

SECTION 3

ACTION PLANS FOR STRATEGIC GOALS 2023-2024

ST. BRIGID'S PRIMARY SCHOOL LITERACY ACTION PLAN YEAR: 2023-2024

BASELINE: Post pandemic there is a significant decline in the talking and listening skills and reading attainment of our pupils.		PRIORITY: To maximise learning progress within these curricular areas.			
TARGET/S (Aspects to be addressed)	SUCCESS CRITERIA (How we will know we've succeeded)	TASKS (Action to be taken)	TIMESCALE (When/how long will it take?)	STAFF ENGAGEMENT	RESOURCES (Human/material/ include support required)
<p>1. To develop talking and listening skills of Nursery, year 1,2 and 3 pupils. To develop the vocabulary of pupils in all year groups.</p>	<ul style="list-style-type: none"> Staff will plan for and deliver a talking and listening programme.(HearSay) Pupils will demonstrate progression in their talking and listening skills. Pupils in Nursery and Year 1 will show an increase in their Wellcomm score. Pupils will use any new vocabulary they have learned. 	<ul style="list-style-type: none"> Embed the use of HearSay talking and listening programme in Year 1 and 2. Introduce the use of Hearsay in Nursery. A refocus in Year 3 on talking and listening with further development of show and tell. A focus on vocabulary development through the whole school, adopt the strategy 'Word of the Day' from Pie Corbett. Introduce the concept on SDD. 	<p>Term 1,2 &3</p> <p>Term 3</p> <p>Term 1, 2 &3</p> <p>Term 2</p>	<p>Y1 and Y2 teachers & coordinator Nursery staff</p> <p>Year 3 teachers and coordinator</p> <p>N-Y7 teachers</p>	<p>Staff meetings Y1 & 2</p> <p>Planning time</p> <p>Coordinator cover SDD workshop resources</p>
<p>2. To embed guided reading teaching practices throughout the whole school.</p>	<ul style="list-style-type: none"> All Teaching Staff will demonstrate increased confidence and competency when delivering guided reading lessons. Pupils will demonstrate age-appropriate standards of achievement and progression in line with our reading targets. Pupils will show an increased reading age as evidenced by the STAR test. Pupils will achieve targets set on reading intervention plans. 	<ul style="list-style-type: none"> Staff inset provided by an external trainer will focus on best practice for guided reading. Teachers will teach guided reading using the assessment tracker and provide feedback. Teachers will use the PM benchmark kit to correctly level the reading levels of pupils. Teachers will choose 1 pupil to track per half term and complete a reading intervention plan for each targeted pupil. 	<p>August 2023</p> <p>Term 1,2,3</p> <p>Term 1 and 3</p> <p>Term 1, 2,3</p>	<p>All teachers</p> <p>All teachers</p> <p>Coordinator All teachers</p> <p>Coordinator All teachers</p>	<p>External facilitator</p> <p>Planning time</p> <p>PM benchmark kit</p> <p>Planning time</p>
MONITORING STRATEGIES (Who will lead/What form will it take?)		EVALUATION (How well did we do? - process/outcome)			
<p>Coordinator to sample ongoing pupil work. (owing to status of Union action)</p> <p>Teacher self-evaluation and feedback to co-ordinator.</p> <p>Monitoring of half termly planners.</p> <p>Monitoring of pupil books each term.</p> <p>Monitoring of reading levels and reading ages.</p>		<p>Evaluation report on progress of implementation of the action plan to all staff.</p> <p>Evaluation report on the progress of implementation of the action plan each term to the B.O.G. by the Principal.</p> <p>End of action plan evaluation report by literacy coordinator and presented to the B.O.G by the Principal.</p>			

SEN

BASELINE: Mind up Programme needs to be taught consistently from Year 1 to Year 7.			PRIORITY: Promoting the Mental health and the Emotional wellbeing of each Child.		
TARGET/S (Aspects to be addressed)	SUCCESS CRITERIA (How we will know we've succeeded)	TASKS (Action to be taken)	TIMESCALE (When/how long will it take?)	STAFF ENGAGEMENT	RESOURCES (Human/material/ include support required)
To support childrens' understanding of Self/social awareness and self-management. To improve childrens' self-control And self-regulation and reduce peer conflict.	Children will display improved social and emotional skills and increased confidence in a range of settings within and beyond the classroom.	All teachers to teach one formal lesson from the programme each Friday. (Feel Good Friday) Followed by implementing appropriate strategies to support the lesson content and to ensure children can use them effectively in a variety of situations. <i>The children will be reminded of internet safety and the dangers of social media.</i>	40 Minutes per week 3 terms.	All teachers to include in their timetable And follow the Mind Up Curriculum. <i>Link with Damien Harvey- community officer.</i>	Mind up Curriculum age-appropriate book and available sensory materials within the classroom.
MONITORING STRATEGIES (Who will lead/What form will it take?)		EVALUATION (How well did we do? - process/outcome)			
Principal/ SLT Feedback at half term Curriculum / Pastoral Reviews.		Feedback from teachers and children. Reduced disruption in classroom/ learning Reduce conflict on the playground.			

BASELINE: A number of individual pupils in KS1/ KS2 displaying defiant behaviours and engaging in conflict situations with class teachers/other staff and children.			PRIORITY: To increase compliance and display respect for class teachers and other staff in classrooms and schools.		
To ensure identified pupils are engaged in a programme of behaviour strategies to support self-regulation. And build respect for self and others.	Targeted pupils will engage meaningfully in class. listen, and respond to teacher's directions. Pupils will engage in play with peers in a positive way during structuralised times.	Deliver the C. Mead behaviour programme 20 lessons weekly to each targeted group of individual pupils. Reinforce rules in ongoing group sessions. Class teacher will reinforce in the classroom.	Weekly for 20, 30 minuet lessons.	Designated L.S.A Class teachers Assigned Assistants	Programme Materials Time limited sessions Spine
MONITORING STRATEGIES (Who will lead/What form will it take?)		EVALUATION (How well did we do? - process/outcome)			
Reviewed by SENCO at weekly meetings Feedback on staff days.		Programme successfully completed. Pupils displaying improved behaviour and attitude in class settings. Reduce level of anger/ conflict on the playground.			

ST. BRIGID'S PRIMARY SCHOOL OUTDOOR/ACTIVITY BASED LEARNING ACTION PLAN YEAR: 2023-2024

BASELINE: There is a continued need to develop Outdoor/Activity Based Learning to support academic outcomes and promote positive mental health and wellbeing.			PRIORITY: To enhance effective teaching & learning experiences within Outdoor/ Activity Based Learning, utilising all resources available within our outdoor settings.		
TARGET/S (Aspects to be addressed)	SUCCESS CRITERIA (How we will know we've succeeded)	TASKS (Action to be taken)	TIMESCALE (When/how long will it take?)	STAFF ENGAGEMENT	RESOURCES (Human/material/ include support required)
<p>1. To develop the teamwork and problem-solving skills of pupils through the delivery of effective teaching in Outdoor/ Activity Based learning.</p>	<p>All teaching staff will demonstrate increased confidence and competency when planning for Outdoor/Activity Based Learning.</p> <p>Staff will deliver and assess Outdoor/Activity Based Learning lessons and make adjustments where appropriate for further teaching, learning and assessment.</p> <p>Pupils will show increased skills in teamwork and problem solving.</p>	<ul style="list-style-type: none"> Teachers will plan in their year group teams, making links to the WAU themes for Outdoor/Activity Based Learning. Resources will be timetabled for all year groups and pupils will be taught how to access and return resources independently. Teachers will participate in a whole school focus on water. Water will be planned and delivered in each year group using the outdoor resources. Teachers will create a whole school display of the lessons in action as evidence to showcase progression in learning. Teachers will provide feedback through curriculum reviews and half term evaluations. Teachers to agree the next area of focus for the 2nd term, based on the training received. Coordinator will monitor the programme, give advice and support. 	<p>Terms 1,2 & 3</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2</p> <p>Terms 2 & 3</p>	<p>Teaching & Learning Support staff.</p> <p>Teachers</p> <p>Teachers</p> <p>Coordinator.</p>	<p>Planning time</p> <p>Staff, year team & steering group meetings.</p> <p>Whole School Display</p> <p>Coordinator cover</p>
MONITORING STRATEGIES (Who will lead/What form will it take?)		EVALUATION (How well did we do? - process/outcome)			
<p>Coordinator to sample ongoing pupil work. (Union Action)</p> <p>Teacher self-evaluation and feedback to co-ordinator.</p> <p>Monitoring of half termly planners in correspondence with pupil evidence each term.</p> <p>Monitoring through observations of children engaged in Outdoor/ Activity Based Learning.</p> <p>Monitoring of Outdoor/Active Learning environments.</p>		<p>Evaluation report on progress of implementation of the action plan to all staff.</p> <p>Evaluation report on the progress of implementation of the action plan each term to the B.O.G. by the Principal.</p> <p>End of action plan evaluation report by WAU coordinator/ Outdoor learning Steering Group and presented to the B.O.G. by the Principal.</p>			

RAISING STANDARDS ACTION PLAN

YEAR: 2023-2024 ST. BRIGID'S PRIMARY SCHOOL

BASELINE:		PRIORITY: To close the gap for pupils identified as underachievers. To increase the number of classes achieving in line with the National average.			
TARGET/S (Aspects to be addressed)	SUCCESS CRITERIA (How we will know we've succeeded)	TASKS (Action to be taken)	TIMESCALE (When/how long will it take?)	STAFF ENGAGEMENT	RESOURCES (Human/material/ include support required)
1. To close the gap for underachievers.	<p>-Pupils will score more in line with their CAT score in PTM/PTE in May 2024.</p> <p>-There will be a reduction in the number of pupils listed on the SLT target group.</p>	<p>-Teachers will be provided with an individual GL test report for each child identified in the SLT target group, they will plan in class interventions to meet the needs identified.</p> <p>-Each child will be provided with a personalised AR/Mathletics plan to support their learning.</p>	<p>August 2023</p> <p>Termly</p>	<p>Assessment coordinators</p> <p>All teachers</p> <p>Literacy and Maths coordinator</p>	<p>Planning time</p> <p>Coordinator cover</p> <p>SDD workshop resources</p> <p>GL Testwise software</p>
2. To increase the number of classes achieving in line with the National average.	<p>-In May 2023 5/8 classes had a percentage above 75% in PTM (discrepancy) we aim for 8/8 classes to achieve this in May 2024.</p> <p>-In May 2023 3/10 classes had a percentage above 60% (Stanine 5+) we aim for 6/10 classes to achieve this in PTE May 2024.</p> <p>-In May 2023 5/10 classes had a percentage above 60% (Stanine 5+) we aim for 7/10 classes to achieve this in May 2024.</p>	<p>- Teachers will be provided with an individual GL test report for each child identified with a gap of 10 or more between their Cat score and their PTM/PTE score, they will plan in class interventions to meet the needs identified.</p> <p>-Teachers will use the GL class report to identify areas of the curriculum that they need to plan for to address gaps in knowledge and ensure the planners reflect the recommendations from the GL reports.</p>	<p>August 2023</p> <p>August 2023</p>	<p>Assessment coordinators</p> <p>All teachers</p> <p>Literacy coordinators</p> <p>Numeracy</p> <p>Coordinator</p> <p>Assessment coordinators</p> <p>All teachers</p>	<p>Planning time</p> <p>Coordinator cover</p> <p>SDD workshop resources</p> <p>GL Testwise software</p>

MONITORING STRATEGIES (Who will lead/What form will it take?)		EVALUATION (How well did we do? - process/outcome)			
Coordinator to monitor AR/Mathletics plans. Teacher self-evaluation and feedback to co-ordinator. Monitoring of half termly planners. Monitoring of pupil books each term. Monitoring of reading levels and reading ages.		Evaluation report on progress of implementation of the action plan to all staff. Evaluation report on the progress of implementation of the action plan each term to the B.O.G. by the Principal. End of action plan evaluation report by assessment coordinator and presented to the B.O.G by the Principal.			