



# Ysgol yr Holl Saint – All Saints’ School



## School in Wales as Learning Organisations – Staff Action Plan 2023-2024

**Based on the results taken from the Schools in Wales as Learning Organisations questionnaire, the following actions are to be completed by July 2024.**

The Seven Dimensions	Action	Evaluation
<p><u>Developing a <b>shared vision</b> centred on the learning of all learners.</u></p> <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> <li>Learning and teaching are oriented towards realising the vision.</li> </ul>	<ul style="list-style-type: none"> <li>To continue with the Parent/Carer Forum - RH and JT.</li> <li>To share the vision with parents at the Welcome meetings and/or on School Dojo.</li> <li>All classes to have a class charter to reflect Respect, Friendship and Care.</li> <li>Pupils to take home certificates related to Respect Friendship and Care.</li> </ul>	<ul style="list-style-type: none"> <li>RH and JT continue to hold Parent/Carer forums.</li> <li>Majority of classes now have a class charter agreed by the pupils to reflect Respect, Friendship and Care.</li> </ul>
<p><u>Creating and supporting <b>continuous learning opportunities</b> for all staff.</u></p> <ul style="list-style-type: none"> <li>New staff receive induction support.</li> <li>All staff have access to coaching and mentoring support.</li> <li>Professional learning challenges thinking as part of changing practice.</li> <li>Professional learning connects work-based learning and external expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure inductions for new staff include 1:1s, staff handbook, and opportunities for staff to evaluate and reflect upon the quality of the induction experience.</li> <li>Coaching and mentoring – Identify and develop ideas for staff to engage with coaching / peer observation based upon priorities identified in the SDP, ensuring best practice is shared and influences practice across the school. Use Blippit to evidence.</li> <li>Professional learning - Develop opportunities to identify, share and implement new practice derived from professional learning and collaboration with Darland Cluster / School Partnership Program and Regional groups. Wherever possible these experiences should link to key priorities within the SDP.</li> </ul>	<ul style="list-style-type: none"> <li>New staff have been given an induction with MH and provided with the staff handbook.</li> <li>Collaboration within the Darland Cluster is strong. All staff have had opportunities to identify and share new practice.</li> </ul>



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

- Staff reflect together on how to make their own learning more powerful.
- Staff learn how to work together as a team.
- Staff feel comfortable seeking advice from each other.

- To ensure that staff are sharing good practice in staff meetings.
- Direct staff to the QR code to log staff learning.
- If staff have been on training, they are to share the highlights in staff meetings or via email / Teams.
- Smaller teaching teams have strong working relationships, but this is not always the case in the wider team due to time, location and the work done together. Have more training events together as a whole staff or deliberately mix people to strengthen more bonds.
- Provide more opportunities for subject leaders to work together.
- Timetable opportunities for other staff members to contribute to TA meetings rather than just SMT to share their skills and knowledge.

- Staff continue to share good practice with others during staff meetings, planning meetings and through other discussions.
- Staff are logging their professional learning using the QR code but do need reminders to do so.
- Subject leaders are given time to work together on their subject review. When required, subject leaders can find time to work together on their targets.

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

- Staff are willing to take risks and experiment and innovate their practice.
- The school supports and recognises staff for taking initiative and risks.
- Problems and failures are seen as opportunities for learning.

- More opportunities to observe other teachers in same and other settings who use a wide range of teaching ideas.
- More training for staff in forest school and outdoor learning opportunities.
- Scientific approach to investigations, children taking responsibility for what and how they investigate.
- Opportunities for staff to share learning initiatives e.g. feedback on courses to share ideas and what has been learned.
- Making use of risk assessments to give staff the security of risk taking in the learning.
- Observations that encourage and enhance the learning intentions, failures and issues are given as training and development for the teacher/TA.
- Culture that problems are the way to grow and learn throughout the school. It is good to get things wrong to learn what is right.

- Members of staff have been forest school trained. We now need to look at opportunities for the older pupils to use this space more often.
- Feedback from courses / Taith visits is shared, but not always.
- Staff encourage a culture of learning from mistakes and that getting things wrong is a natural process in learning.



	<ul style="list-style-type: none"> <li>• Look for opportunities to introduce famous people who have shown resilience when they have failed.</li> <li>• Greater focus on our four characters and how we can improve the behaviours of those characters.</li> </ul>	
<p><b><u>Embedding systems for collecting and exchanging knowledge for learning.</u></b></p> <ul style="list-style-type: none"> <li>• Examples of good and failed practices are made available to all staff to inform learning.</li> <li>• Structures for regular dialogue and knowledge exchange are in place.</li> <li>• The school evaluates the impact of professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow time for staff to feedback any relevant learning / training / CDP etc during staff meetings.</li> <li>• Continue to share good practise within planning teams and wider staff.</li> <li>• Provide opportunities for TAs to contribute to learning where relevant.</li> <li>• Staff to share any relevant action research with their improvement priority team.</li> <li>• Third party professionals invited to share their knowledge with staff, where appropriate.</li> <li>• 'Expert' staff to lead meetings about their area, e.g., Forest school meeting in Forest School. Staff to follow-up with evidence of the impact of their learning.</li> <li>• Allow the pupils to share their knowledge with staff where appropriate, e.g. Digital staff meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting timetable is planning, but flexibility is allowed if staff are required to feedback following training / CPD.</li> <li>• Professionals are invited to share their knowledge with staff e.g. nurses etc.</li> <li>• Digital Leaders have delivered staff training on use of different apps. Pupils from different pupil voice groups could be invited to share their ideas with staff.</li> </ul>
<p><b><u>Learning with and from the external environment and wider learning system.</u></b></p> <ul style="list-style-type: none"> <li>• Staff collaborate, learn and exchange knowledge with peers in other schools through networks and/or school-to-school collaborations.</li> <li>• The school collaborates with parents/carers and the community as partners in the education process and the organisation of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Work alongside the Darland Learning Community to ensure consistency with effective marking and feedback.</li> <li>• Subject leaders to observe colleagues in Darland to gather good practice.</li> <li>• Identify workshops that we can lead on and invite cluster schools to attend.</li> <li>• Identify areas of development required and source support from cluster.</li> <li>• RH and MH to continue to attend regular cluster meetings with a focus on transition.</li> <li>• Continue to work with Gareth Holmes to develop forest schools in KS2.</li> <li>• Continue to work with Groundworks to develop Forest School parent and child workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff have worked collaboratively to discuss the importance of consistent and effective marking and feedback with the support of Mike Gershon.</li> <li>• CC has worked closely with Science and Technology leads at Darland.</li> <li>• MH has sent out a questionnaire asking parents / carers for their support in delivering sessions based on their careers e.g. Amy Davies spoke to Year 5 &amp; 6 about her careers in videography at Wrexham</li> </ul>



	<ul style="list-style-type: none"> <li>• Explore links with parents/carers/other family members to offer expertise on topics.</li> <li>• Work on establishing links to develop the 'careers' element of the curriculum.</li> <li>• Lead on Pupil Voice Councils within the cluster e.g. Digital Leaders, Active Travel, Worship Leaders etc.</li> </ul>	<p>FC matches.</p> <ul style="list-style-type: none"> <li>• We have hosted Digital Leaders workshops at school for the cluster.</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 ensure an integrated approach to responding to learners' learning and other needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional cohorts of the Teaching Assistant Learning Pathway programme will be provided and additional professional learning opportunities for teaching and non-teaching staff such as leadership development programmes.</li> <li>• Enhanced working across the Darland Learning Community will be developed to give Area of Learning and Experience Leads opportunity to share practice, grow and develop.</li> <li>• Additional opportunities to collaborate with other practitioners and to share practice within professional learning journals will be implemented to raise the professional learning element of roles.</li> <li>• Pupil Progress and tracking systems will be developed and refined to ensure a clear focus on responding to pupils' learning and other needs in a timely and proactive manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of the Taith programme has allowed teaching and non-teaching staff to develop their practice.</li> <li>• Pupil Progress meeting and tracking of pupils' learning and development has improved over the year with more detailed analysis of their progress.</li> </ul>

