



# Ysgol yr Holl Saint – All Saints' School



## School in Wales as Learning Organisations – Teacher Action Plan 2022-2023

Based on the results taken from the Schools in Wales as Learning Organisations questionnaire, the following actions are to be completed by July 2023.

The Seven Dimensions	Action	Evaluation
<u>Developing a <b>shared vision</b> centred on the learning of all learners.</u> <ul style="list-style-type: none"><li>Learners, parents/carers, the external community and other partners are invited to contribute to the school's vision.</li></ul>	<ul style="list-style-type: none"><li>School Council to produce a video sharing / describing our school's vision. Include Governors / church links / staff / pupils etc.</li><li>Following visits, ask Governors / visitors / parents &amp; carers to complete a questionnaire giving feedback on our vision and if it can be improved.</li><li>Engage with Jeremy Kent to establish community-based issues that school can engage with.</li><li>Use social media to share school vision and make links with the community.</li></ul>	
<u>Creating and supporting <b>continuous learning</b> opportunities for all staff.</u> <ul style="list-style-type: none"><li>New staff receive induction support.</li><li>Professional learning is based on assessment and feedback from a range of sources including the learner.</li></ul>	<ul style="list-style-type: none"><li>New members of staff to be given a support mentor and are briefed in detail about day-to-day routines and policies etc.</li><li>Ensure staff are aware of any upcoming courses / learning opportunities.</li><li>Design a professional learning program: timetable opportunities to observe others with a focus on SDP priorities.</li></ul>	



**Promoting team learning and collaboration among all staff.**

- Collaborative working and collective learning – face-to-face and/or using ICT – are focused and enhance learning experiences, learner outcomes and/or staff practice.
- Staff reflect together on how to make their own learning more powerful.

- Continue links with Technocamps, Xplore and other outside agencies.
- Create links with Darland to support ICT e.g. using 3D printers.
- Continue to attend Digital cluster meetings (Darland and Flintshire) and share good practice.
- Feedback from course shared during staff meetings.
- Continue to discuss planning and reflection journals during staff meetings and share ideas.
- As part of the reflective process in journals, ensure SDP priorities are a focus.
- As a planning team, complete a SWOT analysis following each topic.
- Provide opportunities for TA's to attend planning meetings.
- To complete the SLO questionnaire as a staff to help reflect together.

**Establishing a culture of enquiry, innovation and exploration.**

- The school supports and recognises staff for taking initiatives and risks.
- 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.
- Staff are open to thinking and doing things differently.
- Problems and failures are seen as opportunities for learning.

- To ensure that departmental staff meetings are planned each term to discuss matters that are more relevant to specific age groups.
- A change of timetable to help with the enquiry process. For example, a week of Humanities topic work and then a week of Science topic work. This will help with carrying out enquiry work.
- Ensure that topics chosen are broad to allow the development of enquiry.



### Embedding systems for collecting and exchanging knowledge for learning.

- Systems are in place to examine progress and gaps between current and expected impact.
- Structures for regular dialogue and knowledge exchange are in place.
- 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.
- Staff have the capacity to analyse and use multiple sources of data for feedback, including ICT, to inform teaching and allocate resources.
- Staff regularly discuss and evaluate whether actions had the desired impact and change course if necessary.

- To plan in regular meetings / coaching with line managers to discuss Performance Management etc.
- To create a noticeboard to allow staff to share good ideas / practice.
- To share social media links during staff meetings.
- Continue to develop the Professional Learning library.
- To ensure data / evidence acquired from assessments is used to inform planning. Identify any year group / planning team / whole school issues.
- To arrange ALN handover meetings with parents, MS / CC and new class teacher as part of transition.

### Learning with and from the external environment and wider learning system.

- 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.
- ICT is widely used to facilitate communication, knowledge exchange and collaboration with the external environment.

- Planning teams to send out a letter / Dojo message to parents / carers at the start of each topic to see if there are any links within the community that can be utilised.
- SP & CS to work with other schools and LA to develop on-entry assessments.
- Develop links with high schools and colleges to support after-school clubs.
- MS / CC to feedback following ALN cluster meetings.
- To form partnerships with Ed Psych to establish a training culture.
- Continue to develop and strengthen links with I.T.T providers such as Bangor University, Chester University and Open University.
- To introduce Padlet as a parent feedback tool and for sharing information.
- Invite parents / carers / grandparents of pupils



	<p>to speak to children regarding their expertise and careers e.g. NHS, Fire Service, Religious Festivals.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for staff to visit other settings for professional development and sharing of good practice.</li> <li>• To develop links through the SPP to enhance learning and provision.</li> <li>• To develop links with Clywedog High School to set up a control gifted and talented group using Lego.</li> </ul>	
<p><b><u>Modelling and growing learning leadership.</u></b></p> <ul style="list-style-type: none"> <li>• School leaders develop the culture, structures and conditions to facilitate professional dialogue, collaboration and knowledge exchange.</li> <li>• School leaders promote and participate in strong collaboration with other schools, parents/carers, the community, higher education institutions and other partners.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop strong collaboration with Ysgol Penmorfa, Bryn Gwalia, St Anne's, Ysgol y Parc and Park CP.</li> <li>• Identify excellence in pedagogy and provide opportunities to share / observe.</li> <li>• Improve communication between TA's and MDSA's regarding pupils with ALN and emotional needs.</li> <li>• Plan a range of parent / carer workshops.</li> <li>• To continue to participate in strong collaboration with other schools, higher education settings and other partners: OU, Digital Cluster, SPP and the community.</li> <li>• To provide regular opportunities for professional dialogue through coaching and mentoring and reflection journal reviews.</li> </ul>	

