



## Colour Code

## Ysgol Y Waun SDP 24-25



	Achieved
	Partially achieved continue next year
	Achieved but need embedding

### ➤ Target 1 – Continue to embed the application of numeracy across the curriculum and in real life situations.

#### Success Criteria:

- To implement a progression document which ensures consistency and progression across the whole school.
- Raise the profile of Maths, for every learner to have the opportunity to experience reasoning and questioning ensuring that pupils use their maths skills across the curriculum and in real life contexts.
- Develop pupil independence when choosing the appropriate mathematical resources and operations to solve a problem.
- To ensure that appropriate manipulatives are available and used throughout the school.
- Improve the pupils independence in the application of cross curricular numeracy skills – metacognition.
- To plan purposeful authentic cross curricular numeracy experiences.
- Pupil Learning Reviews throughout the year to monitor progress – each teacher to have personal targets which will be monitored.
- To use enterprise activities as an opportunity to embed 'real life situation' maths..
- To use local community links to enhance children's understanding of maths in real life situations.
- Pupil Learning Reviews throughout the year to monitor progress – each teacher to have personal maths targets which will be monitored.

**Lead staff member:** Beth Crawshaw

#### Progression Step 1 (N/R)

- Develop practitioners' understanding of how children learn mathematics.
- Dedicate time for children to learn mathematics and integrate mathematics throughout the day. (developing a numeracy rich learning environment)
- Use manipulatives and representations to develop understanding.
- Ensure that teaching builds on what children already know.
- Use high quality targeted support to help all children learn mathematics.
- Plan opportunities for numeracy across the curriculum at least 2 x half termly.
- Discuss money and finance related to their enterprise project.

**Progression Step 2 (1/2/3) Developments**

- Develop practitioners' understanding of how children learn mathematics.
- Dedicate time for children to learn mathematics and integrate mathematics throughout the day. (developing a numeracy rich learning environment)
- Use manipulatives and representations to develop understanding.
- Ensure that teaching builds on what children already know.
- Use high quality targeted support to help all children learn mathematics.
- Plan opportunities for numeracy across the curriculum at least 2 x half termly.
- Begin to use simple numbers related to enterprise projects.
- Develop links to Midland bank and financial literacy.

**Progression Step 3 (4/5/6) Developments**

- Use assessment to build upon pupils' existing knowledge and understanding.
- Use manipulatives and representations.
- Teach strategies for solving problems.
- Enable pupils to develop a rich network of mathematical knowledge.
- Develop pupils' independence and motivation.
- Use tasks and resources to challenge and support pupils' mathematics.
- Use structured interventions to provide additional support.
- Plan opportunities for numeracy across the curriculum at least 2 x half termly.
- To budget in a real life situation within an enterprise project.
- Develop links to Midland bank and financial literacy.
- Support pupils to make a successful transition between primary and secondary school

**Cost Considerations:**

- Replenishing resources.
- AOLE lead needs time to ensure that the continuity and progression documents are used effectively.
- Visit other similar schools to observe good practice.
- Courses to support the development of the Continuity, progression and metacognition.
- Learning walks/book/seesaw looks/learning reviews (time to allow these to happen).
- Purchase of 'No Problem' Maths books.

**Further Action**

- **Target 2** – Leaders at all levels to refine and develop the school’s assessment system for progression in AOLES across the school

**Success Criteria:**

- AOLES leaders to use the planning format developed last year to ensure there is a breadth and depth of skills being developed across the progression steps.
- Learning reviews/focus weeks for all AOLE leaders to be planned into yearly timetable.
- Develop staff understanding of what ‘good’ progression looks like in our school using the ‘What Matter Statements’ Moderation files that are being developed on SeeSaw.
- AOLE leads to share relevant knowledge and up to date initiatives through research and training.
- AOLE leads to work with Cluster schools
- AOLE leads to lead learning walks in their subjects where appropriate.
- AOLE leads to lead moderation meetings in their areas.
- AOLE leads to liaise with governors.
- AOLE leads to drive their subject forward through celebration days, assemblies etc.

**Lead Staff Member:** Beth Crawshaw

**Curriculum Lead**

- To monitor planning.
- Support the writing of policies.
- Collate the evidence provided by the AOLE leads.
- Support the learning reviews.

**ALL AOLE LEADS:**

- To plan in appropriate learning walks/book/seesaw looks/learning reviews and liaise with Governors and GWE to support and challenge.
- To lead moderation meetings, decide on focus ‘What Matter Statement’ and ensure evidence is uploaded to seesaw which shows continuity across the school for your area.
- To seek out and attend relevant training for your area.
- To make contact with cluster schools and share good practise.
- To initiate celebration days, assemblies, visitors, etc for your AOLE area.

**Cost Considerations:**

- Release time for AOLE leads to lead and monitor progress across their subject.
- Curriculum lead 0.5 days per week release time.

**Further Actions:**

➤ **Target 3 – Further promote pupils' independent learning' – to include metacognition**

**Success Criteria:**

- For all Teachers and HLTA's to access training on metacognition.
- All learners to be able to regulate their own approach to learning, are able to evaluate different learning strategies and choose the most effective ones for a particular task.
- To equip all children with the right teaching and learning tools and strategies to help to develop metacognitive skills that allow them to plan, organise, and evaluate their own learning.
- To provide experience's that develop children's metacognition.
- To ensure all classroom environments promote independence.
- To celebrate independent learning and resilience of children.
- To use Growth Mindset and My Happy Mind.
- 

**Progression Step 1 (N/R)**

- All staff to be aware of the 5 steps of metacognition.
- To plan open ended tasks which allow children to reflect on their own learning.
- To allow children the creative freedom to make choices on how they want to present their own learning.
- Access to appropriately resourced continuous provision.
- Challenges in continuous provision areas.
- Modelling of independent learning by adults.
- Use questioning that encourages reflective thinking.
- Verbal praise, Class celebrations, shared with family on seesaw, work displayed across school,

**Progression Step 2 (1/2/3) Developments**

- All staff to be aware of the 5 steps of metacognition.
- To plan open ended tasks which allow children to reflect on their own learning.
- To allow children the creative freedom to make choices on how they want to present their own learning.
- Access to appropriately resourced continuous provision.
- Challenges in continuous provision areas.
- Use questioning that encourages reflective thinking.
- Access to WAP challenges that link to previous learning.
- Evidence all WAP challenges independently on seesaw.
- Working walls in Maths and Literacy
- Use the strategies of the 'Stuck Wall'
- Verbal praise, Class celebrations, shared with family on seesaw work displayed across school,

**Progression Step 3 (4/5/6) Developments**

- All staff to be aware of the 5 steps of metacognition.
- To plan open ended tasks which allow children to reflect on their own learning.
- To allow children the creative freedom to make choices on how they want to present their own learning.
- Use questioning that encourages reflective thinking.
- Working walls in Maths and Literacy to support learning
- Maths and Literacy tool kits available to all pupils.
- Manipulatives available to all pupils if needed.
- Use the strategies of the 'Stuck Wall'
- Verbal praise, Class celebrations, shared with family on seesaw work displayed across school,

**Lead Staff Member:** Amy Roberts/ Steph Rodgers

**Cost Considerations:**

- Training for all teachers and HLTAs and TA's from an EP
- AR – release time 0.5 a week to research and implement strategies throughout the school

**Further Action**

## Buildings Plan

Target	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"><li>• To further investigate why the hall floor is warping and either make good the hall floor or replace with a new floor upon investigation – Lloyds Lane</li><li>• To replace front fascia and school sign – Lloyds Lane</li><li>• To have a key fob security attached to the main rainbow gate on Chaple Lane.</li><li>• To replace the windows in art room on Lloyds Lane.</li><li>• To plaster and paint where there has been a water leak in cupboard on Chapel Lane.</li><li>• To replace facias that are water damaged on car park side of Chapel Lane.</li></ul>	<p><b>Person Responsible:</b></p> <p>Facilities Management</p> <p>Facilities Management</p> <p>Facilities Management</p> <p>Facilities Management</p> <p>Facilities Management</p>
<p><b>Cost Considerations:</b></p> <ul style="list-style-type: none"><li>• See facilities management</li></ul>	