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
Developing a **shared vision** centred on the learning of all learners. • Learners, parents/carers, the external community and other partners are invited to contribute to the school's vision.	• School Council to produce a video sharing / describing our school's vision. Include Governors / church links / staff / pupils etc. • Following visits, ask Governors / visitors / parents & carers to complete a questionnaire giving feedback on our vision and if it can be improved. • Engage with Jeremy Kent to establish community-based issues that school can engage with. • Use social media to share school vision and make links with the community.	**NEED to share the school vision on ClassDojo and other social media.** **NEED Jeremy Kent to discuss community-based issues.** Teachers have met their link Governors to discuss AoLE's and Governors have provided feedback. Governors complete feedback forms whenever they complete an organised visit. Jeremy Kent has assisted in gardening in school. Also, organised a Christmas competition. Link with Maes-y-Pant to discuss the new park area that had been redesigned following vandalism. Good use of social media. Monthly (FP) / Termly (KS2) visits to Gresford library. Yr3&4 completed a litter pick in the local area. Governor readers into the school. Jean's cookery club for eFSM. Community Cenefin Award for Eisteddfod. Christmas Tree Festival in All Saints' Church.
Creating and supporting **continuous learning** opportunities for all staff. • New staff receive induction support. • Professional learning is based on assessment and feedback from a range of sources including the learner.	• New members of staff to be given a support mentor and are briefed in detail about day-to-day routines and policies etc. • Ensure staff are aware of any upcoming courses / learning opportunities. • Design a professional learning program:	Staff handbook given to new members of staff and associate teachers. NQT's are given a mentor for their first year. NQT given opportunities to observe others. GwE newsletter shared with staff and shown how to access G6 courses. INSET Days and staff meetings are

	timetable opportunities to observe others with a focus on SDP priorities.	linked to priorities on the SDP and any other priorities within AoLE's.
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.	Strong links with Technocamps and Xplore. Technocamps after school club. Two members of staff attend the Digital Cluster meetings and share good practice. Planning and Reflection journals are continuing to be improved following Planning & Reflection review meetings. Journals have been shared as good practice with other schools. Planning & Reflection journal reviews discuss SDP priorities and any other priorities. Planning teams meet weekly to discuss and evaluate planning / teaching. Planning teams discuss each topic, but need to complete a SWOT more often.
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.	Staff meetings have been delivered with a focus on enquiry. Learning Walk and Listening to Learners activities have been completed within the school monitoring cycle. Planning teams have chosen broader topics to allow more opportunities to carry out enquiry activities.

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.	Following Performance Management, team leaders meet with teachers to discuss strengths and areas for development. Ideas are shared for professional development. Professional Learning Library continues to be updated with relevant material. Following assessment weeks, teachers complete a pupil progress review and identify children within different groups e.g. MAT, ALN, eFSM, boys v girls etc. This is used to inform future planning and intervention groups. ALN handover meetings will be carried out during the Summer Term.
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.	Overviews of the new topics are shared with parents / carers. Daily posts on Class Dojo keeps parents/carers informed of what is happening in classes. Class pages on the school website are updated regularly. SP has worked closely with other schools and LA to develop on-entry assessments. Excellent links with Darland High School to develop a transition plan for the school. Links with GEM Sports, Pro-Skills and Wrexham Rugby Club to develop after school clubs. Active Wrexham and Wrexham Tennis Centre have helped support teaching of PE. Mr Gareth Holmes has delivered

	- To introduce Padlet as a parent feedback tool and for sharing information. - Invite parents / carers / grandparents of pupils to speak to children regarding their expertise and careers e.g. NHS, Fire Service, Religious Festivals. - Provide opportunities for staff to visit other settings for professional development and sharing of good practice. - To develop links through the SPP to enhance learning and provision. - To develop links with Clywedog High School to set up a control gifted and talented group using Lego.	Forest Schools workshops. Welsh Advisory Teachers have supported the Welsh lead in planning Welsh lessons across the school. PC Stu delivers lessons termly. Strong partnerships with Bangor University, Coleg Cambria and Chester University. Lead school for Open University. Headteacher is the Chair, a member of staff is a chair of a sub-committee and four members of staff are practice tutors. Two members of staff have contributed to the writing of the RVE curriculum. One member of staff is a external verifier for NQT's and one member of staff is a HLTA assessor. One member of staff spent two mornings observing two different classes in St Anne's School to observe how ALN children are taught in their setting.
Modelling and growing **learning leadership.** - School leaders develop the culture, structures and conditions to facilitate professional dialogue, collaboration and knowledge exchange. - School leaders promote and participate in strong collaboration with other schools, parents/carers, the community, higher education institutions and other partners.	- To develop strong collaboration with Ysgol Penmorfa, Bryn Gwalia, St Anne's, Ysgol y Parc and Park CP. - Identify excellence in pedagogy and provide opportunities to share / observe. - Improve communication between TA's and MDSA's regarding pupils with ALN and emotional needs. - Plan a range of parent / carer workshops. - To continue to participate in strong collaboration with other schools, higher education settings and other partners: OU, Digital Cluster, SPP and the community. - To provide regular opportunities for professional dialogue through coaching and mentoring and reflection journal reviews.	Link with Bryn Gwalia to see how they have develop outdoor learning. Welsh cluster meetings hosted at All Saints'. Digital Champions have taken a lead on developing digital within the cluster. Two members of staff on the regional Maths group. Parent / carer workshops delivered by outside agency. Nursery parents / carers invited to an art workshop.