

Ysgol Gynradd Cogan Primary School

Encourage Effort : Celebrate Success



**School Improvement Plan and
Self Evaluation** (2019-2021)

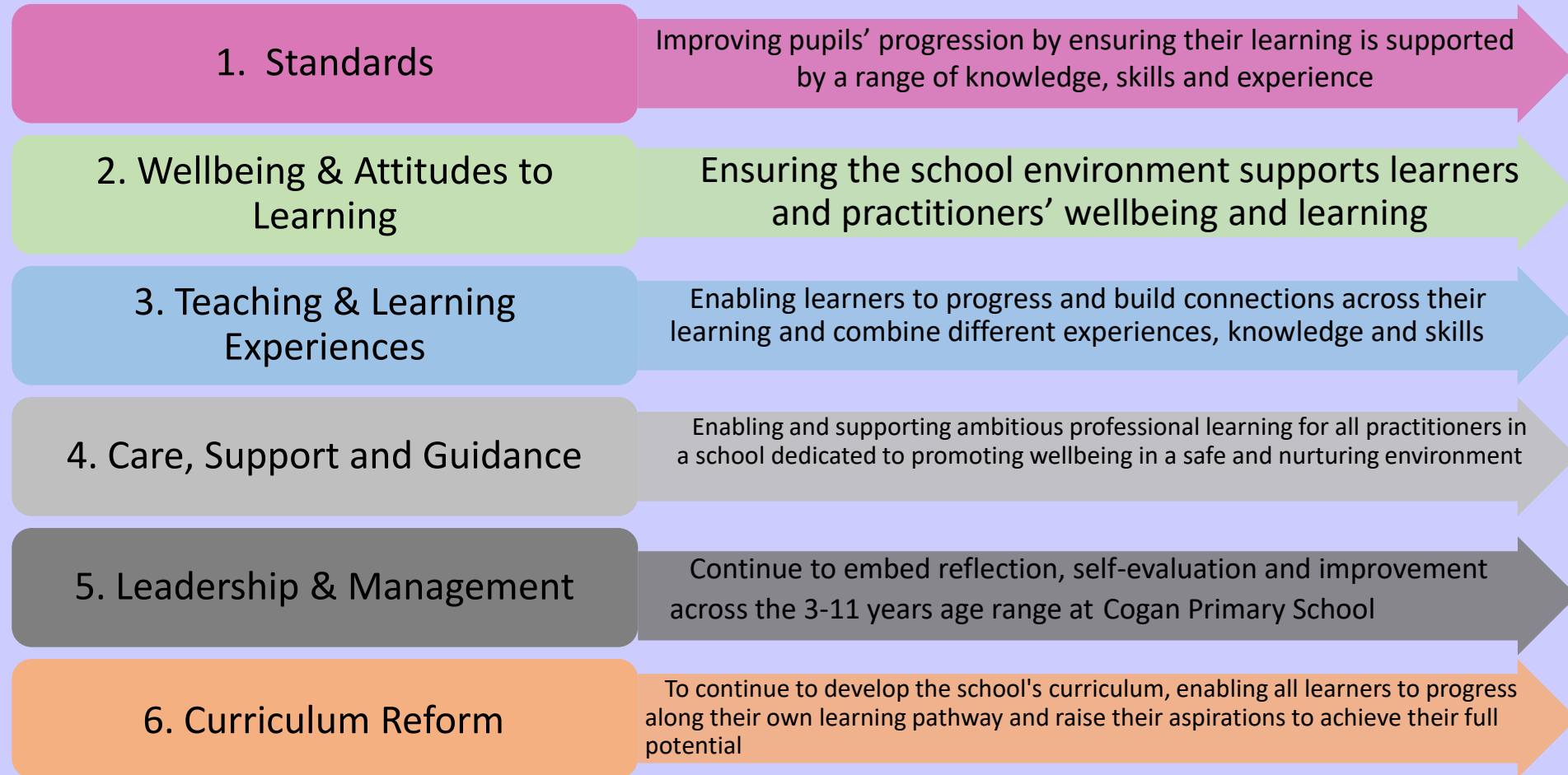
September 2022 – August 2025

Ysgol Gynradd Cogan Primary School

2022-2025

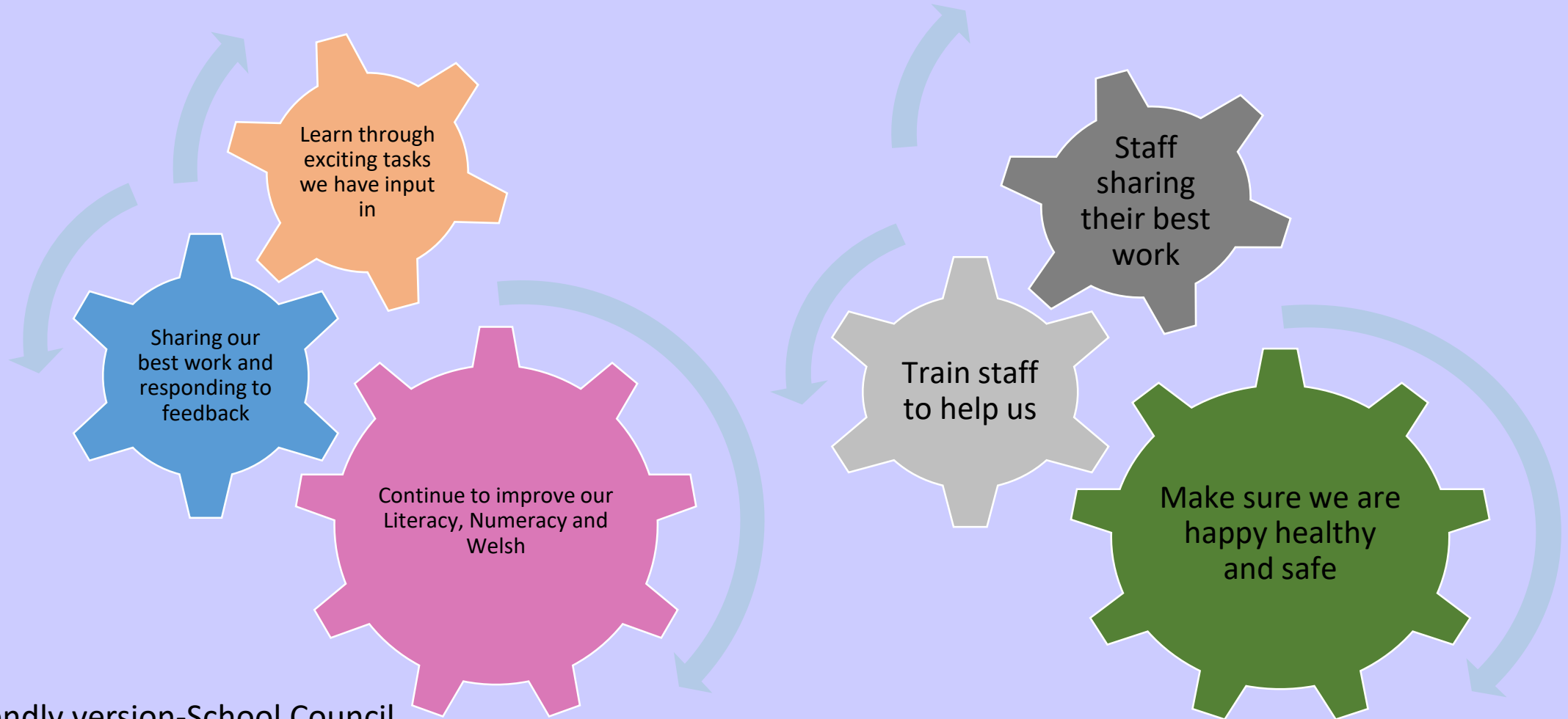


Encourage Effort : Celebrate Success



Ysgol Gynradd Cogan Primary School 2022-2025

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Child friendly version-School Council
statements

Ysgol Gynradd Cogan Primary School

2022-2025

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Our Vision

Cogan Primary School is a safe, secure and welcoming community, where all are respected and valued.

In partnership with parents we aim for our children to achieve their personal best: academically, socially and emotionally. Every child is valued as an individual. We set high standards for all children and challenge and stimulate them towards excellence; as we guide our children on the road to success where they can achieve their ambitions and fulfil their potential.

Our Core Values

Equality- We focus on our school as an inclusive school; we aim for learning achievement for all children.

Community-We promote our school being at the heart of the community, we bring together all groups with an interest in the school to work together for our children.

Learning- It encompasses a robust curriculum planning, sound assessment and links with strong performance management to ensure a creative and challenging curriculum.

Care- Wellbeing is at the heart of our school. We always go over and above to help each other, show compassion, affection and kindness to others. We care about ourselves, each other and our school.

Identity- we strive for excellent school improvement, raising standards and building a strong team with the capacity to lead others.

Our Aims

In Cogan School, we provide a safe, stimulating environment in which all children may be motivated towards independence of learning.

We aim to develop an awareness of the need for self-discipline in learning and social settings and to promote an atmosphere in which a child will feel confident to express opinions on cultural, social, emotional and educational issues.

We teach the skills to be compassionate, kind, caring and resilient and ensure our children have a say in their learning and school life.

Our children and staff are able to collaborate and connect with each other and form positive relationships.

We have strong connections with our community, communicating and supporting our families.



Cwricwlwm Llais- Voice Curriculum

A balanced and creative curriculum - Cogan Primary School

'Encourage Effort: Celebrate Success'

Llais lessons are driven by the 4 purposes and 6 Areas of Learning and experience which provide engaging and enriching experiences. Key skills of Literacy, Numeracy, Digital Competency and Welsh allow learners the opportunity to apply and develop the skills they have been taught in these key areas across other areas of the Foundation Phase and Key Stage 2 curriculum.

* Our new curriculum is designed to empower, nurture, inspire and value our children's ideas and opinions.

* It is a holistic approach which begins with an Immersion Day which is a day where learners take part in many exciting and creative activities to enthuse and inspire learners with their learning.

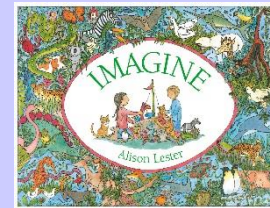
* The topic is child-led, with pupils sharing ideas and research for how and what they would like to learn during the topic.

* The children are then involved in the evaluation of their lessons which aids assessment and informs future planning.

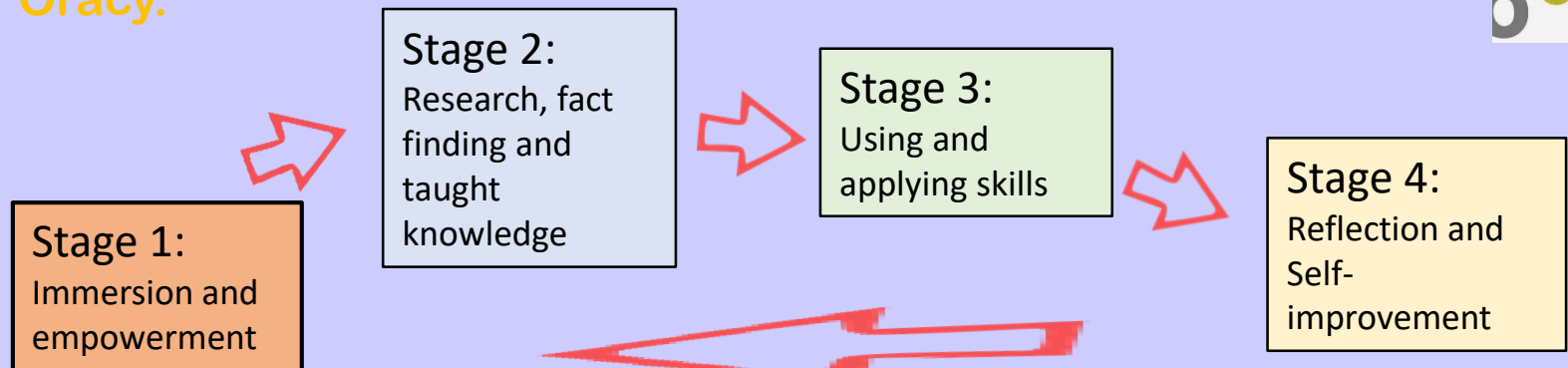
* The curriculum is designed for 21st century learning and encourages practical activities, research tasks and creative thinking.

* It nurtures a love of learning and encourages key skills, gaining knowledge, well being and school values.

Literacy starts with quality texts to teach knowledge and develop skills in spelling, phonics, writing, grammar, Reading, sentence structure and Oracy.



Numeracy is taught using mathematical knowledge, applying, reasoning, challenging and moving into the abstract.



The world we live is constantly changing, we want our children to address current issues and develop thinking skills, adaptability, resilience and responsibility as informed citizens. Our new curriculum enables us to prepare our children for future careers and citizenship within our community.

Summary of the New Curriculum for Wales



- *information on how practitioners, learners, parents, carers and the wider community have been engaged to inform the curriculum's development;*

- Over the last four years we have been developing our New Curriculum for Wales- Llais Curriculum (Pupil Voice). We have used expertise and all practitioners within and outside of school have been engaged. For example, curriculum workshops, training events, Inset training, monitoring, evaluation and review processes, parent/carers questionnaires, Standards and Provision Governor committee meetings have met termly and fed back to the full governing body.
- Pupil involvement has taken place through half termly Llais group sessions, as well as pupils driving and leading their learning through a co-constructive curriculum.
- The curriculum is both proactive and reactive to changes within the local, national and global community. Our curriculum is broad, balanced and flexible in its design and purpose.
- Collectively we created a set of non-negotiable areas of study with our cluster schools, which focused on knowledge, skills and experience. These become the foundation for our curriculum design.

Summary of the New Curriculum for Wales



- how the curriculum meets the required elements set out in this national framework, starting from the four purposes;

- The four purposes are at the heart of our new curriculum. We have followed the Schools as Learning Organisation model for Wales which provides a framework for our curriculum.
- The required element of developing a shared vision, centred on the learning of all learners, has been carefully considered and applied.
- Having gained a common understanding of what the four purposes of the curriculum for Wales would mean for our learners, we then audited our current schemes of learning. This allowed us to celebrate what we did well and identify areas for improvement.

Summary of the New Curriculum for Wales



- information on how the school is approaching learning progression and its arrangements for assessment; and

- Collaboration within the school community has resulted in a multi-layered, universal cycle of assessment which places the child at the centre and answers the question '*How do you know a child is making progress in their learning?*'
- Staff have engaged with the Progression Steps, Statements of What Matters, The Skills Frameworks and curriculum guidance.
- We strongly value pupil voice and support children in identifying next steps in their learning. This is achieved collaboratively through Individual Progression Reviews (IPRs) and Progress Meetings. For example, children will have designated time to meet with their class teacher to talk about their learning progress.

Summary of the New Curriculum for Wales



- how the curriculum will be kept under review, including the process for feedback and ongoing revision'.

- The curriculum is reviewed termly as part of the School Improvement Process. AoLE leads (in collaboration with staff and listening to learners) annually develop Action Plans, which then feed directly into the School Improvement Plan (SIP).
- A review of priorities and targets within the SIP takes place with all staff on a regular basis.
- A detailed map of curriculum development which spans three years facilitates the process for feedback and ongoing revision.

Progress on Previous School Improvement Plan (SER)

2019-2022



R1. Raise standards in Welsh oracy in key stage 2.

Cymraeg Campus Charter Continuation of weekly Welsh assemblies in both FP and KS2 focussing on Welsh oracy skills through stories and songs – both in FP and KS2.

Criw Cymraeg within each class, Criw Cymraeg. Llais group who are continuing to promote the use of incidental Welsh and raise the profile of what it means to be Welsh.

Welsh phrase of the week is provided for FP and KS2 to use during the week.

Criw Cymraeg awards as part of monthly Proud to Present Assemblies – recognising those who made a special effort with Welsh.

Welsh curriculum workshop during an Inset session reminding teachers of the requirements of Welsh within the LLC AoLE.

INSET session (26.09.22) on teaching and learning in Welsh to support staff in effectively delivering Welsh lessons.

Children receive Class Dojo points for using incidental Welsh phrases – already seen a positive attitude and enthusiasm to use Welsh across the school

Welsh Action Plan feeds into the SIP – working to develop a Welsh character and a Pod Siarad (in the playground) to encourage children to use Welsh at playtimes and lunchtimes.

R2. Improve pupils' ability to influence and to lead their own learning.

Llais groups have been able to revert back to their original structure with the mixing of children from Years' 2 to 6. Some Llais groups have been re-branded to allow them a greater range of possible projects i.e. Sustrans has become the Active Ambassadors and the creation of a new group – the Creative Crew. All Llais groups are essential for pupil voice, developing the Four Purposes and improving the school. Our Four Purpose characters have been re-introduced to the children and their profile raised through Key Stage assemblies and in the presentation of our monthly Proud to Present assembly. Each class will be given a School Improvement priority, classes will write an action plan and work towards targets to improve the school, improve the local community and work towards Global Goals. Teachers and LSAs continue to provide opportunities for the children to participate in whole school and local initiatives such as being Super Ambassadors and contributing to the Vale's new Anti-Bullying policy.

Llais groups will provide opportunities for children to feel valued, raise their self-esteem and make sense of a world which is constantly changing.

Progress on Previous School Improvement Plan 2019-2022



R2. Improve pupils' ability to influence and to lead their own learning.

Llais Curriculum -Teachers continue to involve the children in leading their learning within a variety of topic areas

Providing authentic opportunities to develop and apply literacy, numeracy and digital skills, embedded in all learning across a broad and balanced curriculum, remains a priority of the School Improvement Plan.

Allowing staff greater flexibility means they can be responsive to current local/national/global events and introduce topics which engage and interest learners.

Staff will combine learning of the past with more modern-day issues and dilemmas which face us in society, for example, the Year 6 topic on '**Conflict**' covers WW2 with more current topics such as asylum seekers, sustainability, and global pandemics!

During the summer term, Inset sessions have focussed on Assessment of the Humanities AoLE as well as other areas of the Curriculum for Wales and how this will look at Cogan and within the Penarth cluster – SS has started the debate at a HT level

Further Inset sessions have looked at planning formats to incorporate the Descriptions of Learning and What Matters statements from the new AoLE documentation – we have a way forward, which staff will implement for their Humanities planning, for the second half of the Summer term.

This new planning format will allow AoLE leaders to monitor skills and progression across the school and identify any gaps in our curriculum.

All AoLE leads have provided curriculum workshops, including humanities, for teachers to provide further leadership, guidance and support in developing the Llais curriculum.

The exhibition at the Turner House Gallery was an excellent example of our Llais Curriculum in action. The children working with Haf Weighton to create art work /models with a purpose. The skills the children gained from that project covered many AoLE.

DB has created a 'Curriculum Journey' PowerPoint which details the development of Cogan's brand of the *Curriculum for Wales* and the planning and implementing stages we have been through over the last 3 years.



Strengths resulting from SIP 2019-2022:

S1 Many identified individuals who are operating at low levels have improved in procedural numeracy skills.

S2 Most pupils in Upper Primary show an improvement in Welsh Oracy levels identified through Incerts.

S3 Most pupils are able to use higher order Reading skills of inference and deduction confidently.

W1 Nearly all pupils are happy and have the ability to influence and lead their own learning; and are safe and well.

W2 Nearly all pupils have opportunities to express opinions and contribute to school improvements.

T1 All teachers and LSAs to have the opportunities to share excellent practice.

T2 All teachers have a raised awareness and use the New National Teaching Standards to demonstrate improvement in their own practice.

T3 Nearly all pupils are happy and have the ability to influence and lead their own learning.

C1 All pupils have received the appropriate support to enable at least expected progress in attainment and wellbeing.

C2 All staff have received appropriate training to meet the needs of their pupils in new developments.

L1 Nearly all teachers demonstrate excellent teaching and leadership.

L2 New teachers and LSAs are up-skilled and settled at Cogan Primary School.

C1-C5 An enhanced curriculum that is exciting and engaging and raises standards for all groups of learners.

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Three-Year Priorities 2022 – 2025 –Areas for Development

2022-23				
1 - Standards	2 – Wellbeing and Attitudes to Learning	3 – Teaching and Learning experiences	4 – Care Support and Guidance	5 – Leadership and management
<p>Welsh Oracy KS2/Writing</p> <p>Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience.</p> <p>Reducing the impact of poverty on learners’ progression and attainment.</p>	<p>Continue to develop wellbeing strategies across the school – Whole School Approach to Emotional and Mental well-being</p> <p>RSE development and policy</p> <p>Developing learner and teacher progress meetings</p>	<p>Pupils ability to influence and lead their own learning</p> <p>Continue to embed Llais curriculum-AOLEs/4 purposes</p> <p>Developing a Penarth Cluster framework of non-negotiable skills, knowledge and learning experiences. Ensuring High Quality Teaching. Develop a Forest Schools programme</p>	<p>Continue to develop the New ALNET Act-PCP/IDPs</p> <p>Mental Health First Aid trained LSAs</p> <p>ELSA trained LSAs</p> <p>Continuing to develop community focused projects. Inclusion-Equality</p> <p>Human Rights compliance-Update Policy</p>	<p>Amalgamation of the nursery</p> <p>Update Prospectus, Website and Policies for the extended age range in collaboration with Governors</p> <p>Governance of Primary School 3-11years</p> <p>Continue with the Strategic Direction of new curriculum-cluster working</p>

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Three-Year Priorities 2022 – 2025

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2023-24				
1 - Standards	2 – Wellbeing and Attitudes to Learning	3 – Teaching and Learning experiences	4 – Care Support and Guidance	5 – Leadership and management
<p>Welsh Oracy KS2/Writing</p> <p>Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience.</p> <p>Reducing the impact of poverty on learners' progression and attainment.</p> <p>Improve narrative and extended writing</p>	<p>Continue to develop learner and teacher progress meetings</p> <p>Pupils ability to influence and lead their own learning</p> <p>Strategies for learner assets- developing independence and independent learning</p>	<p>Evaluate how we raise achievements- assessing progress in learning-MAT</p> <p>Pupils ability to influence and lead their own learning</p> <p>Developing a Penarth Cluster framework of non-negotiable skills, knowledge and learning experiences. Ensuring High Quality Teaching</p>	<p>ALNET Act continuing to develop excellent practice across the school/HRB</p> <p>Further increase and maintain partnerships with parents and carers.</p> <p>Development of a new ALNco and Family Liaison Officer</p> <p>Whole School approach to Mental Health and Wellbeing</p>	<p>Continue with the Strategic Direction of new curriculum- Evaluate the Llais curriculum and groups- developing practice from the nursery and throughout the school.</p> <p>Developing a role of Family Liaison Officer</p> <p>MER-NREI tool kit</p>

2024-25				
1 - Standards	2 – Wellbeing and Attitudes to Learning	3 – Teaching and Learning experiences	4 – Care Support and Guidance	5 – Leadership and management
<p>Welsh Oracy KS2/Writing</p> <p>Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience.</p> <p>Reducing the impact of poverty on learners' progression and attainment.</p>	<p>Audit and evaluate wellbeing and attitudes to learning across the curriculum</p> <p>Pupils ability to influence and lead their own learning</p>	<p>Develop a cross cluster approach to moderation of progression</p> <p>Continue to develop excellent learning and teaching</p> <p>Developing a Penarth Cluster framework of non-negotiable skills, knowledge and learning experiences. Ensuring High Quality Teaching.</p>	<p>ALN Act</p> <p>Revisit our Care, support and guidance initiatives</p> <p>Mental Health First Aid. Whole School approach to Mental Health and Wellbeing</p>	<p>Continue with the Strategic Direction of new curriculum</p> <p>Middle leaders</p> <p>Developing new staff members</p> <p>MER-NREI tool kit</p>

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1. Standards

Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience

S1 Improve skills and knowledge, at a deeper level, for all pupils in mathematics and numeracy

S2 To promote more Welsh spoken in class and around the school

S3 Improving pupils' progress and application of Literacy skills across the curriculum- to further improve narrative and extended writing across the school

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2. Wellbeing & Attitudes to Learning

Ensuring the school environment supports learners and practitioners' wellbeing and learning

W1/3 Improved whole school approach to Emotional and Mental Wellbeing

W2 Improved teaching and learning using the Relationships and Sexuality Education code (RSE)

W4 Greater opportunities and experiences provided for pupils to take part in competitive sports

W5 To develop strategies and learning assets that promote independence and independent learning across the school

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3 . Teaching & Learning Experiences

Enabling learners to progress and build connections across their learning and combine different experiences, knowledge and skills

TL1 To Co-construct a curriculum which promotes a broad range of knowledge, skills and experiences- Develop a Forest Schools Programme

TL2 To create worthwhile opportunities for pupils to respond to teachers' feedback

TL3 To improve Teaching and Learning standards across the school

TL4 To listen to pupils as they engage with their learning and supporting them in achieving their aspirations

TL5 To develop and reinforce numeracy skills independently within the Early Years

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4. Care, Support & Guidance

Enabling and supporting ambitious professional learning for all practitioners in a school dedicated to promoting wellbeing in a safe and nurturing environment

C1 All pupils to receive appropriate support to enable at least expected progress in attainment and wellbeing

C2 To further develop as a Trauma Informed School

C3 To provide opportunities to support staff wellbeing and mental health

C4 To improve how we involve, engage, and communicate with protected groups about our work and decisions

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5. Leadership & Management

Continue to embed reflection, self-evaluation and improvement across the 3-11 years age range at Cogan Primary School

- L1 To ensure the smooth amalgamation to provide a combined setting from 3-11 years
- L2 To build capacity amongst the Governors for the extended age range
- L3 To successfully induct and combine staff members becoming one school
- L4 To successfully induct a new staff member and develop a full time role of ALNco /Family Liaison Officer

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6. Curriculum Reform

To continue to develop the school's curriculum, enabling all learners to progress along their own learning pathway and raise their aspirations to achieve their full potential

CR1 Use new AOLES and develop further our Llais curriculum

CR2 Refocus on STEM related activities to enhance critical thinking and innovation

CR3 To provide all children with opportunities to perform music and learn an instrument / experience different instruments

CR4 To assess the coverage, themes and non-negotiables in the humanities AOLE

CR5 To develop an enquiry approach, researching new concepts in Teaching and Learning

CR6 To embed the 'Curriculum for funded non-maintained nursery setting' in the Nursery teaching, learning and assessment

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Universal Cycle of Assessment

Baseline
Nursery / Reception baseline
Independent writing observation
Single Word Spelling Test (SWST)
Salford Reading Assessment
Phonic Assessment
Big Maths
Louven / SELFIE
WellComm
Renfrew

How will we know children are making progress?

Summer Term
Personalised Assessments
Maths Assessment of Learning and Teaching (MaLT)
Non-verbal reasoning
Learner Progress Reports

Progress Meeting Individual Progression Review (IPR)

ALN
7 Week Process for pupils identified as possibly having ALN

Annual IDP reviews for children identified as having ALN

Progress Meeting

End of Autumn Term
Independent writing observation
Phonic Assessment
Big Maths

Progress Meeting

Spring Term
Phonic Assessment
Single Word Spelling Test (SWST)
SELFIE
Big Maths
Salford Reading Assessment

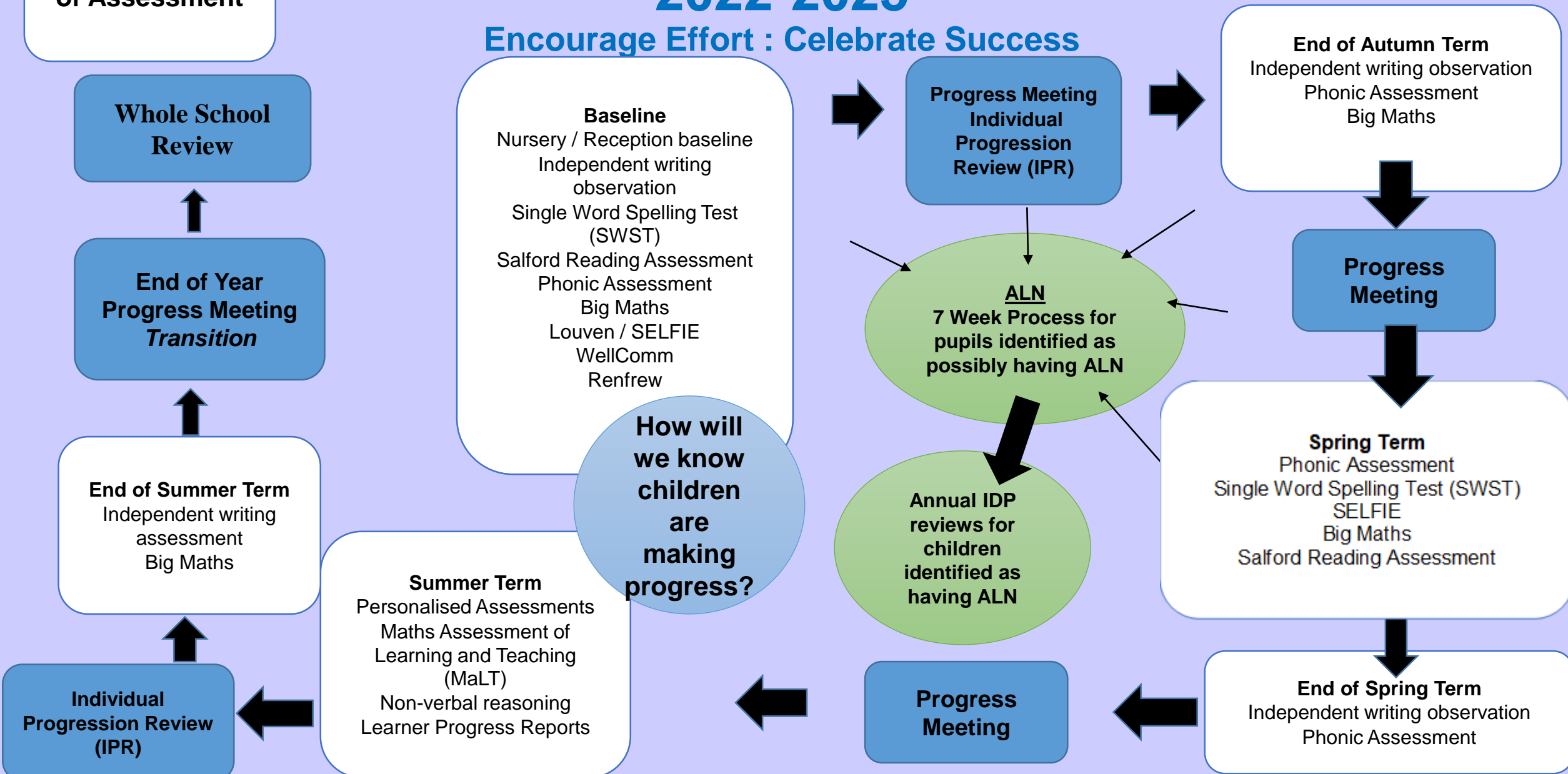
End of Spring Term
Independent writing observation
Phonic Assessment

Whole School Review

End of Year Progress Meeting Transition

End of Summer Term
Independent writing assessment
Big Maths

Individual Progression Review (IPR)

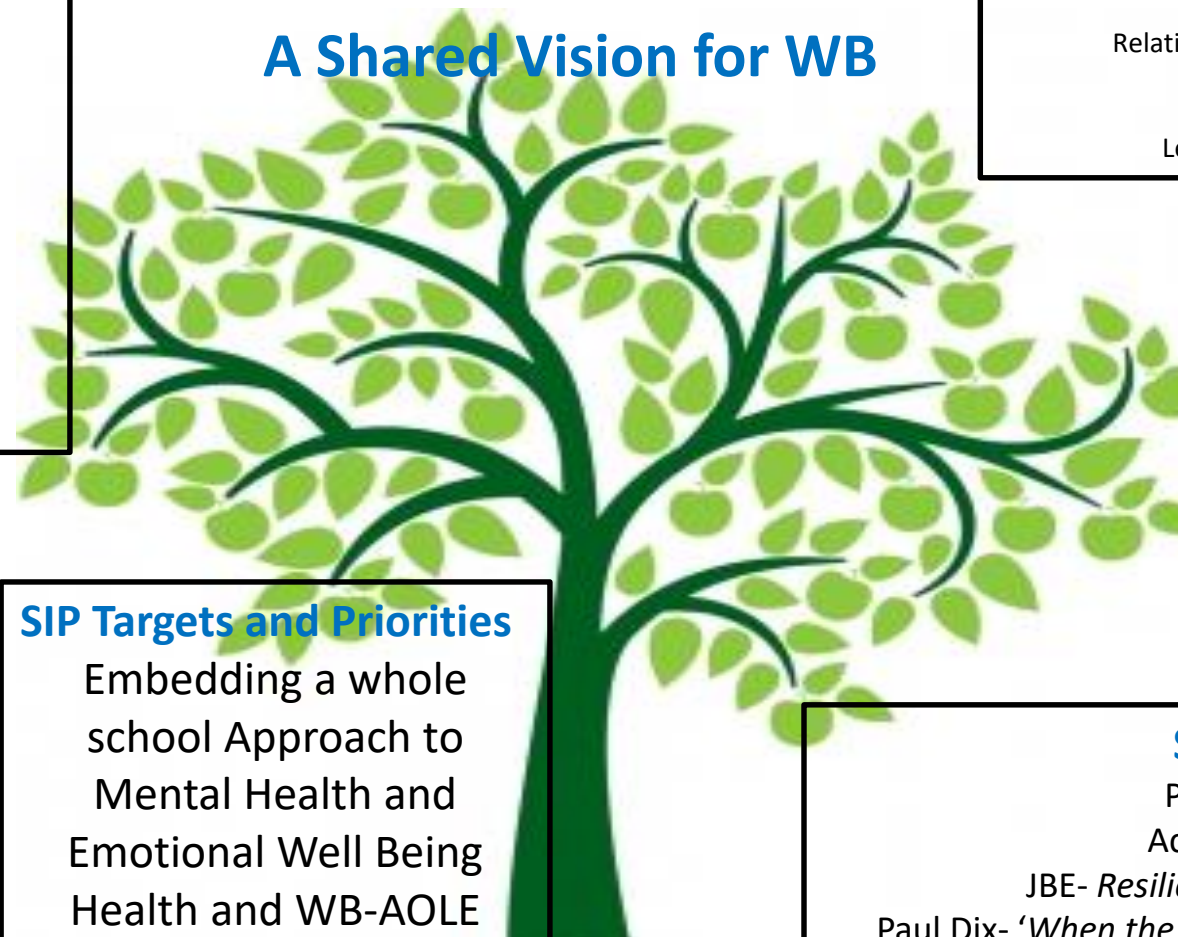


Cogan Primary School Community Wellbeing



Tree

A Shared Vision for WB



Policies

Positive Relationships
RSE
Safeguarding
Anti Bullying
ALN
E-Safety
UNCRC
UNCRPD
Curriculum for Wales

Interventions

ELSA
Motional
Relationship-based play therapy
Playground Buddies
SELFIE survey
Leuven scale SHURN

Initiatives

Llais Curriculum/Groups
Wellbeing Questionnaires for Parents and Staff.
Forest School
PCR Approach/One Page Profile
Additional Learning Needs
Trauma Informed Schools (TIS)
Jigsaw
Action For Happiness-Great Dream
Real PE

Extra Curricular Activities

Sports Clubs
Breakfast Club
Cookery
Creative Club
Choir
Languages Club
Story
Eco

SIP Targets and Priorities

Embedding a whole school Approach to Mental Health and Emotional Well Being
Health and WB-AOLE
Cluster working

Staff Training

Perform and Grow
Action for Happiness
JBE- Resilience and Emotional Health
Paul Dix- 'When the Adults Change –Everything changes'
TIS

Homework
Volunteers

Homework

Outside Agencies

SLT/Teaching Staff/LSAS

Learners

Parents/carers

Governing Body

Wider School Community



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Information about the Curriculum for Wales

For more information, please visit:

<https://gov.wales/education-changing>

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-a-guide-for-parents/>

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-easy-read/>

<https://www.youtube.com/watch?v=SCMLnc8IMxE&t=0s>