

Priority 1:

- Introduce intervention and refine provision for Numeracy/Maths
- To improve the level and attainment of MAT pupils



Pedagogy:

- Thinking of our lower KS2 and upper Foundation Phase we felt that we needed an intervention to embed their Maths skills.
- Improve the basic maths fluency skills of pupils identified as requiring catch-up intervention and support
- Maths Mastery is a journey and long-term goal, achieved through exploration, clarification, practice and application over time.
- This is not about just being able to memorise key facts and procedures, which tends to lead to superficial understanding that can easily be forgotten.
- To deepen pupils understanding of mathematical concepts and able to use correct procedures in different circumstance.

Leadership:

- Numeracy co-ordinator will take on responsibility.
- HT to facilitate meetings and sufficient time to do so.
- Collate and scrutinise Data to ensure sufficient impact.

Professional Learning

- More appropriate interventions for groups of learners
- Improved and deeper conceptual understanding.

Innovation

- Thinking of new ways to teach concepts in maths.
- Research the Chinese curriculum and teaching concepts.

Collaboration:

- Gwe
- Bangor University
- Cluster of schools
- Park Lane School, Coole

Priority 2:

Continue to Improve writing and Oracy in Foundation Phase through using Pie Corbett.

To improve the quality of reading ability and written work produced by most pupils in to be into line with, or above, that expected for their age and ability.



Pedagogy:

- Our Writing Data is always lower than family mean in KS2
- Provision for English to be improved for MAT and consistent
- Need to ensure That MAT pupils are being challenged
- Introduce Headsprout intervention for reading in year 2 and lower KS2

Leadership

- Literacy Coordinator to take the lead.
- HT to facilitate meetings and sufficient time.
- HT and Literacy co-ordinator to time table Monitoring activities throughout the year.
- Collate and scrutinise Data to ensure sufficient Impact.

Professional learning:

- Provision for English improved for MAT and consistent
- Looking at relevant research find effective ways of developing and securing MAT pupils skills to achieve the higher levels.
- School to school collaboration.

Innovation:

- Through research decide on new and interesting ways to make writing relevant. i.e Mr P ICT Inset.

Collaboration:

- Cwe
- Bangor University
- Cluster of schools moderating activities
- Local school to carry out Moderation activities as KS2 and F.ph staff.

Priority 3:

- Update and continue to implement new Digital Competency framework in Teachers planning.
- Improve pupil confidence and competency in ICT
- Use as a tool to aid parent engagement.



Pedagogy:

- With the curriculum rapidly changing and digital competency at the forefront we felt ready to implement the DCF in our Planning but need to ensure that the changes in documentation are updated.
- It can be used to raised Literacy and Numeracy skills
- National Initiative
- ICT to be used as a tool to connect and engage with parents about the pupils work on a regular basis.

Leadership

- DCF Coordinators to take the lead.
- HT to facilitate CPD.
- HT and DCF co-ordinators to time table Monitoring activities throughout the year.

Professional learning:

- School to school collaboration to find good practice.
- Researching good apps or parental engagement computer programmes.

Innovation:

- Through research decide on new and interesting ways to make writing relevant. i.e Mr P ICT Inset.
- Make DCF project interesting and relevant to learners

Collaboration:

- Gwe
- Cluster of schools

Priority 4:

- To develop whole school Personal social development and wellbeing to help us attain more O5 IN Foundation phase PSD.
- Ensure that pupils are ready for learning
- To create a safe environment for pupils to make mistakes.



Pedagogy:

- As we're such an inclusive school it is very important to us that we ensure that all groups of learners are being catered for and developed. With the curriculum rapidly changing pupils need to develop their resilience and flexibility. We want our learners to know that making a mistake is completely acceptable if we go back and try again.
- Schools and teachers across the world have embraced Carol Dweck's theory of growth mindset in the hope of helping students to fulfil their potential.

Leadership

- HT & AFL Coordinator to take the lead.
- HT to facilitate CPD.
- Find resources to reinforce research and learning.

Professional learning:

- School to school collaboration to find good practice.
- Research Growth mind-set and studies that have already been done to find new ideas.

Innovation:

- Use activities to introduce Growth mind set effectively whole school including all stakeholders.
- Embed Growth mind set by using activities to ensure that pupils understand and use the appropriate language.

Collaboration:

- Denbighshire CC
- Cluster of schools