



Ysgol yr Holl Saint – All Saints' School



School in Wales as Learning Organisations - Action Plan

Based on the results taken from the Schools in Wales as Learning Organisations questionnaire, the following actions are to be completed by July 2021.

The Seven Dimensions	Action	Evaluation
<u>Developing a shared vision centred on the learning of all learners.</u> <ul style="list-style-type: none">Learning and teaching are oriented towards realising the vision.Learners, parents/carers, the external community and other partners are invited to contribute to the school's vision.	<ul style="list-style-type: none">Planning and the whole vision of the New Curriculum to ensure the four purposes and school vision are realised.Parental workshop to help define their vision for the New Curriculum.Parents to actively contribute to the New Curriculum through home learning tasks and engaging in other aspects of school life.	<p>A Curriculum Vision and a School Vision are in place and have been shared with staff, Governors and pupils.</p> <p>4 Purpose characters and child friendly statements have been created by staff. These have been named by the School Council and will be introduced in the Autumn Term.</p> <p>Due to Covid-19, parental engagement has been at a minimum and will be increased when possible.</p> <p>Can the Parent Governor have more responsibility to share with all parents?</p>
<u>Creating and supporting continuous learning opportunities for all staff.</u> <ul style="list-style-type: none">New staff receive induction support.All staff have access to coaching and mentoring support.Professional learning is focused on the learner's learning and the school's goals.	<ul style="list-style-type: none">Induction mentor identified and handbook produced for any new staff.SMT to undertake coaching and mentoring modules to support the induction of new staff.	<p>All new staff, including NQT's, to have the Deputy Headteacher as their induction mentor and will lead their Performance Management.</p> <p>Induction handbook created for when new staff are appointed.</p>



	<ul style="list-style-type: none"> • Performance Management process to take place within a coaching context. • SMT to present professional learning against SDP targets for previous year. 	<p>Every member of staff is given a mentor from the SMT and will meet termly to discuss strengths and any areas for development / needs that arise. Opportunities for CPD are also discussed. Performance Management process is much improved and targets given to link to SDP and staff's own personal interests / subject / project.</p>
<p><u>Promoting team learning and collaboration among all staff.</u></p> <ul style="list-style-type: none"> • Staff reflect together on how to make their own learning more powerful. 	<ul style="list-style-type: none"> • Staff to be given allocated time to undertake curriculum development work collaboratively – new humanities planning. • Reflection journals to be updated on Teams following meeting with Dr Paula Owens. 	<p>INSET days have been given a curriculum development work focus to ensure understanding of the new humanities AoLE and planning format. Dr Paula Owens has worked with all teaching staff to develop their understanding and skills in Geography fieldwork. Reflection Journals introduced as a new planning format to encourage staff to be more reflective. These are a working document and staff can decide how best to use them.</p>
<p><u>Establishing a culture of enquiry, innovation and exploration.</u></p> <ul style="list-style-type: none"> • Staff engage in forms of enquiry to investigate and extend their practice • Enquiry is used to establish and maintain a rhythm of learning, change and innovation 	<ul style="list-style-type: none"> • Teaching staff to engage with Bangor University professional enquiry project. 	<p>Due to Covid, the Bangor University professional enquiry project has been paused. Hopefully we will be able to progress with this in the Autumn Term.</p>
<p><u>Embedding systems for collecting and exchanging knowledge for learning.</u></p> <ul style="list-style-type: none"> • Examples of good and failed practices are made available to all staff to inform learning. • Sources of research evidence are readily available and easily accessed and are used by staff to improve their practice. 	<ul style="list-style-type: none"> • MH to provide latest education research developed by EEF, Impact Wales and others. • Staff to identify opportunities for peer observation. 	<p>MH started a research folder and asked staff to contribute to it with their own evidence-based research. Staff have also shared resources / good websites / apps at the start of each staff meeting.</p>



<ul style="list-style-type: none"> Staff have the capacity to analyse and use multiple sources of data for feedback, including ICT, to inform teaching and allocate resources. 		
<p><u>Learning with and from the external environment and wider learning system.</u></p> <ul style="list-style-type: none"> Staff collaborate, learn and exchange knowledge with peers in other schools through networks and/or school-to-school collaborations. The school forms partnerships with higher education institutions, businesses, and/or public or non-governmental organisations in efforts to deepen and extend learning. Partnerships are based on equality of relationships and opportunities for mutual learning. 	<ul style="list-style-type: none"> CC to lead on the PSQM. Staff to engage in cluster activities – moderation, standardisation, LAC, MAT enrichment days. Staff to contribute to articles for professional journals. Staff to contribute to the New Curriculum professional learning playlist on Hwb. 	<p>CC has collated resources and evidence to apply for the PSQM. All evidence submitted and we will be informed Sept / Oct.</p> <p>SJ has written an article for a geography journal.</p> <p>All staff contributed to the New Curriculum professional learning playlist for Hwb.</p>
<p><u>Modelling and growing learning leadership.</u></p> <ul style="list-style-type: none"> School leaders model learning leadership, distribute leadership and help grow other leaders, including learners. School leaders promote and participate in strong collaboration with other schools, parents/carers, the community, higher education institutions and other partners. 	<ul style="list-style-type: none"> All members of staff to be given an area to lead based on their expertise. Staff to build strong relationships with parents and the community to assist in whole-school projects e.g. Outdoor Areas, Careers in the world of work, sporting events. SMT to build strong partnerships with Bangor University, Chester University, Edge Hill University and the Open University. 	<p>AoLEs have been shared amongst FP and KS2 staff and matched with staff's interests and expertise.</p> <p>Links with parents and the local community have started to be formed, but due to Covid, this needs to develop further.</p> <p>We have built strong links with Bangor, Chester, Edge Hill and the Open University.</p> <p>Teachers have been allocated students from these establishments.</p>



