

Llantrisant Primary School
SIP Target 2022/23

Continue to develop and implement new curriculum, focusing on curriculum design, creating high quality learning experiences.

	Success Criteria	Key Actions
Target 1	<ul style="list-style-type: none"> • Develop pupils as enterprising, creative contributors and ethically informed citizens (WB4) • Learning experiences provide appropriate challenge- build upon growing learner influence shaping the provision (T&L C1) • Build a deeper knowledge rich curriculum and take time to explore what should be taught (core concepts) 	<p>Finalise curriculum plans, progression and iteration to ensure sequential and developmental planning across the AoLE</p> <p>Explore common questions, concepts and skills across areas of learning and begin to embed these to enhance learning across all areas</p> <p>Wellbeing Rights of the child</p> <p>Weekly plans Learner influence- link to planning and display</p>
Secure consistency in approach to assessment, including assessment 'of' learning and 'for' learning		
Target 2	<ul style="list-style-type: none"> • Develop pupils thinking and understanding through appropriate questioning and monitoring of pupils' learning (TA16) • Develop marking that is sustainable and effective in enabling pupils to make progress 	<p>Range and balance of questioning types Moving from teacher-led to pupil-led questioning</p> <p>Plenaries Clear actions as a result of issues identified Quality of Verbal and written feedback/feedforward</p>

	<ul style="list-style-type: none"> • Provide opportunities for pupils to assess their own learning and that of their peers • Build sufficiently on pupils existing knowledge, understanding and skills to ensure appropriate progression (C7) • Use prior learning to set appropriate challenges and independence 	Ability for pupils to reflect with growing independence
Strengthen pupils' skills in acquiring the necessary knowledge in listening and reading, speaking and writing, numeracy and digital skills to support learning and to enable progression across the curriculum.		
Target 3	<p>Ensure regular opportunities to apply English across the curriculum</p> <p>Embed literacy skills to ensure that at least most pupils make good progress with literacy skills and apply them well and with increased independence</p> <p>Application of spelling patterns</p>	<p>Ensure balance of literary and non-literary genre</p> <p>Genre progression can be seen across the school</p> <p>Use of NNM data to inform planning</p> <p>Promote dialogic oracy</p> <p>Introduce Reading Eggs to promote independence in phonics</p> <p>Secure consistency in GGR and spelling procedures</p> <p>Introduce Spanish as a modern foreign language</p>
	<p>Develop the pedagogy of maths- using the concrete materials to support learning</p> <p>Ensure MAT pupils are challenged</p> <p>Regular opportunities for pupils to apply mathematical skills, across the curriculum</p>	<p>Mental maths</p> <p>Daily quick recall</p> <p>Interweaving problem solving into daily teaching</p>

	<p>Develop digital skills to ensure breadth of application across the AOLES</p> <p>ICT is planned for to extend learning and is relevant to the context</p>	<p>Clear mapping of ICT across all descriptors of learning</p> <p>Planning includes opportunities for a range of ICT</p>
<p>Continue to prepare appropriate and effective ALN practices and procedures in line with the implementation of the new ALN Reform Bill</p>		
Target 4	<p>Teacher to continue to develop a better understanding of how to use person centred practice in their day to day teaching to support all learners an in particular those learners with ALN</p> <p>Teachers develop an extensive range of relevant and motivating scaffolds which are accessible and appropriate for groups of learners</p> <p>Continue to develop a whole school approach to ensuring the emotional and mental well-being of pupils that will lead to healthy and confident individuals</p>	<p>Use of PCP practices evident in daily lessons</p> <p>Booklet to support identification of ALN</p> <p>Working walls</p> <p>Clear differentiated activities to support learning and promote independence</p> <p>CAMHS intervention to support pupils wellbeing</p> <p>Increase use of PERMA to analyse pupils emotional wellbeing and provide specific activities to develop resilience</p>