



# GEORGETOWN PRIMARY SCHOOL



## SCHOOL DEVELOPMENT PLAN

2020/21

Headteacher:	Date:
Chair of Governors:	Date:
Consortium Challenge Adviser:	Date:
Chair of School Council:	Date:



## GEORGETOWN PRIMARY SCHOOL DEVELOPMENT PLAN 2020/2021



<b>Georgetown Primary School 3 Year Plan</b> Major/Minor Priorities		
<b>2020-21 Priorities</b>	<b>2021-22 Priorities</b>	<b>2022-23 Priorities</b>
1. To ensure high levels of wellbeing throughout the school with a focus on support for our most vulnerable learners.	1. To continue to improve standards in Language, Literacy and Communication with a focus on writing and closing the gap in standards between girls and boys.	1. To improve standards of Literacy across the curriculum.
2. To continue to improve standards in language, literacy and communication with a focus on closing the gap for our most vulnerable learners.	2. To continue to improve standards in Mathematics and Numeracy with a focus on number skills throughout the curriculum.	2. To improve standards in Mathematics and Numeracy across the curriculum.
3. To continue to improve standards in mathematics and numeracy with a focus on closing the gap for our most vulnerable learners.	3. To improve standards in science at the higher levels through further enhancement of the STEM curriculum.	3. To continue to develop digital opportunities for teaching and learning and skills across the curriculum.
4. To improve opportunities to develop Assessment for Learning throughout the school.	4. To continue to develop self and peer assessment including digital opportunities to develop AFL.	4. To update policy and procedures for assessment in line with Curriculum 2022.
5. To continue to develop digital teaching and learning experiences throughout the school and improve provision for distance and blended learning.	5. To improve standards in IT with a focus on the enhancement of the DCF and skills throughout the school.	
6. To improve standards in Welsh with a focus on incidental welsh in all areas.	6. To secure high levels of wellbeing throughout the school with a focus on pupils health and wellbeing and physical skills.	5. To continue to raise standards in STEAM.
7. To continue to develop STEAM participating throughout the school.	7. To improve standards in welsh with a focus on oracy throughout the school.	6. To continue to secure high levels of wellbeing throughout the school with a focus on pupil voice and co-construction of the curriculum.
8. To continue to engage with the curriculum reform agenda including the PLO and SLO agenda.	8. To continue to prepare all stakeholders for curriculum reform with a focus on AoLEs and effective teaching and learning.	



**PRIORITY 1**

**1. To ensure high levels of wellbeing throughout the school with a focus on support for our most vulnerable learners.**

**TEACHERS WITH RESPONSIBILITY: LEEANNE REES, SIAN HOWELLS, JULIAN ROGERS**

**TEAM RESPONSIBILITY: HEALTH & WELLBEING**

**LINK GOVERNORS: TIM WILLIAMS, JOHN MORGAN**

RATIONALE FOR DEVELOPMENT:	LINKS
<p>High levels of wellbeing have always underpinned the philosophy for effective teaching and learning in Georgetown Primary School and in light of the current pandemic and school closure, this has never been more important. Life inside and outside of school is very different for our learners and their families and we have recognised the need to do all we can to support our families at this difficult time, particularly those families who are vulnerable and already struggling even before the pandemic.</p> <ul style="list-style-type: none"> <li>- The % of compulsory school age pupils who are entitled to free school meals (FSM) in Blaenau Gwent is 19.2%. This is higher than the national figure of 18.3% (PLASC data 2019). <b>In Georgetown the % of pupils entitled to FSM is rising and currently stands at 16.35% of compulsory school age (September 2020).</b></li> <li>- Engagement in learning throughout the summer term school closure was significantly less for our most vulnerable learners. <b>AWAITING DATA</b></li> <li>- School has seen a rise in the number of pupils who are experiencing with ESD through the school. <b>AWAITING DATA</b></li> </ul>	<p><b>Local Priorities (BG)</b> <i>To improve value-added progress for our most vulnerable learners.</i></p> <p><b>Regional Priorities (EAS)</b> <b><i>Strong and inclusive schools committed to excellence, equity and wellbeing</i></b> • <i>Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.</i></p> <p><b>National Priorities (WG)</b> <i>Closing the Gap</i></p> <p><b>National Mission (WG)</b> <i>Strong and inclusive schools committed to excellence, equity and well-being.</i></p>

**1. To ensure high levels of wellbeing throughout the school with a focus on support for our most vulnerable learners.**

ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
<p><b>1.1 To gather data about pupil wellbeing in order to set targets for improvement and</b></p>	<p>Children will complete the surveys to share their views on school and learning.</p>	<p>Supply cost for LR to analyse (PDG 3 X £190= £570)</p>	<p>Autumn/Spring term 2020/2021</p>	<p>Data reports to be analysed by LR and shared with all staff at staff meeting</p>



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<p><b>secure high levels of wellbeing for all learners.</b></p> <ul style="list-style-type: none"> <li>- Complete the Happen (Years 4, 5 and 6) survey</li> <li>- Complete Pass Survey (Year 2 - Year 6)</li> <li>-Send questionnaire out to parents to gather data about wellbeing.</li> </ul>	<p>Findings are shared with all staff and included in an action plan. Children needing support in different areas are identified.</p> <p>Intervention is put in place and pupil progress is tracked.</p>			<p>LR to monitor intervention programmes termly and work with staff to produce impact reports that are shared with all stakeholders.</p>
<p><b>1.2 To ensure intervention and support for wellbeing is available for all pupils.</b></p> <ul style="list-style-type: none"> <li>- 2 x Thrive practitioners support identified learners on a weekly basis.</li> <li>- 2 x ELSA practitioners support identified learners on a weekly basis.</li> <li>-Thrive/ELSA activities are included in PSE sessions for all learners.</li> </ul>	<p>Pupils are identified termly for Thrive and ELSA support.</p> <p>Pupils receive support weekly and make progress in the support programme.</p> <p>Wellbeing is tracked and shared with all stakeholders.</p>	<p>Staff Members</p> <p>(PDG £26 348 EYPDG £25 300 CLUSTER FUNDING £1950)</p>	<p>Autumn Term 2020 and ongoing termly</p>	<p>Practitioners to baseline and track pupil progress for wellbeing</p> <p>LR to monitor pupil progress and meet with staff to discuss support termly</p> <p>Wellbeing tracker is used to monitor progress and updated termly</p>
<p><b>1.3 To re-evaluate and complete the NQA document and update evidence.</b></p> <ul style="list-style-type: none"> <li>- NQA document to be shared again with all staff and updated.</li> <li>-Staff to participate in recording, supplying and evidence where appropriate.</li> </ul>	<p>A completed document with up to date evidence ready for NQA accreditation.</p>	<p>Non-contact time for co-ordinator SH (3 days EIG £570)</p> <p>Staff meeting time</p>	<p>Autumn term 2020</p> <p>NB Depending on Design to Smile certificate.</p>	<p>SH with liaise with Shan Palmeria to re-evaluate and update evidence.</p> <p>SH Meet and discuss with Design to smile to arrange evaluation visit and release of certificate.</p> <p>SH to lead staff meetings with regard to evidence.</p> <p>LT to review and share with governors policies in readiness for inspection</p>
<p><b>1.4 To embed the use of RSE toolkit within the new areas of the curriculum to encourage the teaching of health and wellbeing in a holistic way.</b></p> <ul style="list-style-type: none"> <li>-All staff become familiar with the resources and start to use them with their classes.</li> </ul>	<p>All staff will know where to find the toolkit and how to access (shared drive/hwb)</p> <p>Staff start to pick and use strands within their teaching. Eventually staff will teach all strands across the curriculum.</p>	<p>Toolkit on shared drive/HWB</p> <p>Staff meetings to share resources</p> <p>RSE course through EAS (EIG 1 day £190)</p>	<p>Autumn/Spring term 2020/2021</p>	<p>SH Autumn term liaise with staff on using toolkit and generate ideas on how strands can be taught in an holistic way e.g. through Humanities</p> <p>SH Spring term monitor use of toolkit and share good practice with staff meetings</p>



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<p>-Hafan Cymru's Spectrum Project. A Welsh Government Project delivering sessions to Year 2 and Year 6 pupils on Healthy Relationships.</p>	<p>Children in Year 2 and 6 will take part in 2 sessions via Microsoft Teams. Learners will show an understanding of what a healthy relationship is and how to be safe.</p>	<p>-</p>		
<p><b>1.5 To continue to provide quality opportunities for pupils to participate in sport and physical activity.</b>          - JR to audit staff skills and provision for PE and sport.           - Sport Wales wanted PE coordinators in Wales to respond to the consultation document in the Autumn Term.</p>	<p>JR to audit provision for PE and sport throughout the school. JR to provide training for staff based on audit. JR to map skills to ensure effective coverage. The children will share their views on an online survey about Sport. We will receive a summary of the results in order to act on the pupil voice.</p>	<p>Non-contact time for co-ordinator JR (2 days EIG £380)           Sport Wales and Sports Development representatives will come into school to support this.</p>	<p style="text-align: center;">Autumn Term 2020           Summer term 2020/2021</p>	<p>JR to audit provision and staff skills Autumn 2020           JR to provide training for staff and then monitor provision Spring 2021           Sport survey to be completed Summer 2021 and findings shared with all stakeholders.</p>

### EVALUATION

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**PRIORITY 2**

**2. To continue to improve standards in language, literacy and communication with a focus on closing the gap for our most vulnerable learners.**

**TEACHERS WITH RESPONSIBILITY: RHIAN THOMAS/ CATH ROBERTS  
LINK GOVERNORS: D HARDMAN/J D'AMATO**

**TEAM RESPONSIBILITY: LLC**

RATIONALE FOR DEVELOPMENT:	LINKS
<p>MER activities during the academic year 2019-2020 highlighted the need to raise the profile of reading, particularly amongst our most vulnerable and disadvantaged learners. Whilst standards in reading are good throughout the school it was felt that raising the profile of reading and creating more opportunities for all pupils to read would further develop pupil skills and attainment in reading.</p> <p><b>INSERT DATA FROM AR AND RWINC. ASSESSMENTS AUTUMN TERM 2020</b></p> <p>Standards in writing are generally lower than standards in reading and oracy by the time children reach end of key stage. This is particularly evident with boys and our vulnerable learners. MER activities including book looks during the academic year 2019-2020 highlighted the need to improve grammar and punctuation skills in writing and ensure full coverage of a range of genres. It was also highlighted that more authentic learning experiences needed to be developed ensuring all children have opportunities to write for a range of purposes.</p> <p><b>INSERT DATA FROM TEACHER ASSESSMENT AUTUMN 2020</b></p>	<p><b>Local Priorities (BG)</b></p> <p><i>Accelerating early language acquisition skills between the ages of 3 to 7</i></p> <p><i>To improve value-added progress for our most vulnerable learners.</i></p> <p><b>Regional Priorities (EAS)</b></p> <p><b><i>Strong and inclusive schools committed to excellence, equity and wellbeing</i></b></p> <ul style="list-style-type: none"> <li><i>Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.</i></li> </ul> <p><b>National Priorities (WG)</b></p> <p><i>Closing the Gap</i></p> <p><b>National Mission (WG)</b></p> <p><i>Strong and inclusive schools committed to excellence, equity and well-being.</i></p>



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### 2. To continue to improve standards in language, literacy and communication with a focus on closing the gap for our most vulnerable learners.

ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
<p><b>2.1 To raise the profile of reading across the school.</b></p> <ul style="list-style-type: none"> <li>- Audit of reading resources needs to take place including RWINc books, Dandelion books and AR books throughout the school.</li> <li>- MYON Online reading scheme linked to AR to be introduced for all pupils encouraging reading at home.</li> <li>- Reading assessments to be completed termly for all pupils and used to plan effective intervention and support.</li> <li>- Subject leaders to analyse data and produce impact report on AR at the end of each term. Scaled score to be the focus not age.</li> <li>- FP RWINC assessment to be completed termly by teachers and scrutinised for continuity and progress.</li> </ul>	<p>School has sufficient reading resources to give all pupils access to relevant and quality resources inside and outside of school.</p> <p>All pupils continue to make progress in their reading. Pupils who are below the expected level are highlighted termly and have access to intervention and support.</p> <p>Subject leaders are well informed and produce termly impact reports that are shared with all stakeholders.</p>	<p style="text-align: center;">£2000 (EIG)</p> <p style="text-align: center;">Virtual Training (MYON)</p> <p style="text-align: center;">Staff meeting time</p> <p style="text-align: center;">Supply costs to cover subject leaders (2 x £190= £380)</p>	<p style="text-align: center;">Autumn Term 2020</p> <p>Reading tests to be complete termly and results recorded and analysed by class teachers for their pupils.</p> <p>Subject leaders to analyse reading data and produce impact report termly.</p>	<p style="text-align: center;">RT/CR to complete reading audit</p> <p>All staff to complete reading assessments termly and these to be stored centrally for RT/CR to analyse and produce impact reports. Reports to be shared with all stakeholders</p>
<p><b>2.2 To continue to raise standards in writing throughout the school.</b></p> <ul style="list-style-type: none"> <li>-Provision for writing needs to be a reviewed and pupils need more opportunity to independently write.</li> <li>- Classrooms to have additional resources to allow children to choose independent writing activities.</li> </ul>	<p>Independent writing areas established in all classrooms where possible and writing resources available within classrooms. Resources to reflect enhanced and continuous provision.</p> <p>Class teachers produce termly overviews of genres covered.</p>		<p style="text-align: center;">Autumn Term 2020</p>	<p>Subject leaders learning walk termly to look at provision</p> <p>Book looks termly to monitor provision and standards in writing.</p> <p>Monitoring of planning by SLT and subject leaders termly</p>



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<p>- Overview of genres to be followed to ensure coverage-class teachers to provide overview due to new topics.          - Collaborative standardisation of writing to take place termly.</p> <p><b>SPELLING</b></p> <p>- Spelling strategies and activities to be taught weekly.          - Progress in spelling to be tracked termly for all pupils.          -Data from SWST to be analysed for impact every term.</p> <p><b>HANDWRITING</b></p> <p>-Letterjoin to be used consistently throughout the FP to improve letter formation.          - Presentation policy to be updated and shared with clear expectations for all pupils.</p> <p><b>GRAMMAR &amp; PUNCTUATION</b></p> <p>- Teachers to provide more opportunities to teach basic grammar and punctuation to improve standards in writing.</p>	<p>Standards in spelling to improve with most pupils making good progress and closing the gap between their spelling age and chronological age.          Spelling data analysed termly and used to inform ongoing programme of intervention and support.          Twice weekly lesson using letterjoin YR1-YR6</p> <p>Teaching of basic grammar is given allocated time by class teachers and taught specifically through the topic umbrella.          There is a consistent approach throughout KS2 that alleviates the common misconceptions and mistakes that are evident.</p>	<p>Supply costs to cover subject leaders (2 x £190= £380)</p>	<p>Autumn Term ongoing</p> <p>FP staff Autumn Term ongoing</p> <p>KS2 staff Autumn Term ongoing</p>	<p>Monitoring of spelling data by subject leaders and impact reports by SLT termly</p> <p>Standardisation termly and ongoing</p> <p>Co-ordinators to monitor termly during subject leader time</p> <p>RT to monitor spring term 2021</p> <p>CR to monitor spring term 2021</p>
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### EVALUATION

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**PRIORITY 3**

**3. To continue to improve standards in mathematics and numeracy with a focus on closing the gap for our most vulnerable learners.**

**TEACHER WITH RESPONSIBILITY: MARY PHILLIPS**

**TEAM RESPONSIBILITY: MD**

**LINK GOVERNORS: SIMON BALDWIN**

RATIONALE FOR DEVELOPMENT:	LINKS
<p>Recommendation from last inspection;</p> <p><b>R1 Improve pupils' numeracy skills in key stage 2</b> (ESTYN Nov 2013)</p> <p>MER activities 2019-2020 included book looks, listening to learners and lesson observations. There was sufficient evidence of numeracy skills being developed throughout the curriculum but this needed to be consistent throughout the school with pupils being given more authentic learning opportunities and more opportunity to participate in real life experiences.</p> <p>The impact of school closure from May-September is also said to be more for numeracy and maths as pupils were given more opportunities to develop literacy skills. We are currently benchmarking numeracy skills using Mathletics.</p> <p><b>INSERT MATHEMATICS DATA</b></p>	<p><b>Local Priorities (BG)</b> <i>To improve value-added progress for our most vulnerable learners.</i></p> <p><b>Regional Priorities (EAS)</b> <b>IS2</b> <b>Strong and inclusive schools committed to excellence, equity and wellbeing</b> <i>Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.</i></p> <p><b>National Priorities (WG)</b> <i>Robust assessment, evaluation and accountability arrangements supporting a self-improving system.</i></p> <p><b>National Mission (WG)</b> <i>Closing the Gap</i></p>

**3. To continue to improve standards in mathematics and numeracy with a focus on closing the gap for our most vulnerable learners.**

ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
<p><b>1. To improve pupil's skills in number.</b></p> <p>-To train staff on the pedagogy of using the CPA method of teaching number skills.</p> <p>- Implement the 'White Rose' Medium Term planning overviews to ensure coverage of skills throughout the school.</p> <p>-LNF tracker to be used by all staff ensuring effective</p>	<p>Staff are confident when teaching numbers and provide daily opportunities for pupils to develop number skills.</p> <p>Weekly planning will match overviews.</p> <p>Skills are effectively mapped to ensure coverage and progression.</p> <p>Opportunities for pupils to consolidate number skills are</p>	<p>£2000 (EIG)</p> <p>Training and resources for teaching number skills using concrete methods.</p> <p>INSET DAY Spring Term 22nd February 2020</p> <p>Focus; Effective Teaching &amp; Learning in relation to the New Curriculum for Wales</p>	<p>Autumn Term 2020 and ongoing</p>	<p>SLT to monitor planning including enhanced provision termly</p> <p>Maths team to monitor during book look termly</p> <p>Co-ordinator to monitor use of LNF tracker to track number skills</p>





**PRIORITY 4**

**4. To develop ARR in line with the new curriculum recommendations and improve opportunities to develop Assessment for Learning throughout the school**

**TEACHER WITH RESPONSIBILITY: HAYLEY KAYA**

**TEAM RESPONSIBILITY: SLT**

**LINK GOVERNOR: J DAMATO**

**RATIONALE FOR DEVELOPMENT:**

**LINKS**

ARR was highlighted as a recommendation in previous inspection (November 2013) '*Ensure that feedback to pupils on their work is regular, consistent and purposeful*'.

Assessment calendar needs to be updated in line with the new Curriculum for Wales's recommendations. Staff development also a priority.

MER activities including book looks and listening to learners during the spring term identified that assessment for learning needed to be more consistent throughout the school, this was also highlighted by the CA during a spring term visit.

**Regional Priorities (EAS)**

IS1  
**i) Developing a high-quality education profession**  
**ii) Inspirational leaders working collaboratively to raise standards**

- Developing all staff and leaders to have the right knowledge and skills to do their job effectively so that pupils make good progress over time.
- Developing leaders and providing them with the opportunity to learn with and from others.

IS2  
**Strong and inclusive schools committed to excellence, equity and wellbeing**

- Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.

IS3  
**Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system**

- Providing support for schools to use a wide range of evidence to accurately assess where they are, where they want to be and how they will get there through continuous self-improvement.

**National Priorities (WG)**  
*Robust assessment, evaluation and accountability arrangements supporting a self-improving system.*



4. To develop ARR in line with the new curriculum recommendations and improve opportunities to develop Assessment for Learning throughout the school				
ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
<p><b>4.1 To improve tracking systems throughout the school.</b></p> <ul style="list-style-type: none"> <li>-Introduce digital cohort books to be used by all staff.</li> <li>- Use SIMS for all data collection.</li> <li>- Use tracking tools to gather effective data including INCERTS and GL Assessment package.</li> </ul>	<p>Cohort Books set up and used effectively with all relevant information checked and updated regularly throughout the year.</p> <p>All data to be recorded on SIMS.</p> <p>New spreadsheets set up by Dan Seymour to include what is needed to avoid duplication and multiple locations of data.</p> <p>Staff have access to all data needed to inform effective teaching and learning.</p>	<p>HK to set up Cohort Book and share with staff</p> <p>Staff meetings held</p> <p>HK to liaise with DD and DS</p>	<p>Autumn term 2020</p>	<p>HK to monitor cohort books termly</p> <p>LT/HK to hold termly progress meetings with individual teachers to discuss targets, progress and intervention</p>
<p><b>4.2 ARR policy and ARR/MER Calendar to be reviewed.</b></p> <ul style="list-style-type: none"> <li>-HK to update ARR policy and share with staff.</li> <li>- SLT to review ARR calendar and update.</li> <li>-ARR calendar to be shared with all staff.</li> </ul>	<p>A detailed calendar for staff is updated and shared with all.</p> <p>Assessment processes are well established and followed by all.</p>	<p>HK to liaise with LR time needed to meet to handover</p>	<p>Autumn term 2020</p>	<p>SLT to update</p> <p>HK to share with all staff</p> <p>SLT to monitor progress of tasks termly</p>
<p><b>4.3 AFL To further develop self and peer assessment.</b></p> <ul style="list-style-type: none"> <li>- AFL policy to be updated with all staff at staff meeting.</li> <li>-In the Foundation Phase a template to be devised to ensure consistency of language and self-assessment.</li> <li>- In KS2 a template to be devised to ensure consistent</li> </ul>	<p>Foundation Phase template introduced to be used consistently throughout the Foundation Phase.</p> <p>Key Stage 2 template introduced to be used consistently throughout the Foundation Phase.</p> <p>Policy to be amended and updated in line with current practice.</p>	<p>HK -Time to devise template and monitor use</p> <p>Need to see good practice ideas in other schools and action research.</p>	<p>September initially -ongoing</p>	<p>HK to monitor termly</p> <p>Self and peer book looks to take place termly</p> <p>SLT to monitor books termly</p> <p>Listening to Learners Spring Term 2021</p>



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approach of self and peer assessment throughout KS2. - AFL policy to be updated to include digital opportunities. -Marking and Feedback Policy to be updated to reflect discussions.		Planning Review to take place. Staff meeting required to share good practice and unpick current policy.		
<b>Evaluation</b>				



**PRIORITY 5**

**5. To continue to develop digital teaching and learning experiences throughout the school and improve provision for distance and blended learning.**

**TEACHER WITH RESPONSIBILITY: CAROLE WILLIAMS (IT) /HAYLEY KAYA (DCF)**

**TEAM RESPONSIBILITY: SCIENCE&TECHNOLOGY**

**LINK GOVERNORS: S BALDWIN/ D POWELL**

RATIONALE FOR DEVELOPMENT:	LINKS
<p>New DHT in post with expertise in ICT and development of digital skills.</p> <p>Development of distance and blended Learning strategy needs to be a priority to better prepare for school closure or periods of self-isolation due to C-19</p>	<p><b>Regional Priorities</b>  <b>IS1 i) Developing a high-quality education profession</b></p> <ul style="list-style-type: none"> <li>• Developing all staff and leaders to have the right knowledge and skills to do their job effectively so that pupils make good progress over time.</li> </ul> <p><b>National- WG Priorities</b>  <b>National Mission</b>                      Developing a high-quality education profession.</p> <ul style="list-style-type: none"> <li>• Inspirational leaders working collaboratively to raise standards.</li> <li>• Strong and inclusive schools committed to excellence, equity and well-being.</li> </ul> <p><b>National Priorities</b>                      Closing the Gap</p>

**5. To continue to develop digital teaching and learning experiences throughout the school and improve provision for distance and blended learning.**

ACTION	SUCCESS CRITERIA	RESOURCES, TRAINING AND COSTINGS	TIMESCALE RESPONSIBILITY	MONITORING Who, how, when
<p><b>5.1 To raise further awareness of Digital Safety in school</b></p> <ul style="list-style-type: none"> <li>- 360 Safe Cymru to be updated and an action plan drawn up and addressed.</li> <li>- Digital Safety Team set up to include staff and learner representatives.</li> <li>-Ensure SDP/SER and all key documents make reference to</li> </ul>	<p>360 Safe Cymru evidence collated and at least level 2/3 awarded in all areas.                      Digital Safety team set up, Science and Technology team to also take ownership of 360 Safe Cymru. Team must also consist of learners. All key documents will make necessary reference to Digital Safety.</p>	<p>Staff Meeting on 360 Safe Cymru - Digital Safety is everyone's responsibility.</p> <p>Science and Technology termly time to review 360 Safe action plan.</p>	<p>Autumn Term 2020 - ongoing</p>	<p>HK to address 360 Safe Cymru Action Plan.                      HK, CW, HM to review 360 safe action plan half termly.</p> <p>Link to Action Plan from 360:</p>



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Digital Safety in-line with safeguarding.				
<p><b>5.2 To raise standards in digital skills for all stakeholders.</b></p> <ul style="list-style-type: none"> <li>- Staff audit on skills to be completed/updated. Tech Time and staff meetings to support progression in skills and CPD opportunities.</li> <li>- Learners skills audit to be completed. HK to ensure ICT sessions are taught to ensure progression in skills.</li> <li>-Governors to be introduced to Teams/Google Classroom</li> <li>- Community termly drop in sessions organised by Digital Leaders (online).</li> </ul>	<p>Staff audit - questionnaire re: IT skills -Google classroom Staff to attend training CPD and weekly Tech Time. Create questionnaires Google Classroom/per year group for pupil's audit Create laptop trolley timetable KS2 ICT to be included on planning Create Governor's Google Classroom Digital leaders weekly meetings/training</p>	<p>CPD Tech Time Staff Meetings Digital leaders meetings Value Added Education</p>	Autumn Term 2020 - ongoing	<p>HK &amp; CW questionnaires IT audit CW – planning Spring Term 2021 CW - Digital Leader meetings, training ongoing Staff - CPD TEAMS - Governors</p>
<p><b>5.3 To ensure DCF skills are applied throughout all areas of learning.</b></p> <ul style="list-style-type: none"> <li>-Staff training to upskill to use DCF skills across all areas of the curriculum.</li> </ul>	<p>Training via outside agencies DCF tracker used effectively and consistently</p>	Staff Meeting Time	Spring 2021	HK monitor projects
<p><b>5.4 To ensure Pupil Voice groups - Digital Safety Team, Digital Leaders and STEAM Ambassadors are utilised effectively.</b></p> <ul style="list-style-type: none"> <li>-Pupil Voice groups set up and Action Plans published for all stakeholders to view.</li> <li>-Termly meetings and collaboration.</li> </ul>	<p>All pupil voice groups set up in September. Termly meetings carried out, minutes shared on Pupil Voice Google Classroom to ensure whole school collaboration.</p>		Autumn Term 2020 - ongoing	<p>Pupil Voice Groups monitored, Pupil Voice Templates monitored. Digital Leaders - Digital Safety Team - STEAM Ambassadors</p>
<p><b>5. To ensure devices are utilised and located purposefully and effectively.</b></p> <ul style="list-style-type: none"> <li>-ICT Suite repurposed into a Digital Hub.</li> </ul>	<p>Chromebooks x 30 and iPads x 30 to be used independently by learners on a timetable basis (there are other devices already in classes for group work).</p>	New Devices funded from WG Ed Tech funding	Autumn Term 2020 - ongoing	Digital Hub Ideas:



## GEORGETOWN PRIMARY SCHOOL DEVELOPMENT PLAN 2020/2021



<ul style="list-style-type: none"> <li>-New Chromebooks and iPads in KS2 Timetabled</li> <li>-PC's redistributed into corridor areas of KS2.</li> <li>-Current equipment audited and redistributed.</li> <li>-Foundation Phase iPads to be purchased.</li> </ul>	<p>Digital workstations outside each Foundation Phase classroom. Redistributed equipment utilised effectively, each classroom sufficiently resourced.</p>			
<p><b>6. To ensure Georgetown is equipped with the digital capacity for distance and blended learning.</b></p> <ul style="list-style-type: none"> <li>- Google Classroom training for all staff and pupils.</li> <li>- Hwb training for all staff and learners.</li> <li>- Value Added to support staff and pupils.</li> <li>- Support for parents and carers.</li> <li>-Distance learning plan updated and shared with all.</li> </ul>	<p>There is a clear policy and a digital agreement for use of IT platforms Staff feel confidence to embrace blended and distance learning. Tech time is regular and ongoing to further develop skills and confidence. Pupils and parents feel confidence to embrace blended and distance learning Learning accessible for all (those face to face and those distance learning)</p>	<p style="text-align: center;">£5000 (EIG)</p> <p>Value Added to provide training Release time for staff to develop skills</p>	<p style="text-align: center;">Autumn Term 2020 - ongoing</p>	<p>HK/LT to audit provision and skills during Autumn Term. Parent and pupil questionnaires to inform planning for distance learning</p> <p>MER focus Spring 2020 to include digital book looks, planning, learning walks.</p>
<b>Evaluation</b>				