

1) Ensuring progression in key skills			
<p><u>1.1 Language, literacy and Communication</u>  <b>WM: Understanding Languages:</b>                  Develop our understanding, empathy and our ability to respond and to mediate effectively.  <b>WM: Literature Fires Imagination and Inspires Creativity:</b>                  Children can show empathy when responding to literature and understand that others may have different views from their own.  <b>WM Expressing Ourselves through languages is key to communication:</b>                  Children can spell common irregular words correctly</p>	<p><u>1.2 Numeracy</u>  <b>WM: The number system is used to represent and compare relationships between numbers and quantities:</b>                  Children can use a range of representations to develop and secure my understanding that the value of a digit is related to its position.  <b>Principles of Progression:</b>  <b>Conceptual Understanding</b>                  Learners demonstrate conceptual understanding through being able to explain and express concepts and by being able to represent a concept in different ways, including verbal, concrete, visual, digital and abstract.</p>		
2) Health and Wellbeing			
<p><b>WM: Our decision-making impacts on the quality of our lives and the lives of others</b>                  Children recognise that some decisions they make will have a long-term impact on their life and the lives of others.  <b>Principles of Progression - Making connections and transferring learning into new contexts</b>                  Progression means learners developing an appreciation and regard for the needs of others and the impact of decisions, actions and circumstances on them. The development of empathy, care and respect for others is critical to this  <b>Pupil Voice – Individual level (own learning) / Class level (input into topics etc) / School level (pupil voice groups)</b></p>		<p><b>WM Statement – How we process and respond to our experiences affects our mental health and wellbeing</b>                  Children can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.   <b>Wellbeing Class – Trauma Informed Approach</b>  <b>Whole school – Thrive Approach</b></p>	
3) Implementing Curriculum for Wales			
<p><b>3.1 What?</b>  <b>Principles of Curriculum Design</b>                  To ensure a curriculum that is broad and balanced across all 6 areas and includes the mandatory curriculum components of SRE, RVE                  (Termly Mapping / Skills Coverage)</p>	<p><b>3.2 How?</b>                  Revisit our Excellent Teacher strategy to ensure a strong repertoire of teaching strategies that can be adapted to meet the needs of all learners within our setting with authentic links to the real world and the world of work</p>	<p><b>Where?</b>                  Outdoor areas are well developed and support learning and wellbeing in a rich and focused way</p> <ul style="list-style-type: none"> <li>• Bronwen’s Wish Wellbeing Pod</li> <li>• PPA – outdoors</li> <li>• Outdoor Classroom</li> </ul>	<p><b>Measure - Seek the impact that matters</b>                  To incorporate a range of assessment approaches which support learner progression (including are current SIMS data)</p>

<b>4) Care Support and Guidance - ALN Reforms</b> - To ensure consistent, holistic procedures in line with the ALN Reform		
<b>4.1 To ensure accurate identification of ALN</b> Ensure that identification of ALN is consistent for all pupils and across the cluster	<b>4.2 To ensure teaching at Universal and targeted provision, including ALP for those identified with ALN, meets the needs of all learners</b> Ensure that there is effective learning provision and a whole school approach to ALN under the ALNET	
<b>5) To build Resilient and Agile Leadership -</b>		
<b>5.1 – To build leadership flexibility based on the Leonardo Da Vinci Leadership model:</b> 1) To make connections across multiple disciplines 2) To challenge our framework of thinking 3) To see through and use others’ experiences 4) To notice and make use of patterns 5) To look around the corner	<b>5.2 To realign our Drive teams for effective linkage across AOLEs and ensure AOLE Deep Dives:</b> <ul style="list-style-type: none"> <li>• H&amp;WB</li> <li>• LLC</li> <li>• MD</li> </ul>	<b>5. Agility on the journey forward</b> To have agile working with transparency to effectively engage staff, pupils and governors and other stakeholders in our school improvement progress  Scrum boards – PS1, 2, and 3 / Pupil Voice groups

