETTER THAN EXPECTED PROGRESS IN READING.</li> </ul>			
Strategically planned actions to deliver the success criteria.	Responsibility	Timescale	Link to PTS	Resources / Cost	Monitoring	R	A	G
Paired planning, teaching and obs of lessons (KS2). (DUOs) With a focus on reasoning, appropriateness of challenge and focused pedagogical principles. (PfE)	All teaching staff	Spring term 2021	C2, C3, C4 P1.3, P1.5 P2.1 P3.5 I1 13	5x2days = £1500 RCSIG	3 days RCSIG allocated to JH to support monitoring activities or undertake others related to PDG or whole school priorities £450			

Maths skills ladders to be used by all staff and displayed on planning boards. Pupil friendly progress ladders to be completed by pupils.	All staff		P3.1 P3.5 P2.5					
Maths area to be set up in each class, displaying an interactive maths board/wall and maths equipment for pupils to access. All staff to add a Maths Progress area to their maths boards, displaying exemplary work and progress made by pupils.	All staff		P2.4 P2.5 P2.1 P3.6					
RM Easimaths to be used across the school daily in small group time.	EJ and ST		P3.4 P1.3 P1.2					
Termly concept focus week from N to Year 6. Progression of work displayed VIA infographic AND SHARED ONLINE	All staff , led by EJ		C2 C3		2 days RCSIG allocated for Numeracy monitoring £300			
Every Friday 4-a-day challenge to be replaced with times tables rich activities and challenges.	All staff		P2.4 P2.5 P2.6					
PDG Focus. 1 staff member to oversee the RM Easimaths programme via the assessment route.	EJ X 1 staff PDG funded	P.4 P3.4						

<p>Improve identification of potential O6/L5 pupils through accurate setting and rigorous challenge of targets. Using INCERTS, work scrutiny and targeted groups of learners to evidence.</p>	<p>All Staff</p>	<p>P3.1 P3.2</p>						
<p>EARLY INTERVENTION - NURSERY</p>								

<p><b>Priority area 3:</b></p> <ul style="list-style-type: none"> <li><b>Develop the curriculum and pedagogy in readiness for ‘A Curriculum for Wales’ with a specific focus on Principles for Excellence</b></li> </ul>					<p>Link Teacher: Adele Gilbert</p> <p>Link Governor:</p> <p>Link SLT: Jo Hinds</p>			
<p>Source of priority and evidence: Internal monitoring and national priorities</p>								
<p><b>Targets</b></p> <p>To improve the pedagogical skill base of all teachers and experiences of pupils                  To employ a variety of pedagogical approaches to the delivery of all lessons                  To monitor and enhance the wellbeing of all pupils and staff.                  Improve the independent DCF skills of all pupils</p>					<p><b>Success criteria</b></p> <p>Teachers successfully complete Principles for Excellence                  Planning reflects pupil voice and the 6 areas of learning                  Learner independence improves                  Pupils discuss their involvement in shaping their curriculum                  Teaching judged Good or better throughout the school</p>			
<p>Increase awareness of new curriculum and the 4 purposes                  Develop planning and pedagogy to reflect new curriculum demands and the 4 purposes.                  Embed DCF in new curriculum planning                  Develop awareness of ‘empathy’ within the new curriculum and ensure opportunities planned for empathy rich experiences.</p>					<p>EOY Data – See actions 1 and 2                  PASS analysis                  Target setting in PSD to be accurate                  All planning to incorporate DCF</p>			
Strategically planned actions to deliver the success criteria	Responsibility	Timescale	Link to PTS	Resources / Cost	Monitoring	R	A	G
Principles for excellence – Jenna Gravelle to join staff by Teams to launch - Sept 18 <sup>th</sup>	AG DM JH		PL2					

Blended Learning and improving the quality of teaching with an ability to switch between physical setting and remote learning	AG DM RD		P2.3					
Targeted ELSA in response to pupils returning to school.	TP		P3.4 P3.6	TP staff costs through PDG				
Improve wellbeing and resilience of Y5 and Y6 pupils through You Are Awesome journals – cluster priority	JB RD EJ		P3.5 P3.6					
DCF to be included through direct taught lessons and incorporated into topics	All teachers		P2.2					
Improve the target setting in PSD through better collaboration and evidence based judgements	EE + LK + MP + JH		P1.2 P1.4					
Train LTS in KiVa pedagogy to develop effective lunch time play. *** Does this stay as we are not able to have kiva kids at the minute?***	JH AG		C2					
Moderation Liz, Elana, Jo and Jude	EJ+LK+JH+JB		P1.4	4x1 days each £600 RCSIG				
Pupil independence and ICT skills including collaborative online planning			P3.2					



AG, appointed New Curric lead. Non-contact Friday am Nov to Easter. Develop AoLe plans, planning and local curriculum.	AG	Nov 20-April 21		18x£100=£1800 RCSIG + 2 days AG prep as DHT for SV £300 RCSIG				
AG trial new planning for Autumn terms to include What Matters Statements. Other classes to make planning consistent	AG		P2.4 P2.5					
AoLe prep days for each lead teacher. 1 page profile of AoLe to be produced	All AoLe leads	Nov20-Easter 21			Present 1 page profiles to staff and governors			
AoLE cluster meetings to discuss good practice and share curriculum development. Staff to have non-contact time to develop the AoLE.	Year 5/6 teachers	Oct 2020 – Easter 21		6x£150=£900 Professional learning Grant				
KS2 classes (or all if relevant) to teach using carousel / rotation approach during maths sessions – including independent group and use of RM-Easimaths program.			I2 I3					
AG trial missions Autumn term, roll out later to other classes following evaluation of			P2.3 P2.4					

<p>impact, consider phased roll out.</p> <p>Jan 2021 – practice to be shared with years’ 2 and 4. Develop this practice of ‘sharing’ good practice / upskilling and ‘magpie-ing’ ideas</p>								
<p>End of year reporting – PLC?</p> <p>Adapted report from lockdown was liked by parents so still something to look at.</p>			P1.4					
<p><u>Empathy project.</u></p> <p>To develop teacher’s understanding of where ‘empathy’ features within the new curriculum.</p>			P3.6					
<p>All classes to ‘End the day with Empathy’ - develop a bank of empathy rich reading books to be read during sessions and other activities including the VALUES and Children’s Rights focus.</p> <p>All classes to timetable circle times and empathy sessions in</p>	AG / LK complete whole school audit							

<p>class and include focus texts linked to school and class topics.</p> <p>Values monthly video to be created by each class/phase? Shared on website/facebook</p>								
<p>Break time mindfulness sessions - afternoon plays to include Mile challenge and yoga or mindfulness activity.</p>			P3.6					
<p>Staff mindfulness training</p>	LK AG		PL3	£300 RCSIG (reimbursed as taken during wellbeing sessions)				
<p>Paws b training x 2 staff</p>	JB TL			£1130 for training (£565 – PLG / £565 RCSIG) 4 days @ £150 for cover (RCSIG)				

Empathy project	LK AG		PL3 C4					
L Knight to participate in the ERW Learning for Excellence project	LK			RCSIG 10 x £25 = 250 for 10 half day cover				

EMPATHY ACTION PLAN

Target group	Main aims - Impact (see evaluation checklist)	EmpathyLab tools used	Actions/ Timeline / People	Links to other school approaches / actions or tools
1. IMPROVING LITERACY AND READING FOR PLEASURE				
Whole school	-Increased levels of reading for pleasure. -Increased reading frequency. -Better at reading critically. -Better at inference / deduction / prediction.	Empathy booklist Empathy book talk tools Empathy storykits Bookspotters	<u>Autumn</u> Baseline audit of timetables to identify reading frequency and texts across school. Pupil baseline assessment – EL training to complete. Baseline reading level assessments – RWI and INCERTS. Set targeted texts for class studies linked to topics including Houses and homes/refugees, food banks/harvest. Begin guided reading groups across the whole school-RRRS grant. Target LEXIA pupils for intervention work in all classes. Begin to use Booktalk tools in existing practice. 'End it empathy' reading sessions in every class using EL booklist 2020. <u>Spring</u> Develop empathy booklists, introduce storykits and bookspotters. Hold a reading event within 'bubbles' with the focus on empathy linked to World Book Day.	RWI INCERTS SDP

			<p>Arrange class 'Teams' visit with town librarian with a focus on empathy text.</p> <p>Develop and invest in a greater variety of empathy rich texts within school.</p> <p>Revise timetables where needed to increase reading sessions.</p> <p>Make connections with other schools within family to share reading event recommendations – Monkton possibly??</p> <p><u>Summer</u></p> <p>Assess and evaluate reading standards using end of year tests and questionnaires.</p>	
2. Developing whole school culture and environment				
Whole school	<p>-Empathy lab approaches embedded.</p> <p>-Staff understand educational importance of empathy.</p> <p>-Stronger ability to imagine, understand and reflect on other people's perspectives and feelings.</p> <p>-Wider vocabulary to recognise and share own and others' feelings.</p>	<p>INSET day</p> <p>EL team leaders training – AG/LK.</p> <p>Staff reading list.</p> <p>Empathy lab resource bank.</p> <p>EL AUDIT</p>	<p>Whole school EL training with family of schools – at PD school – 2019/20</p> <p><u>Autumn/</u></p> <p>Empathy lab team to attend training – AG and LK.</p> <p>1 X Training session to share SDP targets and EL action plan to staff and look at links to new curriculum.</p> <p>Empathy Lab resource file set up and shared for teaching staff on OneDrive.</p> <p>Every class to create an Empathy display within classrooms.</p> <p><u>Spring</u></p> <p>Assemblies planned to discuss 'empathy' and also share empathy rich texts read in class. (timetable classes to share books once a half term)</p> <p>Develop mapping of empathy texts within curriculum overview.</p> <p>Share action plans with governors.</p> <p><u>Summer</u></p> <p>Arrange storyteller / author visits??</p> <p>Introduce and begin preparations for Empathy Awards.</p>	SDP
3. Supporting positive behaviour and attitudes to learning and wellbeing.				
Whole school	<p>-Pupil and staff are calmer and behaviour improved.</p>	<p>Empathy listening audit</p>	<p><u>Autumn</u></p> <p>Complete listening audit – staff and whole school.</p>	<p>PASS</p> <p>Mindfulness project-dot b</p>

	<ul style="list-style-type: none"> <li>-More able to feel and value people's feelings</li> <li>-More pro-social attitudes</li> <li>-Stronger ability to imagine, understand and reflect on other people's perspectives and feelings</li> <li>-Wider vocabulary to recognise and share own and others' feelings.</li> </ul>		<p>Staff to model, develop and improve active communication skills within classrooms through use of check ins, circle times, values, rights of a child work, Kiva and empathy sessions.</p> <p>Complete PASS – target pupils where necessary.</p> <p>School focus day for 'World Mental Health' #helloyellow – complete activities to highlight importance of mental health and reintroduce worry boxes into classrooms. School focus - Anti-Bullying Week ( beg 16/11/2020) the theme is 'United Against Bullying. Mark beginning of week with 'Odd Socks Day'. Share activities in Friday assembly</p> <p><u>Spring</u></p> <p>Revisit lessons to discuss the meaning of empathy.</p> <p>Embed empathy development skills in school practice and learning environments – eg. scripted questions.</p> <p>Develop mindfulness sessions in classes.</p> <p><u>Summer</u></p> <p>Plan and participate in Empathy Day event.</p>	
<b>4. Developing community</b>				
Whole school	<ul style="list-style-type: none"> <li>-Putting empathy into action and as an individual.</li> <li>-Parents/carers understand the importance of empathy.</li> </ul>	<p>Empathy Leaders</p> <p>Empathy Awards</p> <p>Empathy Detectives</p>	<p><u>Autumn</u></p> <p>World Mental Health Day event – share with parents via Facebook.</p> <p><u>Spring</u></p> <p>Revisit meaning of empathy – complete and share an 'empathy means' video with parents, including empathy reading lists for home reading.</p> <p>Assemblies timetabled for classes to share empathy rich texts being read in class and book reviews.</p> <p>Empathy display set up in library with book recommendations.</p> <p>Feb ½ term holiday – Pupils set task to find nominations for World Book Day event, eg. 'Nominate a book character who shows exceptional empathy'.</p> <p>World Book Day – empathy focus for event.</p> <p><u>Summer</u></p> <p>National Empathy Day.</p>	Mindfulness project-dot b

			Empathy Awards.	
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Priority area 4: <ul style="list-style-type: none"> <li>Improve pupils' Welsh language skills with a focus on the higher than expected levels</li> </ul>					Link Teacher: Sian Taylor Link Governor: Maureen Colgan Link SLT: Jo Hinds			
Source of priority and evidence: Internal monitoring, continuation from previous strong practice 2018-19								
Targets Improve standards in Welsh across the school by implementing the Charter Iaith and using LA SOW (F Ph and KS2).					Success criteria: <ul style="list-style-type: none"> <li>Siartriaith Silver Award</li> <li>34.89% of Y6 pupils to achieve L5</li> <li>20% of Y2 pupils to achieve O6</li> </ul>			
Strategically planned actions to deliver the success criteria	Responsibility	Timescale	Link to PTS	Resources / Cost	Monitoring	R	A	G
Meeting with Welsh challenge advisor to assess progress to date and create mini action plan to achieve Charter Iaith  Silver award.  Elect new Year 5/6 members to the existing Criw Cymraeg.	J Hinds/S Taylor       J Hinds/S Taylor		P1.1 P1.4 P1.5  P3.1 P3.3 I1 C1,2,3,4					

<p>Differentiated writing tasks for all groups of learners in Welsh lessons.</p> <p>Reintroduce and monitor the use of Ninja Cymraeg in KS 2 and Captain Cymraeg in Foundation Phase to improve the use of incidental welsh.</p>	<p>All staff</p>		<p>P1.3 P3.4</p>		<p>2x£150 ST monitoring activities RCSIG</p>			
<p>Structured oracy tasks. Sessiwn drilio – Drilling sessions 10 minutes daily to revise basic patterns forgotten over lockdown</p> <p>Staff meeting with all staff to focus on Welsh across the curriculum and phase appropriate APPS</p>	<p>All KS 2 Teachers</p> <p>All staff</p>		<p>C2</p>	<p>ST to prepare resource packs – day of supply</p>				



<p>Criw Cymraeg to continue to lead and extend Welsh assemblies weekly.</p> <p>Create “Pencampwyr Pennar” and link with other school participation groups to promote Welsh.</p> <p>Implementation of Outdoor games and boards to promote Welsh at Playtimes.</p> <p>Promote Welsh within the community. Link with local shops/businesses to make posters.</p> <p>Promote Welsh to parents. Send home weekly “Question Y wythnos” leaflets and information.</p> <p>Criw Cymraeg to continue with Welsh Blog for support using Welsh at home.</p>	<p>S Taylor Criw Cymraeg</p>            <p>ST</p>		<p>P3.2 P3.3</p>  <p>C2,C3,C4</p> <p>C2,C3,C4</p>					
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