Ysgol yr Holl Saint – All Saints' School

School in Wales as Learning Organisations – LSA 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. • The school's vision focuses on enhancing learners' cognitive and social-emotional outcomes (including their well-being), encompasses both the present and the future, and is inspiring and motivating. • 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.	
Creating and supporting **continuous learning opportunities for all staff.** • Professional learning challenges thinking as part of changing practice. • Professional learning connects work-based learning and external expertise. • Time and other resources are provided to support professional learning.	• Workspace made available for TA's to complete online courses. • TA's to speak to their line manager to identify any available courses and other professional development opportunities. • A lead TA to register for the GwE Bulletin and share available opportunities with TA's.	

<u>Promoting team **learning and collaboration** among all staff.</u> • Staff reflect together on how to make their own learning more powerful. • Staff learn how to work together as a team. • The school allocates time and other resources for collaborative working and collective learning.	• Provide opportunities for TA's to meet without members of the teaching staff or SMT present. • Lead TA to feedback any matters arising. • Training provided of managing behaviour strategies delivered for all staff. • TA's to take an active role in ensuring they are more aware of planning. For example, knowing the desired outcome at the end of a Literacy unit of work. • More whole school activities planned to encourage working together as a team.	
<u>Establishing a **culture of enquiry**, innovation and exploration.</u> • Staff are willing to take risks and experiment and innovate in their practice. • The school supports and recognises staff for taking initiatives and risks. • Staff are open to thinking and doing things differently.	• Training opportunities provided for those members of staff who support pupils with ALN. • To continue to develop the Forest School experimental practices and learning.	
<u>Embedding systems for collecting and **exchanging knowledge** for learning.</u> • 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.	• To develop a noticeboard with examples of good practice that can be magpied by other members of staff. • Provide opportunities for TA's to give feedback following any courses that have been attended. • TA's to be aware of the staff meetings planned and given the opportunities to attend if wanted. • To set up a TA's What's App group / Teams group to share ideas. • A lead TA to set up a TA network meeting with other TA's from the cluster to discuss / share ideas.	

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. • Partnerships are based on equality of relationships and opportunities for mutual learning.	• TA's to develop links with other schools in the cluster and arrange visits / training to share good practice. • A lead TA to set up a TA network meeting with other TA's from the cluster to discuss / share ideas. • Develop links with external providers to provide training e.g Speech and Language, Literacy Service, Physio etc.	
Modelling and growing **learning leadership.** • School leaders develop the culture, structures and conditions to facilitate professional dialogue, collaboration and knowledge exchange. • School leaders ensure an integrated approach to responding to learners' learning and other needs.	• Provide opportunities for TA's to share interventions that they deliver and to share what works well and what doesn't. • TA's to demonstrate how interventions work with other schools in the cluster.	.