

Llangyfelach Primary School



Area of Learning Action Plans

2018- 19



Llangyfelach Primary School

Area of Learning Leader Action Plan

2018-19

AoLE: Health & Wellbeing				
Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<p>To promote the application of DCF skills through physical education.</p> <ul style="list-style-type: none"> • Ipad/Apple TV to be used during PE lessons to review skills, performance and application 	<ul style="list-style-type: none"> • Nearly all pupils achieve expected levels and skills in PE sessions through improving their independent self-evaluation skills. • Nearly all pupils gain confidence in using technology to apply to performance related reflection. • Staff feel confident in applying this approach within their teaching strategies. 	<ul style="list-style-type: none"> • Ipad • Ctouch • Screen in the hall. • Apple TV • All members of teaching and support staff. 	<p>Reviewed regularly in Review Week</p>	<p>Videos on iPads Planning Incerts</p>
<p>To encourage self-determined learning within physical education across the school</p> <ul style="list-style-type: none"> • Application of Challenge Boards and Topic Webs. • Develop use of LPS Question Matrix within Health & Well-being sessions. 	<ul style="list-style-type: none"> • Nearly all pupils participate in the design of their PE lessons using their Challenge Boards or Topic Webs. • Nearly all PE lessons have a greater focus on the current class topic or theme. • Improved pupils voice across the school – with regard to self-determined learning. • Improved pupil engagement, achievement and attainment across the school. 	<ul style="list-style-type: none"> • Challenge Boards • Topic Webs • All members of teaching and support staff. 	<p>Reviewed regularly in Review Week</p>	<p>Topic Webs/Challenge Boards Planning Listening to learners.</p>
<p>Provision of learning objectives and success criteria to in all PE lesson to improve clarity of lesson expectations and outcomes.</p> <ul style="list-style-type: none"> • Provide PE sessions with a whiteboard to facilitate this AFL strategy. 	<ul style="list-style-type: none"> • Improved pupil understanding of how to be successful within PE in nearly all classes. • Improved co-constructed learning in nearly all classes through pupils generating the SC alongside the class teacher. • Improved engagement and standards across the school. 	<ul style="list-style-type: none"> • Whiteboard • All members of teaching and support staff. 	<p>Reviewed regularly in Review Week</p>	<p>Observation Incerts</p>

<p>Set up and promote pupil drop in via the health and wellbeing team.</p> <ul style="list-style-type: none"> • Pupils are responsible for setting up, promoting and running the group alongside Miss Gaffney. 	<ul style="list-style-type: none"> • Improved pupil understanding across the school regarding how emotions affect their health, wellbeing and learning. • Pupils running the group will gain confidence, independence and leadership, which will be transferable to the classroom. • As a result, there are improved standards of health and wellbeing throughout the school. 	<ul style="list-style-type: none"> • ELRS resources. • Miss Gaffney. • Health and wellbeing team. 	<p>To be set up first week back from half-term. Run weekly.</p>	<p>Photos Listening to learners. Website</p>
<p>Health and wellbeing team to offer emotion coaching training to the other pupil voice groups.</p> <ul style="list-style-type: none"> • Time table and agenda meetings in conjunction with PVG link staff. • Communication of success and activities to whole school community using the website, displays, meetings and assemblies. 	<ul style="list-style-type: none"> • Enhanced pupil understanding of emotions, how we respond to them and how they impact relationships. • Nearly all team members will demonstrate improved leadership skills through the delivery of the training. • Improved communication and DCF skills of nearly all pupils involved by presenting and reporting activities to the wider community through a variety of different methods. 	<ul style="list-style-type: none"> • Miss Gaffney • PowerPoint • Health and wellbeing team. 	<p>Reviewed regularly in Review Week</p>	<p>Listening to learners. Thrive.</p>
<p>To encourage self-determined learning within Health & Wellbeing across the school</p> <ul style="list-style-type: none"> • Application of Challenge Boards and Topic Webs. • Develop use of LPS Question Matrix within Health & Well-being sessions. 	<ul style="list-style-type: none"> • Improved pupil understanding of how to be successful to incorporate health and wellbeing into their learning, topic, work and enhanced provision. • Improved child-initiated learning across the school empowering pupils to have ownership over their learning and outcomes. • As a result, improved engagement and standards in nearly all classes. 	<ul style="list-style-type: none"> • Challenge Boards • Topic Webs • All members of teaching and support staff. 	<p>Reviewed regularly in Review Week</p>	<p>Topic Webs. Challenge Boards. Planning. Incerts.</p>



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AoLE: Language, Literacy and Communication.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> Research literature to compliment Cornerstone topics, encouraging 'real' texts in all classrooms for pupils to investigate. 	<ul style="list-style-type: none"> Enrich learning and learner's experiences which will impact on their standard or written and oral work. Nearly all staff will model decoding skills and explore new vocabulary using digital media to support this. This will raise standards of written and oral communication for learners at LPS. Real texts in all classrooms will provide learners with real life experiences and contexts in which to base their learning. 	LLC AoLE Leader All staff Magazines, newspapers, novels, poems in range of languages.	Autumn Term 2018	Cornerstone Literacy Booklet. Classroom resources.
<ul style="list-style-type: none"> Amend spelling scheme to include how words work, patterns and words within words, history of the language, similarities and differences between languages. 	<ul style="list-style-type: none"> Nearly all learners will gain a sense of how the English and Welsh language are made up which have an impact on their independence when using strategies to spell unfamiliar words. Most will gain an understanding of how languages are similar and different in order to enrich their understanding of phonics and spelling. 	LLC AoLE Leader All staff	Spring / Summer 2019	Spelling Scheme WBS

<ul style="list-style-type: none"> To work towards the Siarter Iaith. 	<ul style="list-style-type: none"> Most areas of the school will be bilingual, promoting the sense of culture and a Welsh ethos. Nearly all staff and pupils will communicate and promote bilingualism in and out of the classroom, growing in confidence and fluency. Nearly all members of the Criw Cymraeg will work with their link TA to develop Welsh games in the playground to promote the language in a fun way. 	<p>LLC AoLE Leader All staff Criw Cymraeg Whole school display</p>	<p>Throughout the academic year 18/19</p>	<p>Siarter Iaith Bronze Award outcomes. Criw Cymraeg Link TA School environment</p>
<ul style="list-style-type: none"> Create map of where cultural identity and DCF fits into LLC: <ol style="list-style-type: none"> History of the language. How language differs within Wales. Compare language with overseas. Culture and identity. Ethically informed citizens. How to keep safe in a real and virtual world. How Wales has created enterprising, creative contributors. 	<ul style="list-style-type: none"> Most staff will be confident in delivering enriched curriculum to learner's at LPS. Nearly all learners will investigate the history and culture of the country in which they live and compare it with other countries in order to develop a sense of self and where they fit in the wider world. Nearly all members of the Criw Cymraeg will lead assemblies with a focus on delivering the cultural identity of learners at LPS. This will not only enrich the communication skills of the Criw but will deliver important messages to all learners at LPS. 	<p>LLC AoLE Leader All staff Criw Cymraeg Whole school display</p>	<p>Spring / Summer 2019</p>	<p>Curriculum map WBS Listening to Learners PVG</p>



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AoLE: Mathematics and Numeracy				
Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Develop planning and teaching of numeracy skills through appropriate curriculum areas ('Mega Maths' and STEM approach).	<ul style="list-style-type: none"> Increased planning and teaching of numeracy skills through topic work evident. Most pupils able to apply numeracy skills confidently within their topic work. Most pupils working at or above expected standard for year group. Staff feel confident in applying this approach within their teaching strategies. 	<ul style="list-style-type: none"> CW All staff 	<ul style="list-style-type: none"> July 2019 - Monitored during LPS review weeks 	<ul style="list-style-type: none"> Planning WBS Lesson obs Listening to Learners Incerts
Develop provision for independent and self-directed learning of through development of FP Challenges and KS2 Missions.	<ul style="list-style-type: none"> Nearly all pupils suggest and select numeracy linked challenges and missions as part of their self-determined learning. Most pupils able to apply numeracy skills confidently during independent and self-directed learning activities. Most pupils working at or above expected standard for year group. 	<ul style="list-style-type: none"> SLT CW All staff 	<ul style="list-style-type: none"> July 2019 - Monitored during LPS review weeks 	<ul style="list-style-type: none"> Planning WBS Learning Walks Lesson obs Listening to Learners Incerts
Set-up Pupil Voice Group and undertake monitoring and development activities with PVG representatives.	<ul style="list-style-type: none"> Pupil Voice Group established. Monitoring and development activities completed with PVG and reported to community via website. Improved leadership at pupil level and improved standards of numeracy across the school. 	<ul style="list-style-type: none"> CW PVG 	<ul style="list-style-type: none"> PVG set-up by October 2018 Monitoring Involvement during LPS review weeks 	<ul style="list-style-type: none"> Website PVG minutes, monitoring, reports, etc.
Monitor systems and routines for planning, teaching and assessment of mathematics and numeracy – LPS Scheme, daily counting sessions, reasoning and problem solving, 'Mega Maths'.	<ul style="list-style-type: none"> Most pupils working at or above expected standard for year group. Reduction in number of pupils in the Below 85 category at National Testing. Increased number of pupils in the Above 85, and above 115 category at National Testing. 	<ul style="list-style-type: none"> CW PVG 	<ul style="list-style-type: none"> July 2019 - Monitored during LPS review weeks 	<ul style="list-style-type: none"> Planning WBS Lesson obs Listening to Learners Incerts



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AoLE: Science and Technology				
Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Develop planning and provision of focused STEM activities, containing DCF skills, that will be utilised during FP 'Challenge' or KS2 'Mission' activities.	<ul style="list-style-type: none"> Nearly all pupils achieve expected levels and apply skills confidently within their Topic, Challenge or Mission work. Increased DCF and STEM provision across the school. Staff feel confident in applying this approach within their teaching strategies. 	ZH All staff Topic Web Boards Challenge Boards Ipads Laptops Science Equipment	July 2019 - Monitored during LPS review weeks	<ul style="list-style-type: none"> Website Planning Workbooks Lesson obs Listening to Learners Incerts
iTeam (PVG) to assist Area Leader in monitoring activities. iTeam to promote the school to the wider community and liaise with other PVG's during process.	<ul style="list-style-type: none"> Monitoring and development activities completed with PVG and reported to community via website. Improved leadership at pupil level and improved standards of ICT and Science across the school. Improved communication and DCF skills of nearly all pupils involved by presenting and reporting activities to the wider community through a variety of different methods. 	ZH Pupil Voice Group Area of learning criteria checklist. Resources to promote ideas (e.g. imovie app)	July 2019 - Monitored during LPS review weeks	<ul style="list-style-type: none"> Website
Develop a 'streamlined' and consistent approach to scientific enquiries, ensuring clear progression throughout the phases.	<ul style="list-style-type: none"> Nearly all pupils achieve expected levels and skills. Most pupils able to apply skills confidently during independent and self-directed learning activities. Staff confident in planning and teaching effective scientific enquiry-based lessons. 	ZH All staff Planning boards (displays) 'Enquiry type' lessons - teachers		<ul style="list-style-type: none"> Workbooks Website Planning Incerts Listening to Learners



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Area of Learning Leader Action Plan

2018-19

AoLE: Humanities				
Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> To develop a Pupil Voice group. 	<ul style="list-style-type: none"> Increased knowledge and understanding of the area of learning. Independent working and leadership skills developed at all levels. (pupils/staff) Collaborative approach to leading and monitoring of the area of learning, at all areas. (children/staff/governors) 	PVG. PVG Leader. Link governor. Whole school.	Spring Term 2019.	Meeting agendas & minutes. Workbook scrutiny. Displays. Assemblies. Pupil voice.
<ul style="list-style-type: none"> Add ESDGC Strands to Cornerstone Map. To monitor ESDGC coverage and progression across the school. 	<ul style="list-style-type: none"> Children will have a broad range of ESDGC experiences across the school. Most children's awareness within the area of learning will be raised. Most children will become more ethically informed, having a better understanding of their role in society and globally/ Understand their own responsibilities in the world. 	PVG. PVG Leader. Link governor.	Summer Term 2019.	Work book scrutiny Staff planning Curriculum map.
<ul style="list-style-type: none"> Work towards the Bronze award for 'Rights Respecting Schools' 	<ul style="list-style-type: none"> Most children will have an awareness of what it means to be a rights respecting school. Fortnightly assemblies and activities will raise the profile of their rights as a child. 	PVG. PVG Leader. Whole School.	Summer Term 2019.	Observations. Bronze Award.
<ul style="list-style-type: none"> Monitor and further develop range of RE experiences being taught across the school. 	<ul style="list-style-type: none"> Children will be more culturally aware. Children will value their own beliefs and that of others. Children will have a broad range of cultural 	RE books Artefacts Trips Visitors PVG.	Spring Term 2019.	Work book scrutiny. Staff planning. Curriculum map.

	<p>experiences across the school.</p> <ul style="list-style-type: none"> • Most children's awareness within the area of learning will be raised. 	PVG Leader. Whole School.		
<ul style="list-style-type: none"> • Develop cross-curricular links to incorporate DCF / STEM skills. 	<ul style="list-style-type: none"> • Cross curricular based teaching and learning approach that develops and supports DCF development. • Raised standards of ICT within the area of learning. 	PVG PVG Leader	Summer Term 2019 onwards.	Website. <i>Hwb</i> space Planning Cornerstone Map



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AoLE: Expressive Arts				
Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> Create an Expressive Arts group. Complete process to choose who is going to be part of the pupil voice group (Y2-6). Group to undertake monitoring activities. 	<ul style="list-style-type: none"> Children will have supported leader in completing a variety of monitoring activities. Children will be confident in monitoring Expressive Arts at LPS. Children will develop their leadership skills. Developments communicated to community via website. 	All staff Area Leader PVG	Begin in Autumn Term. LPS Review Week.	Area of Learning Area on website.
<ul style="list-style-type: none"> Develop pupil-led learning through Challenge / Mission activities. Encourage children to create an Art, Music and Drama activity into their Challenge Boards/ Topic Web in order to complete with independence. 	<ul style="list-style-type: none"> Nearly all the children are able to generate ideas to develop and improve independent learning and higher order thinking. Improved standards of most children's expressive arts demonstrating their creativeness. Improved involved from the children in creating their own independent tasks (missions). 	All staff Area Leader Challenge Boards and Topic Webs.	Begin in Autumn Term. Monitor during LPS Review week.	Challenge books/ Mission books. Planning.
<ul style="list-style-type: none"> Develop planning of Expressive Arts activities through the Cornerstone Topic (focused task for Art, Music and Drama). 	<ul style="list-style-type: none"> The increased provision will be evident in the children's books (Topic and Mission) and in staff planning. Improved opportunities for all areas of Expressive Arts to be linked to the Cornerstone topic. Most children will be able to demonstrate increased self-confidence and high self-esteem within this area. Increased choice of provision for children to access. 	All staff Topic books Cornerstones Hub	Begin in Autumn Term. Monitor during LPS Review week.	Cornerstones books. Incerts Analysis. Planning