

## Summary of School Priorities 2023-2024

### Current Academic Year

*Resources, costs etc. for the current year can be found in the detailed priorities later in this document*

#### **Priority 1**

##### **To embed DCF and ICT skills across the curriculum**

###### Rationale

- In an ever evolving digital world, as a school, we feel it is important to ensure we equip both our staff and pupils with the necessary skills and knowledge to become competent and confident to meet the demands of the curriculum. Our monitoring processes demonstrated that, even though the school is well resourced, pupils were not provided with enough experiences and opportunities that met curriculum demands. Monitoring suggested that ICT was mainly used for research and key skills from DCF were not met in many classrooms. Staff will be trained and upskilled in order to have necessary impact in the classroom. All staff identified that DCF and ICT is an area for improvement in our school. AoLE leads will also ensure that ICT is incorporated within personal action plans in order to ensure ICT is used cross curricular.

#### **Priority 2**

##### **Raise standards in Numeracy through a consistent teaching approach to calculation and problem solving.**

###### Rationale

- Following monitoring and self-evaluation, it became apparent that a whole school calculation policy was needed in order to ensure a consistent approach for the teaching of number across the school. This was a school priority during 2022-2023. Following the implementation of the new calculation policy, monitoring suggested that a consistent approach to teaching calculation was developing across progression steps. This will continue to be monitored during the current academic year. Book monitoring and data from personalised assessments also indicated that reasoning and problem solving is an aspect requiring further development. While fluency with using and applying number will continue to be developed. A whole school approach will be implemented to support pupils with improving reasoning and problem -solving skills, by providing regular opportunities for thinking and by integrating reasoning questions into lessons.

#### **Priority 3**

##### **To develop a diverse curriculum that allows pupils to see themselves and their experiences represented in the topics**

###### Rationale

- As a cluster of schools, we recognise that each of our schools are made up from many different languages and cultures. 20% of pupil's here at St Illtyd's are exposed to another language with Polish and Igbo being the most prominent languages. We felt it was important that we address and celebrate our welsh heritage as well as the many diverse cultures that make up our school setting, so that all our families feel a sense of belonging to their local community. As a cluster we intend to work together to review our Humanities curriculum to ensure that learners have a heightened sense of belonging to our catholic cluster community. This will be addressed through pupils being given the opportunity to enjoy learning about local and Welsh history, identity and culture that form their own Cynefin as well as developing an understanding of others identities and cultures, that are pertinent here at St Illtyd's. As a cluster our aim is to have pupils leave education with "roots and wings" grounded, but ready to explore further.

**Priority 4****To develop multilingualism across the progression steps****Rationale**

Following on from our diversity school priority, it is important that we also promote multilingualism and celebrate the many languages that the pupils here at St Illtyd's are exposed to. By raising awareness of the diversity of language from a young age, we aim to enable learners to recognise similarities between languages and to embrace the differences between them. Languages connect us with people, places and communities and our aim is for our curriculum to reflect this. St Illtyd's aim to provide learners with opportunities to experience languages, as well as images in a range of forms and genres. This will improve learner's ability to become creative and enterprising in their use of a range of languages in a plurilingual context. By celebrating language and culture and instilling a sense of belonging we are developing learners to become ethical, informed citizens of Wales and the world.

**Priority 5****Further Implementation of the ALN Bill with focus on quality universal provision****Rationale**

Due to the ALNco taking up a new post, a new ALNco has been appointed within the school. The new ALNco will need extensive training to ensure that all aspects of the ALN Bill are being addressed and implemented by the school. Monitoring activities suggests that universal provision needs to be further embedded within the classroom and differentiation needs to be robust in order to ensure pupil progress and to support with further strategies. Monitoring also highlighted further work around reviewing and monitoring the impact of intervention programmes delivered by teaching assistants, this will enable us to ensure whether there is movement of pupils on and off interventions in a timely fashion. The new ALNco will need to make links with outside agencies, including cluster specialists to support with referrals and the creation of IDPs.

**'High Level' Priorities for years 2 & 3 of this plan**

**Priority**

Progress along Language Continuum (a million Welsh speakers & Our National Mission)

**Rationale**

The national priority has to be a focus for pupils at St Illtyd's

Staff & school resources (including financial) provisionally assigned to meeting this need

Consideration to teaching or support staff attending a Welsh sabbatical to improve staff confidence/skills

**Priority**

Additional Learning Needs and Education Tribunal (Wales) Act 2018

**Rationale**

National priority for CfW to be fully in place by September 2022. School to complete this journey following implementation of new curriculum guidance.

Staff & school resources (including financial) provisionally assigned to meeting this need

Training for staff new to school, new curriculum leaders

**Priority**

Evaluation of impact of implementation of emotional and mental wellbeing framework

**Rationale**

The new national framework for emotional and mental wellbeing will be implemented in 21-22. The framework will continue to be implemented and monitored. Interventions will be in place to support pupils who are identified as needing extra support. .

Staff & school resources (including financial) provisionally assigned to meeting this need

Cost of PASS survey; Boxall Assessment; scheme of work, HAPPEN survey for teaching support; pastoral support and trauma informed schools training. Baxter therapeutic dog and counselor. Nurture provision provided by trained staff.

**Priority**

Supporting learner progression : assessment guidance

**Rationale**

Following on from the implementation of the Curriculum for Wales, AoLE leads will be focusing on assessment as part of their action plans.

Each AoLE will identify next steps for monitoring and gathering evidence for the five principles of progression

Gareth Coombes – AoLE lead training. Monitoring weeks to identify strengths and areas for development. Cluster work to ensure consistency across progression steps.