



# SIP Priorities 2023-24

<b>1) Ensuring progression in key skills</b>		
<p>1.1 <u>Language, literacy and Communication</u>  <b>WM: Understanding Languages is key to understanding the world:</b>          (Welsh in English medium school); Children can listen, understand and respond to a range of questions within a range of contexts.  <b>WM: Literature Fires Imagination and Inspires Creativity:</b>          Children have experienced different types of literature and recognise the different features of them.  <b>WM: Expressing Ourselves through languages is key to communication:</b>          Children can use familiar punctuation accurately; to listen and understand how punctuation affects meaning.  <b>WM: Languages connect us</b>          Children can recognise the relationship between languages, culture and sense of Welsh identity; children can use a range of languages, including Welsh, to express themselves for different purposes and audiences.</p>	<p>1.2 <u>Numeracy</u>  <b>Principles of Progression - Mapping</b>          In the Mathematics and Numeracy Area the model of progression is based on the development of five interdependent proficiencies. Children make progress in their mathematics learning as the five proficiencies are connected and developed over time.  <b>WM: Geometry (relationships involving shape, space and position) and measurement (quantifying phenomena in the physical world)</b>          Children can explore and consolidate mathematical 'SAFE' concepts and show understanding of these  <b>Principles of Progression: Strategic Competence</b>          Learners are increasingly independent in recognising the underlying mathematical ideas within a problem. They use this knowledge to solve problems within other areas of learning and experience.</p>	
<b>2) Health and Wellbeing</b>		
<p><b>WM: How we engage with social influences shapes who we are and affects our health and wellbeing</b>          Children show care and respect towards others; children are aware of similarities and differences between people's values and attitudes and that they are influenced by others.  <b>School of Sanctuary development / Respect Values</b></p>	<p><b>WM Statement – How we process and respond to our experiences affects our mental health and wellbeing</b>          Children can notice and communicate their own feelings and can begin to pay attention to the feelings of others.          Children can ask for help from a trusted adult          Children can understand that their experiences affect them  <b>Wellbeing Class – Trauma Informed Approach / <a href="#">Enabling Learning</a></b>  <b>Whole school – Thrive Approach – year 2</b></p>	<p><b>Attendance</b>          To follow the Cardiff Council 5 step approach to managing attendance           To raise attendance to 94%</p>
<b>3) Implementing Curriculum for Wales</b>		

<p><b>3.1 What?</b> <u>Principles of Curriculum Design</u></p> <p>To allow children to explore topics and activities through different lenses – the same subject matter can and should be considered by learners through different statements allowing learners to experience a topic holistically, helping them to make stronger links across content, disciplines and Areas (Termly Mapping / Skills Coverage / Policies)</p>	<p><b>3.2 How?</b> <u>Principles of Progression</u></p> <p>The pedagogical approaches used by practitioners will be selected to support progression and these will need to adapt to learners’ needs. To allow children to deepen and broaden their knowledge and understanding, skills within an area of learning</p>	<p><b>Where?</b> <u>10 key outcomes for outdoor learning</u></p> <p><u>Environmental awareness</u> Children demonstrate care for the environment through their own actions Children appreciate and draw inspiration from the natural environment</p> <p><b>(Bronwen’s Wish Wellbeing Pod / Outdoor Learning)</b></p>	<p><b>Measure?</b> <u>Principles of Progression</u></p> <p>Progression in statements of what matters is reflected in learning over time; children are able to articulate their progress and identify their next steps</p> <p><b>(Performance Management Obj 1)</b> <u>Integral skills – planning and organising</u></p> <p>Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results.</p>
<p><b>4) Care Support and Guidance - ALN Reforms</b> - To ensure consistent, holistic procedures in line with the ALN Reform</p>			
<p><b>4.1 To ensure appropriate transformation of ALN pupils to IDPs with high quality ALP written in and quality assured</b></p> <p>To ensure that all children are on track according to the change over timetable from statements to IDPs</p>	<p><b>4.2 To ensure the planning, designing and implementing of the curriculum meets the needs of all learners, including those with ALN</b></p> <p>To ensure we develop ‘<u>Enabling Adults</u>’ who are responsive to children learning and EHWP needs <b>(Performance Management Objective 2)</b></p>		
<p><b>5) To establish greater agility and more fluid, meaningful development of skills and structures to enrich the school and its community, and to face the challenges ahead.</b></p> <p>“In a world in which there seems to be no “back burner,” how well leaders can manage competing priorities could become a critical differentiator, one that both shapes how organisations evolve and determines which ones thrive.”</p>			
<p><b>5.1 To develop and realise the skills and capacity of the school community - staff, pupils, parents and governors to enrich learning experiences for everyone</b></p> <p>Staff / Pupils / Parents / Governors / Community</p> <p><b>PM target 3 - teachers</b></p> 	<p><b>5.2 To further embed accountability structures within the ‘Lakeside Accountability Framework’ and fully embed SCRUM at all levels</b></p> <p>Scrum boards – PS1, 2, and 3 / Pupil Voice groups</p> 	<p><b>5.3 To manage competing priorities within a challenging framework</b></p> <p>To build organisational strategy to shape and evolve within the challenging framework ahead.</p> 