

Action Plan for Improvement 2019-20 Towards Curriculum reform Phase 2

NB- This action will take a few years to develop - Phase 3 (20-21) will examine whether our developing curriculum is progressive regarding skill development but also facilitates pupils gaining a sound knowledge that deepens pupils' understanding and provides wider experiences as they progress through the school.

Inspection Area	UNCRC Article	WG Priorities	4 Purposes Professional Standards	PM target	CCoS Corporate Priorities
IA 3 T&L IA 5 L&M	Article 3: Everyone who works with children always does what is best for each child. Article 12 & 29: Your right to say what you think should happen and to be listened to and your right to be the best that you can be.	Core Aims 1 - 7 ERW- Reducing poverty, Tackling teacher workload	A2,A3,A5,A9 E1,E2,E3,E4,E6 EC1,EC2,EC3,EC4,E C6,EC7 H2,H3,H5,H6,H8,H10	Personal	Education and skills Safeguarding Poverty
Priority (why is this a priority - data link/evidence source)					
<p>Action 3 To develop all staff as leaders of learning, to sustain and improve effective pedagogy through strengthening the school as a learning organisation. This supports developing our pupils as ethical citizens, creative contributors and ambitious learners Link Governor: N. Gedrych/S. Tucker (Why? Link to Estyn Recommendation 2 - pupils take responsibility for their own learning and Estyn Rec 3- good to excellent teaching), Enabling Objective 1- Developing a high quality education profession, linking to new professional standards)</p>					
Action	Monitoring Who, How, When	Impact / Success Criteria / Outcome	Evaluation Aut / Spr / Sum (Green box completed)		
Revisit excellent teaching using Estyn 8 factors to assess quality of teaching. Training for identified staff. Short term planning template review – embedding 4 purposes and pedagogical principles within planning	SLT class portraits agreed by Oct 19 First APP meeting Jan 20	All teachers know what excellent teaching is.			
Environment/Provision reorganisation to support learning.	SLT monitors provision Dec 19, Mar 20	<ul style="list-style-type: none"> Nearly all pupils in Foundation Phase to have access to the 			

<p>Set up zones in school yard- Creative, Physical, Investigation, Reflective, Reading, Writing and Construction. Our voice, Our choice and Missions planned across the school using outdoors. Staff training for outdoor learning opportunities Staff create authentic contexts for rich learning opportunities by exploring the local environment and utilizing the outdoors.</p>		<p>outdoors daily to participate in a range of stimulating activities.</p> <ul style="list-style-type: none"> • Nearly all pupils in Key Stage 2 experience weekly learning in the outdoors. • Nearly all staff create authentic contexts for rich learning opportunities by exploring the local environment and utilizing the outdoors. 					
<p>Curriculum Review – what is relevant given our context? What do our pupils want to learn? (HT Assemblies, L2L and consultations) Examine the What Matters statements</p>	<p>Trios report to SLT – long term map by Dec 19 SLT review Short term planning (new BB template) Mar 20</p>	<ul style="list-style-type: none"> • Engaging with what a purpose-led curriculum means for learners. • Developing a curriculum in the 	<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				

<p>Review our planning and develop a well-planned and structured curriculum with opportunities to learn across subject areas contained within (and across) the AoLE's. We will:</p> <ul style="list-style-type: none"> • Develop a long-term plan that maps out themes/ learning in a logical and sequenced way across school. • Teachers make decisions on content/themes that ensure breadth and relevance. • Ensure pupils have a voice to shape the experiences and areas of inquiry • Ensure curriculum is a balance of knowledge, skills and experiences. • Consider Epistemic knowledge (thinking like a subject specialist) and Procedural knowledge (systems and processes to work through tasks). • Ensure Lit, num and digital competence are developed in cross-curricular themes. • Using specialists, visits and visitors to enhance learning experiences. 	<p>AoLE Tech, Lit and num teams monitor planning and pupils' work to ensure 5 pieces of each per term – Dec 19, Mar 20 & Jun 20</p> <p>HT monitor PPA Dec 19 and make changes or cease if needed</p>	<p>light of the 4 Purposes, the AoLEs, (explore What Matters and Achievement Outcomes as they are rolled out).</p> <ul style="list-style-type: none"> • Our curriculum is developing to provide a balance of skills, knowledge and experiences. • Most pupils can use their literacy and numeracy skills across the curriculum at the same level as in the subjects. • Learning builds on pupils' prior knowledge and experiences, providing them with an authentic and relevant curriculum. • Curriculum is learner influenced rather than learner led. • Most pupils can make connections in their learning. • Reduction teacher workload. • Teachers have a wider repertoire of skills that impact positively on improved self-performance and pupil standards. 	
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Working with Governors	Working with the community
<p>L2L exercises, work scrutiny and Learning Walks Presentations to Curriculum Committee AoLE meetings Curriculum Gov meetings/presentations</p>	<p>Business links Visits and visitors to school Sharing new developments via open days, parent consultations and workshops. Website Twitter Exhibitions</p>

Resource Implications including CPD	Financial Implications	Source
<ul style="list-style-type: none"> • Lesson studies supply cover • Bus for entrepreneurial project • Visits to places of interest linked to topic / residential • Resources for outdoors/Outdoor learning course • Outside specialists PPA and Peripetetic music 	<p>£600 £180</p> <p>£2,000 + £95course and £160 supply £15,845</p>	<p>School budget School budget Parents PTA part funded School budget</p>

Progress Measure
<p>Curriculum themes mapped across school. Pupil influenced learning within themes. Most pupils engaged, enthusiastic and motivated Most pupils understand and explain how they learn best Creative ambitious learners Most pupils make connections and links when learning and applying skills and knowledge Organised, well-resourced, stimulating teaching and learning environment</p>