

LLANTRISANT PRIMARY SCHOOL
SIP TARGETS 2023-24

| Headline Target | Rationale |
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| <i>Continue to develop a cohesive concept-driven curriculum in-line with curriculum for wales requirements</i> | |
| Long term progression maps completed | Excellent progress has been made with designing non-negotiables curriculum for the cluster. School based progression maps need to be completed for all AOLES. Professional learning has been undertaken (Monkey-Proof box and visits to other schools) and confirmed our belief that concepts underpin the new curriculum. |
| Continue to develop and embed the use of new assessment and tracking systems to support planning next steps in learning and ensuring pupil progress. Embed formative assessment strategies and how this knowledge is used by all staff so that they plan next steps carefully to ensure rapid progress and close any gaps that exist. | We need a tracking system to ensure individual and class progress is clearly mapped. Assessment for Learning strategies are essential to check for daily understanding and to tailor the lesson to meet the needs of the pupils and to identify next steps in learning. Marking doesn't always further opportunities to clarify learning or move learning forward. |
| Headline Target | |
| <i>Develop high quality learning in knowledge, skills and understanding to support progress across all AOLES</i> | |
| Develop oracy strategies across the school | Book looks highlight the high standard of writing that is apparent across the school, however, teachers have noticed that children struggle to explain and provide reasons during group work with peers or when speaking to visitors. |
| Embed reading and spelling strategies to close any gaps in reading and spelling skills. (Further develop reading strategies to support independent work) | Standardised testing highlighted the discrepancy between decoding and comprehension and spelling in some year groups. Introducing a new phonic scheme should support pupils to decode, segment and blend confidently by the end of year 2. A proportion of pupils in year 2 were identified as not scoring on the Salford Reading- being part of |

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| | the RILL project should help to identify and support pupils in accelerating their progress. |
| Further develop the use of Welsh within and beyond the classroom to raise confidence and standards. | Listening to Learners has identified good standards of oracy across the school, however, pupils need more opportunities to practise their reading and writing in Welsh. Also, promoting incidental phrases will increase confidence and raise standards beyond the classroom. |
| Develop numeracy strategies to ensure challenge and differentiation and more opportunities for numeracy across AOLES | Lesson observations highlighted a minority of teaching lacked challenge for more able pupils. Book looks identified plenty of purposeful opportunities to apply their literacy skills across all areas of learning, however, opportunities for numeracy are not as well developed. |
| Headline Target <i>Governors to continue to develop evaluation systems to enable robust accountability</i> | Introduction of the new self-evaluation tool for governors and new governors to the GB has highlighted areas for development including having a robust timetable of governor involvement to ensure a rounded picture and understanding of the school. |
| Refine systems and processes to improve attendance and reduce the number of persistent absentees | Gap of just less than 5% between efsn and Non-fsm pupils. This needs to be closed to ensure progress of different groups of pupils, including the most disadvantaged to ensure maximum value added for these pupils. |