Milford Haven Community Primary School
Teaching Priority Action Plan, 2020-2021

Priority

To ensure all teaching is good or better across the school using face to face contact and digital platforms.

Source/s of priority	**Evidence**
New Practising Teaching Standards, Wales Pedagogical principles for Curriculum Wales- specifically Blended Learning approach Curriculum for Wales training (Gareth Coombes) Review of Effective Feedback arrangements ALN Transformation Bill	Observations and monitoring from Milford Haven Community Primary 2020-2021` academic year including: Work scrutiny Monitoring of planning Learning walks Data analysis Pupil progress meetings

SLT Responsible:	**Lead teachers responsible:**	**Link Governor:**
Philippa Parry, Sarah Phillips, Samantha Neale, Rachel Thomas	Year group leaders	Year group link governors

Success Criteria	**Provision:**
Standards: ➢ All groups of learners, particularly vulnerable learners, make good or better progress by July 2021 and if not appropriate support plans are in place.	➢ By December 2020 observations, work scrutinies and monitoring of planning provides evidence of appropriate level of opportunities to apply literacy, numeracy and DCF skills across the curriculum ➢ By January 2021 work scrutiny of feedback provides evidence that teaching provides clear, measurable next steps which pupils respond to, leading to appropriate pupil progress. ➢ By April 2021 all monitoring provides evidence that the New Curriculum is being planned for and lessons reflect Four Purposes. ➢ By April 2021 monitoring provides evidence to reflect new approaches to learning using digital platforms. ➢ By April 2021 all teachers have a sound awareness of the pedagogical principles in Curriculum Wales, particularly Blended learning approaches ➢ All teachers to actively plan good or better lessons and activities by July 2021 and if not an appropriate support plan for improvement is in place.

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	➢ Data from continua shows an improvement in identified teaching standards by July 2021 (1.7, 2.2, 3.2, 4.3) for all teachers
	Leadership: ➢ By January 2021 all teachers have an agreed evaluation of their teaching and a plan for improvement (linked to PM) in place. ➢ A climate of mutual support to improve teaching either face to face or digitally is created across the school by July 2021. ➢ By July 2021 there are rigorous individual teaching improvement plans and subsequently robust self-evaluation of teaching is in place that effectively informs the priority action plan for improving teaching for the 2021-2022 academic year.

Direct links to SER:
Please see IA3.1 Quality of Teaching, IA3.2 The breadth, balance and appropriateness of the curriculum and IA3.3 Provision for skills

How can the wider community enrich the priority?

- Ensure each year group secures links with the wider community in each topic in order to make teaching and learning authentic, purposeful and meaningful to the learner.
- Ensure each year group develops positive relationships with parents/carers in each topic to support learning at home.

Strategically planned tasks	Lead person & staff involved	Timescale		Resources	Cost & Budget Source	Expected Impact	RAYG
		Start date	End date				
Curriculum for Wales							

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Monitor the Mapping of skills in all areas of the curriculum across the school to ensure coverage and progression in light of the new curriculum Cross-phase skills planning sessions to be facilitated Ensure Four Purposes (National Education Mission) are mapped into curriculum coverage.	LH SP, year group leaders	Spring 2020 - Spring 2020– Summer 2020	Spring 2021 Spring 2021 Summer 2021	New AoLe Planning grids	PLG	All skills in all areas of curriculum are planned for meaningfully and consistently at a long term and medium term level.	·
Continue to use Gareth Coombes' Continua as system of monitoring teaching and as a coaching model which incorporates greater professional dialogue and a greater level of teacher self-evaluation of areas of development. Areas identified allowing all teachers to improve in specified area (1.7). (2.2), (3.2), (4.3). Use as a frame for investigating and ensuring a sound application by all staff of the pedagogical principles embedded in Curriculum Wales.	All teaching staff	Jan21 May 21	April 21 July 21	Continua on-line Any additional cover costs, above leadership cover already budgeted for, for implementation of Continua	£54 per teacher – RCSIG Cover cost – RCSIG / PLG	Evidence of sound understanding by all staff of pedagogical principles and if not, appropriate support for improvement in place. Evidence of improvement in quality of teaching on a termly basis	
Ensure that there is always an exciting and clear purpose and context for learning included on weekly / fortnightly planning sheet, in line with ethos of Curriculum for Wales	PP, SP, LH and all year group leaders, all teaching staff	Spring 20	July 2021	None	None	Pupils are motivated and engaged in purposeful activities	

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Provide training for staff to undertake re-structuring of classroom routines and practices in order to accommodate new curriculum. Use Collective Learning group (Cath Delve) as providers, e.g. – What Does Donaldson look Lie in KS2 _ Creating Independent Learners	All Training	Dec 20 (2 and 3 Dec 2020, 4 and 5 March 2021)	July 21		Course costs (£210.00 per person) £3440 - RCSIG	Staff to be supported to introduce new curriculum and pedagogical principles.	
Increased pupil participation in lessons through planning more practical activities and Outdoor learning opportunities across FP and KS2.	PP, SW, SP, LH, All teaching staff	Sept 20	July 2021	None	None	Pupils are motivated and engaged in purposeful activities.	
Involve learners in the planning process, increasing pupil voice and participation.	SW, All teaching staff	Septem ber 20	July 21			Continue to improved positive attitude towards learning involving flipped learning and collaborative planning sessions across the school	
Marking, feedback and assessment							
Encourage teachers and support staff when appropriate to access other year groups planning on a regular basis to provide a model for a continuous improvement culture. **During joint PPA/training time** define objectives, track progress and impact and share improvement ideas. **Collaborative lesson planning and blended learning** to share experiences and jointly	PP, JR, SP, LH, all teaching staff	Sept 20	July 2021	Cover	Supply cost, school budget	Encourage a school ethos of collaboration and support to enable teaching to be at least good in all classes and if not appropriate	

tackle difficult teaching challenges (Friday training sessions)						support plans are in place.	
Termly analysis of data, observations and work scrutinies to be used to support 'good' teaching and learning	SLT, all teaching staff	Jan 21 April 21 July 21		None	Pupil progress meetings - PDG	Evidence of improvement in these areas on a termly basis	
Review current amended school marking policy with all staff. Create marking guide to address current restrictions on handling materials	MP, PP, SW, SLT, All teaching and support staff	Sept 20	End Sept 20			Consistent application of Feedback & marking policy by all staff. All pupils are able to explain marking policy.	.
Embed 'next steps' within marking, 'responding to feedback' with children and producing/sharing 'steps to success' across FP and KS2.	SP, LH, SN, All teaching staff	Half termly basis from September 20	January 2020	None	None	Embed AFL techniques across FP and KS2	
Termly work scrutinies. Monitor effective use of feedback and provides effective guidance on next steps.	MP, PP, SW, SP, LH, MC, CG	Half termly basis from September 20	July 21	None	None	Effective embedding of AFL techniques across FP and KS2. Consistency in marking and pupil feedback across the school.	
Pedagogical Principle- Blended learning							

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Using new technologies to plan activities which require face to face and digital engagement of all pupils and families to ensure all pupils have suitable access	All staff	Sept 20	July 21	Existing ICT equipment	WG Hwb Transformation grant & school ICT budget	All pupils to have access to online activities and be computer literate.	
Homework policy implemented across FP and KS2, ensuring relevance to learning and quality of tasks, all hosted on digital platform. Ensure feedback on homework is meaningful and provides challenge and opportunity to further learning	SLT and all teaching staff	Sept20	Ongoing	None	None	High level of participation in home learning across all year groups	
Use of class dojo and google classroom to share and promote homework rather than paper copies, as well as improving communication with families	All teaching staff	September 20	July 21	None	None	High level of participation in home learning	
RRRS - Recruit, Recover, Raise Standards: Accelerating Learning Programme							
Priority 1 : Literacy, numeracy and digital competence within a broad and balanced curriculum Targeting specific cohorts – 1. Year 6, before transition to high school 2. Year 1 – to catch up following lockdown and ensure more pupils can make expected progress Both year groups have a high percentage of eFSM pupils.	SLT Year 6 and Year 1	September 2020	August 2021				

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1. An additional teacher in Year 6 to be able to split Year 6 year group into 4 classes. This will facilitate smaller class groups to ensure Literacy, numeracy and digital competence skills of learners in this transition year group are progressed / caught up. Smaller classes will also enable a greater focus on vulnerable and disadvantaged children in this year group. Total number of pupils in year 6 is 93 of which 36/93 (38.79%) of the cohort are eFSM pupils. *Link to SDP – Literacy, numeracy and DCF priority action plans for 2020-2021*				One teacher at cost of £30,565 for an academic year (also meets priority 2)	RRRS grant	Support Y6 pupils before transition to high school.	
2. Many learners in Year 1 have not made as much progress in learning following the initial Covid-19 crisis as they might, particularly in reading and mental maths. Some learners have been impacted more seriously than others. The additional funding will recruit part-time additional human capacity in this year group to accelerate the pupils' phonic awareness and mental maths. An additional teacher across Year 1 and Year 2 for 1.5 days per week to provide Catch Up for pupils in Literacy and numeracy. Catch up phonics				1.5 days per week for the academic year £10,621.00	RRRS grant	Year 1 pupils to catch up following lockdown and ensure more pupils can make expected progress	

taught through Letters and Sounds and Catch Up mental maths activities. Total number of pupils in Year 1 is 85 of which 28/85 (32.94%) are eFSM pupils. *Link to SDP – Literacy and numeracy priority action plans for 2020-2021* **Priority 2 : Development of independent learning skills** An additional teacher in Year 6 to be able to split Year 6 year group into 4 classes to also ensure accelerated progress in independent learning skills (in and out of school). This will support this transition year group in preparation for transition to high school. Link to Blended Learning Policy. Particularly target the eFSM pupils' independent learning skills in this year group (38.79%). *Link to SDP –Teaching priority action plan for 2020-2021*				(already costed above in priority 1 - One teacher at cost of £30,565 for an academic year)	RRRS grant		

Monitoring – dependent on Covid19 feasibility		
How? Observations Work scrutiny Learning walks/Looking for Learning Data analysis Pupil voice/Feedback of learner	**Who?** MP, PP, SW, SP, LH, SN,RT Year group lead teachers As per MER timetable	**When?** From September 2020 on a half termly basis – • October 2020 • December 2020 • February 2021 • April 2021

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		• June 2021
➢ **Monitoring Milestones:** ➢ Long and medium term plans in place by July 2021 taking into account the New Curriculum ➢ Updated Whole-school marking guide established by October half term 2020 ➢ Self-evaluation of all teaching established by January 2021 ➢ Clarity of teaching expectations agreed with all staff by January 2021. ➢ All teaching across the school is good or better by July 2021 and if not then an appropriate support plan linked to Performance Management is in place.		
Evaluation		
How? HT joint monitoring activities with SLT leads SLT reports to HT/Autumn, Spring and Summer term SLT reports shared with GB	**Who?** MP, SLT leads SLT, MP MP, GB	**When?** As per MER timetable. As per MER timetable Termly
Evaluation commentary – termly **Standards** **Provision** **Leadership**		**Evidence to support judgement**
Next steps (following evaluation):		