

Key Priority 1 – Equity and Inclusion

Equity and Inclusion Priority 1.1	Rationale:	Success Criteria
<p>To embrace the Welsh Government’s pledge to ensuring an anti-racist Wales by 2030 through a commitment and action to make Marlborough an anti-racist school community.</p> <p>Lead: Geraldine Foley</p>	<p>To support the Welsh Government's pledge of ensuring an anti-racist Wales by 2030.</p> <p>Whilst we are a school serving an ethnically diverse community, this rich diversity is not reflected in the staff team.</p>	<p>1.1a To ensure that curriculum design, planning and delivery takes place through an anti-racist lens.</p> <p>1.1b To ensure that all staff and key stakeholders receive anti-racist training.</p> <p>1.1c To ensure that policy and practice support an anti-racist school community.</p>

Equity and Inclusion Priority 1.2	Rationale:	Success Criteria
<p>1.2 To reduce gaps in attainment and attendance for pupils from protected groups.</p> <p>Lead: Rachel Lloyd</p>	<p>To identify and monitor specific groups of learners within classes and to ensure children are not disadvantaged and given the opportunities to make equitable progress as their peers.</p>	<p>Children from disadvantaged groups to be identified.</p> <p>To monitor progress and attendance.</p> <p>To work with staff, parents and carers and other professionals to achieve the best outcomes for every child.</p>

Equity and Inclusion Priority 1.3	Rationale:	Success Criteria
<p>To ensure that Marlborough's provision to support the Additional Learning Needs of pupils both in Y Galon and mainstream is inclusive and equitable.</p> <p>Lead: Leah Crew</p>	<p>To adjust and adapt additional learning provision (ALP) for all additional learning need (ALN) pupils that responds to their ever-changing needs.</p> <p>Whilst the school provides excellent universal provision (UP) and additional learning provision (ALP) it needs to be more equitable, accessible, inclusive and responsive to learner needs and ALN funding.</p>	<p>1.3 a To ensure that the Y Galon team have an excellent knowledge of their pupils and are engaged in a bespoke professional development programme.</p> <p>1.3 b To ensure that we support all mainstream ALN learners effectively and inclusively in response to changes in ALN funding.</p> <p>1.3 c To transfer all learners in Nursery, Year 2, Year 4 and Year 6 with statements onto the new ALN system.</p>

Key Priority 2 - Curriculum Progress and Assessment

Curriculum Progress and Assessment 2.1	Rationale:	Success Criteria
<p>2.1 To develop a cohesive concept based spiral curriculum for all learners with the four purposes woven through.</p> <p>Lead: Cath & Sal</p>	<p>To allow pupils to revisit key skills, knowledge and experiences to enable progression and deepen understanding.</p> <p>To develop a spiral curriculum which increases in complexity and provides opportunities to revisit and consolidate to enable learners to make connections.</p>	<p>We have clear progression maps within the AOLEs that show cross curricular links & four purposes.</p> <p>Pupils can identify the skills, knowledge and understanding that they have revisited.</p> <p>Staff plan based on prior learning and develop complexity, challenge and deep thinking as pupils move through the school.</p>

Curriculum Progress and Assessment 2.2	Rationale:	Success Criteria
<p>2.2 To measure pupil progress within mainstream and ALN pupils.</p> <p>Kate & Rach</p>	<p>To ensure all pupils make measurable progress throughout their time at Marlborough.</p> <p>All Assessment need to be purposeful and against the curriculum.</p>	<p>All pupils make good progress relative their abilities and within their class.</p> <p>All assessments to measure progress against the curriculum.</p>

Curriculum Progress and Assessment 2.3	Rationale:	Success Criteria
<p>To develop a curriculum that has pedagogy at its heart and embraces and provides opportunities to share best practice and supports areas for development.</p> <p>- Michaela & Sal</p> <p>(The How, the why and the what?) How are we proving it?</p>	<p>To develop a research approach to teaching and learning and progression where teachers adapt and utilise a range of pedagogical approaches to achieve the best outcome for pupils.</p>	

Key Priority 3 – Leadership: Amplifying the voice of the school community

Leadership: Stakeholders 3.1	Rationale:	Success Criteria
<p>To provide purposeful opportunities for pupils, staff and parents to influence the strategic direction of the school.</p> <p>Led by Geraldine Foley</p>	<p>Post-Covid we have really struggled to provide pupils with a meaningful voice through pupil leadership groups. This is due mainly to timetabling issues and staff availability.</p> <p>As a school we have moved away from a tall hierarchical structure to a flat structure. This needs to be replicated in the pupil leadership groups.</p> <p>We need to re-establish meaningful and purposeful strategies to engage parents in school strategic evaluation and improvement processes.</p> <p>As a large school, maintaining individual contact with all members of staff is challenging. Different approaches such as weekly drop-ins have had limited take-up. There is a need to find a format for the voice for all members of staff to be heard.</p>	<p>3.1 a All pupils from Year 2 to Year 6 will have the opportunity to belong to a school leadership group.</p> <p>3.1 b All pupil leadership groups will be able to key school improvements that they have led on.</p> <p>3.1 c We have effectively sought the views of parents on the effectiveness of the school and key areas for improvement.</p> <p>3.1 d All staff have the opportunity to meet with the HT/ ATS each term to discuss what is going well and what could be even better.</p>

Key Priority 4 – Teaching and Learning

4.1 Welsh	Rationale:	Success Criteria
<p>To embrace the Welsh Government pledge Cymraeg 2050 through creating opportunities to work on silver targets of the Siarter Iaith Cymraeg Campus initiative.</p>	<p>Cymraeg 2050: A million Welsh speakers.</p> <p>Pre – covid we achieved our bronze award for Cymraeg Campus through the Siarter Iaith initiative.</p> <p>Since covid, and due to many factors such as change in staffing, timetabling and monitoring evidence, Welsh has been identified in our SER as needing improvement.</p> <p>There are many strengths in Welsh at Marlborough currently, however these are in pockets and now need to be developed across the whole school.</p> <p>Pupil Voice group – Criw Cymraeg will play an important role in supporting achieving the silver targets.</p>	<p>4.1a Criw Cymraeg can lead the Welsh around the school and gather evidence to support achieving the 10 targets.</p> <p>4.1b Every class is participating in 10 minutes Helwpr Heddiw sessions daily with HH leading the sessions.</p> <p>4.1.c Welsh can be seen and heard around the school by both children and staff.</p>

4.2 Extended Writing and Handwriting	Rationale:	Success Criteria
<p>Monitor Writing Journey to ensure all steps to the Writing Journey is covered age appropriately throughout the school and success criterion are used to show progression.</p> <p>Introduce and begin implementing Nelson Handwriting Scheme to staff.</p>	<p>Identified through monitoring activities in Spring and summer 2023.</p>	<p>4.2.a Ensuring steps to the writing journey are covered age appropriately</p> <p>4.2.b Success criteria are used for purposes of assessment</p> <p>4.2.c Staff are familiar with Nelson handwriting scheme and implement age appropriately</p>