



Stranmillis Primary School

SCHOOL DEVELOPMENT PLAN

2024 – 2027



Evaluations 2023/24

<i>The evidence upon which our evaluations are based:</i>	
<ul style="list-style-type: none"> • Book Scoops • PTE & PTM standardised scores P3-P7 • NNRIT/NGRT P3 • CAT P4 and P6 • Accelerated Reader Data 	<ul style="list-style-type: none"> • Curriculum Planners • Wall displays • iPad evidence • IEP targets, Booster Plans, and outcomes. Special Needs Register
<ul style="list-style-type: none"> • Photos & work saved on Google Drive • Evidence from sharing good practice sessions • Feedback from parents, pupils & staff • Classroom observations • Curriculum Team Reports 	
<i>We have identified the following strengths in our provision:</i>	<i>We intend to share the following strengths more widely across the school:</i>
<ul style="list-style-type: none"> • The high standards achieved by pupils. • The targeted SEN provision & significant improvements made by those pupils identified as needing SEN support. • Early intervention. • The high expectations for our pupils & robust M & E cycle. • The robust identification of underachievement & significant improvement made by pupils targeted for support. • Effective CPD sessions & sharing of good practice. • The quality of the Pastoral Care. • The PDMU/Wellbeing curriculum which is continually building links within & outside our school community. • The wide & appropriate use of technology to support teaching & learning. • The contribution made by Classroom Assistants. • A positive & collaborative team of teachers & non-teaching staff who support each other. • The excellent resources in the community & in school to support outdoor learning. 	<ul style="list-style-type: none"> • Mental Maths Strategies
<i>We have identified the following areas for further development:</i>	
The areas not prioritized will be progressed, outside the SDP, by the appropriate leaders / teams, or considered for development in future years.	
Main Development Priorities (for action planning)	<ol style="list-style-type: none"> 1) Raising the standard of experiences & opportunities in teaching & learning for pupils through developing highly effective pedagogy. 2) Using the new outdoor resources to their maximum potential to enhance learning in the outdoors for all pupils. 3) SEN - Continuing to upskill teachers in supporting pupils with additional needs & implementation of the SEND transformation.
Areas for future consideration or for maintenance and review plans	<ul style="list-style-type: none"> • The teaching of phonics & ensuring a consistent approach to spelling throughout the school. • Guided reading & reading resources across the school. • Identifying high quality apps to support learning • Evaluation of Block Planners to ensure full coverage of the curriculum, including RE • The development of RE to include other faiths or celebrations.

Development Priorities

Envisaged Timescale: 3 years

Development Priority Issue	High Quality Teaching	Targeted Support	Wider Strategies
<p>1. Pedagogy</p> <p>Recap on learning on effective pedagogy form CPD in 23/24.</p> <p>Embed the learning in practice.</p>	<ul style="list-style-type: none"> • Agree highly effective pedagogy & expectations for classroom practice. Use these as a benchmark for observations. • Raise awareness of strategies in teaching & learning to engage all children across 4 key areas – Challenge & Engagement, Differentiation, Assessment & Feedback & Questioning. • Explore effective differentiation which is planned for & implemented in most lessons to ensure all children are appropriately challenged. • Reflect on tasks presented & how these can be adapted to provide more opportunities for children to be creative. • Develop high quality practice in questioning to deepen thinking & learning for children. Provide opportunities for children to develop their questioning & encourage them to be inquisitive. • Agree a consistent approach to assessment & feedback from P1 – P7. 	<ul style="list-style-type: none"> • Discuss, agree & evaluate an approach to assessment in P1 – P3 which will establish a baseline for all pupils facilitating appropriate groupings for targeted learning & support. • Discuss, agree & evaluate a consistent approach to formative assessment across the school which is purposeful & leads to positive impact on pupil outcomes. • Discuss, agree & evaluate an approach to feedback which is purposeful, efficient & helps children to move on in their learning. • LSC advise of reasonable adjustments & specific strategies which teachers can put in place to provide targeted support for children with barriers to learning. 	<ul style="list-style-type: none"> • Provide time within the time budget for teachers to: <ul style="list-style-type: none"> ✓ engage in professional dialogue through facilitated & directed sessions. ✓ meet in Learning Hubs to reflect on practice. ✓ agree & share best practice. • Facilitate observations within Learning Hubs & where high quality practice is identified share across the school.
<p>2. SEND</p> <p>Raise awareness of changes in SEND & our whole school provision map. Upskill staff in additional provision strategies.</p>	<ul style="list-style-type: none"> • Liaise with staff, offering advice where pupils identified with SEN or additional needs are not responding to support put in place. • Liaise with CAs/teachers to monitor pupil wellbeing & progress of pupils identified with SEN or additional needs. • Liaise with teachers/CAs/parents/ pupils to write IEPs or Booster plans. • Implementation of the SEND transformation model • Raise staff & parent awareness of the Whole School Provision Map through which all learners with additional needs are supported. • Through facilitated & directed sessions, provide teachers and CAs with the skills and knowledge to support all children with additional needs within their classroom through the Whole School Provision Map. (To include differentiation, reasonable adjustments and learning support.) • Maintain child centred provision for pupils as the SEND transformation model is further implemented. Including the Local's Team Model, Graduated Response Framework, PLPS and specific support tools. 	<ul style="list-style-type: none"> • Providing support to overcome specific barriers to learning through nurture support, time in the sensory room, movement breaks, peer buddy system- See Whole School Provision Map 	

<i>Development Priority Issue</i>	<i>High Quality Teaching</i>	<i>Targeted Support</i>	<i>Wider Strategies</i>
<p>3. Outdoor Learning & Play</p> <p>To ensure outdoor spaces are used for active, purposeful learning activities. All children in FS are accessing outdoor play/learning daily. To extend use of the local community for outdoor learning.</p>	<ul style="list-style-type: none"> • Raise staff awareness of the value, purpose, and expectations of outdoor learning. • Raise staff awareness of best practice in outdoor learning. • Encourage teachers to prepare open-ended, active learning activities. • Encourage children to access freely a wide range of high-quality, open-ended resources to maximise learning with the support of the adult. • Encourage staff to make use of the local community areas to enhance outdoor learning and play. • Meet with teaching and non-teaching staff to walk through resources and to discuss expectations for their use. • Professional development session with non-teaching staff on effective questioning to deepen learning. • Model or provide examples of high-quality outdoor learning activities. Give opportunities for sharing good practice. • All adults encouraged to spend time modelling the access of resources, their proper use and how to store after play. 	<ul style="list-style-type: none"> • Depending on their needs, pupils with additional needs will receive individual support from CAs to support them in fully accessing outdoor learning e.g. visuals. • Pupils with additional needs may be given opportunity to explore the new resources at a quieter time in a smaller group if appropriate. 	<ul style="list-style-type: none"> • Get feedback from teachers and classroom assistants on the success of the outdoor provision. • Creation of extra resource boxes to promote access to outdoor learning in all weathers. • Resources are stored in easy to access units with boxes labelled using words and pictures. • Allow time for access and storage of resource routines to be embedded. • Set up an electronic calendar for booking of outdoor spaces. • Engage parents through the delivery of a parent workshop on the benefits of outdoor learning and play • Provide contact details for local community sites e.g. the community garden and suggest activities.

Targets: To have an agreed & shared understanding of highly effective pedagogy.
 To develop a whole school agreement regarding highly effective pedagogy.
 To provide pupils with opportunities to develop their creativity through challenging & engaging activities that stimulate their thinking.
 To have an agreed & consistent approach to assessment & feedback across the school.

Where are we now?

Most teachers participated in a facilitated programme exploring effective pedagogy 23/24.

Most teachers have had time to reflect on personal practice & implement changes to improve on current practice.

Baseline assessments are used in P1.

Summative assessments are robustly analysed & used to inform future priorities & practice.

Approach to feedback is based on teacher preference.

The school community has agreed a vision to inspire pupils to be creative.

October/November/December

Conduct pre program survey.

Facilitated sessions revisiting 4 key areas of pedagogy explored in 23/24. **X 4hrs LW/PA to lead**

Agree consistent approaches to feedback & assessment. **X 1hr PA to lead**

Review Block 3 Connected Learning Planners to show opportunities for pupils to develop their creativity & plan implementation of the key areas. **X 1 hour JMCK/OMcL**

Learning Hubs – Peer observations, all staff to observe & be observed once with follow up

March/April

Observations

Review & improve Block 5 Connected Learning Planners to show opportunities for pupils to develop their creativity & plan implementation of the key areas. **X 1 hour JMCK/OMcL**

Agree a draft agreement re: highly effective pedagogy. **LW/PA to lead x 1hr**

Learning Hubs – Peer observations, all staff to observe & be observed once with follow up debrief.

Year 2 & 3

Monitoring of classroom practice through observations.

Time provided for teachers to review Block 1 & Block 2 Connected Planners.

Where we want to be

An agreement on highly effective pedagogy will be in place.

Classroom observations will show that practice across the school reflects the agreement.

Teachers will have agreed a consistent approach to formative assessment & feedback for improvement.

Opportunities for pupils to develop their creativity will be highlighted in planning & will be evident in classroom observations.

Pupils will demonstrate increased skills in problem solving.

Pupil responses to open-ended tasks given will show increased creativity in their thinking.

Pupils will be appropriately challenged, engaged & motivated to learn.

January/February

Review & improve Block 4 Connected Learning Planners to show opportunities for pupils to develop their creativity & plan implementation of the key areas. **X 1 hour JMCK/OMcL**

Sharing Good Practice Sessions: PA to arrange for specific teachers to share their practice. (To raise awareness of highly effective approaches being taken & so inform future agreement on highly effective pedagogy. **X 2hrs PA**

May

Complete post program survey. **All staff x 0.5 hr**

Gather Student Feedback about strategies used in class that help them to learn. **LW/PA**

Data analysis. - **LW**
 End of program evaluation – **All staff x 0.5 hr**

Monitoring and Evaluation Record – Professional Development

Success Criteria			Monitoring Activity	Impact	Further Action
An agreement on highly effective pedagogy will be in place.			End of year evaluation		
Not Achieved	Partially Achieved	Achieved			
Classroom observations will show that practice across the school reflects the agreement on highly effective pedagogy.			Classroom observations <ul style="list-style-type: none"> • Peer • VP • P Sharing Good Practice sessions (Jan & Feb)		
Not Achieved	Partially Achieved	Achieved			
Teachers will have agreed a consistent approach to formative assessment & feedback for improvement.			Book Scoop – Yr Group Co-ordinators, VP Classroom Observations as above		
Not Achieved	Partially Achieved	Achieved			
Pupils will demonstrate increased skills in problem solving. Pupil responses to open-ended tasks given will show increased creativity in their thinking. Pupils will be appropriately challenged, engaged & motivated to learn.			Data Analysis - May Curricular Team Reports - May Book Scoop – Yr Group Co-ordinators, VP Classroom Observations Pupil Voice		
Not Achieved	Partially Achieved	Achieved			

Targets: 1. To continue to provide teachers and CAs with the skills and knowledge to support all children with additional needs within their classroom through the Whole School Provision Map and to disseminate this information to parents.
 2. To implement the SEND transformation model including the Local's Team Model, Graduated Response Framework, PLPS and specific support tools.

Where are we now?

(Baseline)

The Whole School Provision Map is in place including the Reasonable Adjustment Register

Stranmillis Primary School is a Dyslexic Friendly School

Information on SEND and the current transformation model has been disseminated to staff

Current SEN policy is in place

August – September

LSC to lead a teacher refresher session on supporting children with additional needs. Including information on the current SEND system, the COP, SEN Register, Whole School Provision Map, reasonable adjustments, differentiation, dealing with private reports and creating a dyslexia friendly classroom which supports children with literacy difficulties.

LSC to lead a parent information session to raise awareness of the support available for all children in school. Including information on the Whole School Provision Map, Reasonable Adjustment Register, SEN Register and dealing with private reports.

Jan- March

LSC to disseminate information from the SEND Transformation Team to the SEN Team including the move to the local's team model in 2025 and the Graduated Response Framework.

The SEN team is to consider how this impacts our provision within school and pupil access to Stage 2 Support Services.

LSC to attend training in implementation of PLPs and begin to train teachers. (EC x1 hour)

Teachers are given time to implement 2 strategies and a sharing of good practice session will focus on what worked well. (EC x1 hour)

Year 2/Year 3

The SEN team consider the impact of the local team's model (to be fully implemented in 2025) the Graduated Response Framework and the Request for Involvement Form & plan next steps.

Oct -Dec

LSC to lead a CA awareness session on supporting children with additional needs through the Whole School Provision Map and Reasonable Adjustments.

Teachers are given time to explore the Literacy Inclusion Toolkit (LIT) including the core 6 curriculum-based chapters -Speech, Language & Communication (SLC), Executive Function, Phonological Awareness & Phonics, Reading, Spelling and Writing. They are given time to reflect upon the guidance on 'the impact on learning' and 'recommendations for reasonable adjustments.'. (x1 hour to explore LIT Toolkit)

April - May

Consider a draft interim SEN policy taking into consideration the SEND Act.

Analyse data

Where we want to be

The teachers are using a continuum of provision through the Whole School Provision Map to support children with additional needs and SEN.

Reasonable adjustments are recorded, monitored, and updated in the Reasonable Adjustments Register in Private 7.

CA's are aware of the range of support available for children with additional needs and SEN.

Parents know their key partnership & are aware of the support available for all learners in school.

Pupils with additional needs will be accessing the curriculum fully through the support of early intervention identified in the SEN provision Map.

Barriers to learning will be reduced for pupils with additional needs & they will be reaching their potential.

Monitoring and Evaluation Record – SEND

Success Criteria			Monitoring Activity	Impact	Further Action
The teachers are using a continuum of provision through the Whole School Provision Map to support children with additional needs and SEN. Reasonable adjustments are recorded, monitored, and updated in the Reasonable Adjustments Register in Private 7.			Monitoring of the Reasonable Adjustment Register Informal classroom observations Book scoop for children on IEPs. (Term 2)		
Not Achieved	Partially Achieved	Achieved			
CA's are aware of the range of support available for children with additional needs and SEN. They support teachers in implementing specific support and provision.			CA Information session and feedback CA meetings Informal discussions		
Not Achieved	Partially Achieved	Achieved			
Parents know their key partnership & are aware of the support available for all learners in school.			Parental information session with questions and answers		
Not Achieved	Partially Achieved	Achieved			
Pupils with additional needs will be accessing the curriculum fully through the support of early intervention identified in the SEN provision Map Barriers to learning will be reduced for pupils with additional needs & they will be reaching their potential.			Data analysis including: PTE/PTM, CAT, NNRIT, NV/V/NGRT Analysis of: SEN Register Reasonable Adjustment Register Lexia and Mathletics data Children receiving Reading Partnership IEP targets		
Not Achieved	Partially Achieved	Achieved			

Targets: To ensure outdoor spaces are used for active, purposeful learning activities by all year groups.
 To have all children in FS accessing outdoor play/learning daily.
 To extend use of the local community for outdoor learning using Stranmillis College, YMCA community garden & YMCA forest school.
 To develop our culture of active travel by promoting the benefits for children and parents of walking, cycling, or scooting to school.

Where are we now?

(Baseline)

There are 2 new outdoor spaces and all teachers are using the outdoors for lessons twice a week.

Use of YMCA and Lagan Meadows is well-established from P4 up.

Outdoor play in Foundation Stage is twice a week.

1. September-December

AK and PA to organise the storage of outdoor resources.
 AK and JF to walk through resources with the teachers, then teachers to walk through with the children. **X 1hr**

AK and JF to meet with classroom assistants regarding outdoor provisions and expectations. **X 2 sessions of 1 hr**

To engage parents through collection of natural resources.

Sustrans to run 'Ditch the Stabilisers' & puncture repair sessions. Promote 'Cycle to School Week' by organizing a 'Bike Breakfast.' October - Promote a 'Walk to School Month'

AK and JF x 1 day each to monitor and observe practice. Twilight x 3hrs external facilitator

3) March/April

JF to make contact with YMCA Community Garden volunteers to arrange access and activities

Get feedback from teachers and CAs regarding which resources are most used and what activities they have been using them for. Use this feedback to order/reorganise resources. **X 1 hr**

To engage parents through information session on Outdoor Learning and Play.

Sustrans to run 'Cycle Skills' sessions for P4 – P6 , cycling proficiency sessions for P7 & 'Ditch the Stabilisers' for P3. Whole school participation in 'Big Walk & Wheel' event in March.

Share best practice. **X 1hr**

AK and JF x 1 day each to monitor and observe practice

Year 2 & 3

Buddy system where older children can guide the younger on how to use the resources

Older children (P7) to design a play activity for Nursery or FS

Monthly outdoor learning challenges

Where we want to be

All outdoor spaces and new resources are being accessed by all year groups to complete a variety of learning activities. Foundation Stage will be playing outside every day.

Pupils will be initiating & leading their own investigations, deepening their learning.

Pupils will be selecting independently the resources required for self-led investigations.

All pupils will access & return resources to storage space independently.

Pupils will show enthusiasm for & will be engaging fully in the learning.

P1 – P7 will have accessed Stranmillis Nature Trail and all pupils YMCA Community Garden.

Outdoor learning will have impacted positively on pupil well-being.

2) Jan/Feb

To organise "Lunchtime Boxes" that pupils can freely access at break/lunch

To organise weather boxes to support children's outdoor learning in all weather conditions.

All children in Foundation Stage to be accessing Outdoor Learning every day. AK and JF to monitor.

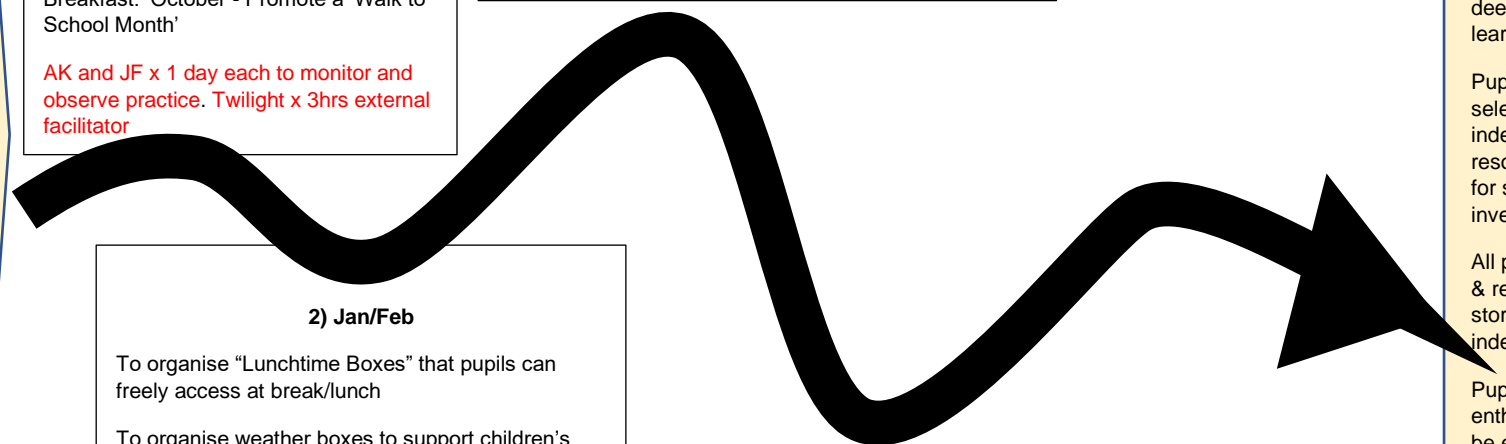
All children in P3-P7 to be taking part in active outdoor learning twice a week. AK and JF to monitor.

Share best practice **x 1hr**

4) May/June

Complete the Sustrans silver award assessment.

Arrange a forest school activity for all year groups.



Monitoring and Evaluation Record – Outdoor Learning & Play

Success Criteria			Monitoring Activity	Impact	Further Action
<p>All outdoor spaces and new resources are being accessed by all year groups. Foundation Stage daily, all other year groups at least twice a week</p> <p>All year groups except nurseys will have accessed Stranmillis Nature Trail and all pupils have accessed YMCA Community Garden</p>			<p>Monitor online calendar. Monitor photographic evidence on Google Drive ensuring representation from all year groups.</p> <p>Ask at briefing examples of how teachers have used outdoor spaces</p>		
Not Achieved	Partially Achieved	Achieved			
<p>Pupils will be initiating & leading their own investigations, deepening their learning.</p> <p>Pupils will be selecting independently the resources required for self-led investigations.</p>			<p>Classroom observations</p> <p>Photographic evidence</p> <p>Pupil Voice</p>		
Not Achieved	Partially Achieved	Achieved			
<p>All pupils will access & return resources to storage space independently.</p>			<p>Liaise with teaching and non-teaching staff each half term. Audit resources once per term.</p>		
Not Achieved	Partially Achieved	Achieved			
<p>Pupils will show enthusiasm for & will be engaging fully in the learning.</p> <p>Outdoor learning has impacted positively on pupil well-being.</p>			<p>Pupil voice. Survey a random sample of children across year groups, question understanding of outdoor learning (wellbeing, engagement, challenge and the impact) in term 1 and in May. Teacher survey on impact and value of using outdoor spaces. Classroom observations.</p>		

Finances

The following finances have been earmarked to support the development priorities in this SDP:

- i. £30,000 has been designated by PTA as final payment for phase 2 of The Outdoor Learning Project, equipping the back playground for outdoor learning.
- ii. £7,518 in the LMS budget has been earmarked to fund a teacher x1 day weekly to support in SEND.
- iii. Approximately £10,000 voluntary donations from parents will provide additional Reading or Accelerated Reader Books & support development of The Outdoor Learning & Play priority.
- iv. £1,500 has been earmarked from the school budget to release teachers from class for 5 days to develop outdoor learning & play.
- v. £5,000 has been ringfenced from private funds to support development of pedagogy, SEND & outdoor play & learning.

5. Links to other policies

References to the school policies summarising our strategies for each of these key areas	
School Ethos	Prospectus 2024 - 2025.pdf
Learning, teaching and assessment	Policies\Effective Teaching Agreement.pdf
	Policies\Curriculum Policy 2019.pdf
Effective use of ICT	Policies\Stranmillis Primary School eSafety Policy January 2017.pdf
Special Educational Needs	Policies\Stranmillis Primary School SEN&I Policy.pdf
Health and well-being - pupils	<i>To be completed 2024/25</i>
Health and well-being - staff	<i>To be completed 2024/25</i>
Attendance – pupils	Policies\Attendance Policy 2019.pdf
Attendance - staff	Policies\Support Staff Attendance Policy & Procedure March 2024..pdf
	Policies\Teacher Attendance Policy & Procedure march 2024..pdf
Child Protection	Policies\Safeguarding Policy August 2024.pdf
Promotion of positive behaviour	Policies\Addressing Bullying 2021.pdf Policies\Pastoral Care and Behaviour Policy.pdf
Professional development of staff	<i>To be updated 2024/25</i>

Non-Priority Areas

Maintenance Plans

2024/25

Coordinator Action Plan (non-priority area)

Coordinator: Jess Finney

Area of responsibility: Nursery Unit

Year: 2024/25

Term 1	Term 2	Term 3
What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>
<p>To create a workshop (in person or online) to enable families to better support their child's Early Maths development at home.</p> <p>To develop the continuous provision in the outdoor creative area, enabling children to freely access and put away a range of creative resources.</p> <p>To audit provision related to science and WUA, and research best resources to support children's development in these areas.</p>	<p>To increase children's independence at snack time so that an adult is not needed at the table throughout.</p> <p>To audit provision related to measurement in Early Maths to ensure development of mathematical language in this area.</p> <p>To develop opportunities for mark making in the provision, focussing on encouraging boys to make marks in their play.</p>	<p>To reflect on evidence gathering and observations to ensure they show breadth of the curriculum, are child-led and are worthwhile, and consider changes for next year.</p> <p>To enhance planting and growing opportunities in the provision and at YMCA community gardens.</p> <p>To reorganise road area of the outdoor area to ensure it can be used for a range of activities, rather than only bikes and cars.</p>
How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>
<p>Use NCTEM and EEF research and resources to create a workshop that gives parents a deeper understanding of Early Maths and how to support their child's development through play.</p> <p>Get feedback form parents on successful implementation of play activities related to Early Maths at home.</p> <p>Observe children in the outdoor creative area to see how they use the resources. Consider how to increase independence in the area, liaising with Nursery Cluster for successful strategies.</p>	<p>Implement self-selection of snack choices.</p> <p>Support children to gain independence and confidence in pouring all drinks.</p> <p>Use visuals to sequence snack routine.</p> <p>Include target language in planning. Adults to model Mathematical language using full sentences, especially comparisons.</p> <p>Ensure that resources related to measure are available for self-selection in indoor and outdoor provision, including tape measures and scales. Model their use.</p>	<p>Choose focus children and assess the quality and usefulness of their observations over the course of the year. Do they show progress? Are there enough child-initiated activities?</p> <p>Research different kinds of observations to ensure that adults are engaging with children, not writing, yet still gathering sufficient evidence.</p> <p>Discuss evidence gathering with other Nursery Teachers to find best practice.</p> <p>Liaise with parent contacts at YMCA to organise visits to the community gardens with local volunteers.</p>

<p>Carry out an audit of the science and WAU provision, eg, https://early-education.org.uk/wp-content/uploads/2021/12/Understanding-the-World-Audit-The-World.pdf and use the Primary Science Teaching Trust's resources https://pstt.org.uk/resources/play-observe-ask/ to consider how to improve scientific knowledge and development in the setting.</p>	<p>Have clipboards of different sizes in outdoor provision.</p> <p>Include opportunities for mark-making for a purpose in planning, eg., building plans, signs for the road, police officer's notebook, treasure maps.</p> <p>Ensure opportunities for large-scale mark making in the outdoor area.</p>	<p>Use parent expertise to further expand planting and gardening in the Nursery indoor and outdoor provision.</p> <p>Work with the children to reorganise the road / bike area. Use it as an opportunity for them to take ownership of the area.</p> <p>Check the bikes, scooters, etc., to ensure they are safe.</p> <p>Talk to Sustrans about the most developmentally appropriate bikes for the age group. For example, balance bikes or trikes?</p> <p>Find a new way to store the bike when not in use.</p>
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Coordinator Action Plan (non-priority area)

Coordinator: O. McLaughlin

Area of responsibility: Literacy

Year: 2024-25

Term 1	Term 2	Term 3
What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>
<p>Meet with Literacy team to finalise: Promotion of AR & AR block rewards for this year and to share initial ideas for World Book Day</p> <p>Continue to develop role of Reading Ambassadors</p> <p>P1 & P2 baseline assessments</p> <p>Implementation of Read Write Inc. Phonics & additional phonics readers for term 1</p> <p>Investigate handwriting in P1 - P3 including teaching of the alphabet sequence</p> <p>Continue monitoring of Lexia across all year groups</p> <p>Monitor Planning</p>	<p>Finalise plans & have a whole school celebration of World Book Day on Thursday 6 March 2025</p> <p>Continue to promote AR (non-fiction competition/look into other reading incentives)</p> <p>Investigate fluency readers for P3</p> <p>Investigate Writing Legends app for P4</p> <p>Literacy Book scoop</p> <p>Lesson observations</p> <p>Review writing standards across the school</p>	<p>Retain Master Class and Master School status in AR – whole school celebration if these are achieved?</p> <p>Showcase Reading Ambassadors</p> <p>Update & streamline Literacy Policy - Formalise handwriting agreement and phonics scheme for FS</p> <p>Evaluate progress in Literacy</p>
How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>
<p>One team meeting for Literacy Team to plan AR promotion/incentives & rewards and to gather some initial ideas for World Book Day</p> <p>Look into availability of Ambassador badges for P5-7 Advertise for expression of interest in Ambassador roles?</p> <p>Work collaboratively with P1 & P2 teachers to discuss implementation of baseline assessments within these year groups</p> <p>OMcL to complete audit of handwriting in P1-P3</p>	<p>One team meeting for Literacy Team to plan World Book Day activities, investigate fluency readers (P3) & writing legends app (P4) Plan AR rewards for this block</p> <p>LM to monitor AR class scores & inform teachers</p> <p>Encourage ambassadors to promote whole school reading and to recommend suitable books to others</p> <p>OMcL to observe Literacy lessons within each year group Analyse NGRT/NNRIT data, identify pupils for additional support</p> <p>One whole staff meeting to review writing standards across the school</p>	<p>LM to monitor AR class scores, inform teachers and apply for Master Class & Master School if possible</p> <p>Reading Ambassadors to lead a reading assembly and share their favourite books</p> <p>OMcL to ensure Streamlined Literacy Policy is added to Private 7</p> <p>OMcL to formalise handwriting agreement & phonics scheme used and update policy as required</p> <p>Analyse PTE data across the school – identify trends</p>

<p>OMcL to send out initial email informing teachers that monitoring will begin at the end of September, attach Lexia Seesaw activity to set as part of homework & send weekly monitoring emails to all teachers</p>	<p>World Book day competition- photographs of them sharing a story with family/friends</p>	
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Coordinator Action Plan (non-priority area)

Coordinator: J McKay

Area of responsibility: Numeracy

Year: 2024-25

Term 1	Term 2	Term 3
What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>
<ul style="list-style-type: none"> • Each year group to refer to the lines of progression document when completing block planners to ensure there are no gaps • Learning intentions in plans to correlate with lines of progression and yearly overview. • Differentiation - support and extension work evident in block planning. • Use of Mathletics activity across the whole of Primary 4 & 5 and for support and extension in P3, P6 & P7. • Continue to take numeracy activities into an outdoor learning environment, when appropriate. 	<ul style="list-style-type: none"> • Differentiation - support and extension work evident in books (P2 – P7) • Differentiation - support and extension work evident in Class Teaching. • Learning intentions in plans correlate with classwork books and across the two classes in each year group. • Corrections and follow up work completed in books. • Continue to take numeracy activities into an outdoor learning environment, when appropriate. • Use of Mathletics activity across the whole of Primary 4 & 5 and for support and extension in P3, P6 & P7. 	<ul style="list-style-type: none"> • Plan Outdoor Maths Day event • Continue to take numeracy activities into an outdoor learning environment, when appropriate. • Use of Mathletics activity across the whole of Primary 4 & 5 and for support and extension in P3, P6 & P7.

How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>
<ul style="list-style-type: none"> • Meet with staff to share & discuss the Numeracy Lines of progression and yearly overview – tick/highlight LI's when they are included in block planners (Tues briefing) 	<ul style="list-style-type: none"> • Book scoop (P2 – P7) to monitor and evaluate: <ul style="list-style-type: none"> ✓ evidence of support and extension work, ✓ learning intentions in planning correlates with classwork books and across the two classes year group 	<ul style="list-style-type: none"> • Liaise with Numeracy Team to plan and organise a Maths Day Event • Monitor Google Drive for evidence of outdoor numeracy lessons.

<ul style="list-style-type: none"> Monitoring and evaluation of Numeracy Block planner learning intentions to evaluate correlation with yearly overviews and LoP. Monitoring and evaluation of Numeracy Block planners for evidence of differentiation for support and extension. Monitor use of Mathletics across year groups and feed back to class teachers. (co-ordinator and team) Monitor Google Drive for evidence of outdoor numeracy lessons. <p>Time requested: 1xTuesday briefing 1x Numeracy co-ord. time and 1X Team - timetable (October)</p>	<ul style="list-style-type: none"> ✓ Corrections and follow up work completed in books. Monitor Google Drive for evidence of outdoor numeracy lessons Classroom observations focusing on Differentiation of support and extension work (March) <p>Time requested : 1X Team - timetabled (Jan/Feb) 1 x day for coordinator (March)</p>	<p>Time requested: 1X Team - timetabled (April)</p>
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Coordinator Action Plan (non-priority area)

Coordinator: J McKay

Area of responsibility: Numeracy (Main focus - P4)

Year: 2024-25

Term 1	Term 2	Term 3
<p>What do I want to achieve this term? <i>(What are my short term goals/targets?)</i></p>	<p>What do I want to achieve this term? <i>(What are my short term goals/targets?)</i></p>	<p>What do I want to achieve this term? <i>(What are my short term goals/targets?)</i></p>
<ul style="list-style-type: none"> To address specific areas based on year group analysis of PTM & CAT combination reports To use Mathletics across the whole of Primary 4 on a weekly basis To ensure consistency of Learning Intentions and differentiation between both classes To maintain consistent and high expectations of presentation, in line with agreed criteria. Children to have secure knowledge of times tables (prior to starting division) 	<ul style="list-style-type: none"> To address specific areas based on year group analysis of PTM & CAT combination reports To use Mathletics across the whole of Primary 4 on a weekly basis To ensure consistency of Learning Intentions and activities between both classes Children to have secure knowledge of times tables (prior to starting division) Classroom Observations 	<ul style="list-style-type: none"> To address specific areas based on year group analysis of PTM & CAT combination reports To use Mathletics across the whole of Primary 4 on a weekly basis To ensure all Identified areas have been covered To use online and practical activities to support times tables and number facts To use PTM data to identify areas of priority for next year in P4

<p>How am I going to do this? <i>(What steps do I need to take?)</i></p>	<p>How am I going to do this? <i>(What steps do I need to take?)</i></p>	<p>How am I going to do this? <i>(What steps do I need to take?)</i></p>
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<ul style="list-style-type: none"> Meeting between coordinator and P4 Teachers to look at action plan and at June's data analysis. Identify priorities (Tues meeting) Monitoring of Mathletics by both teachers and co-ordinator P4 Book scoop by co-ordinator – provide feedback to teachers Teachers introduce Maths Facts and times tables book for home learning Use online and practical activities to support times tables and number facts Start times tables earlier in the term Teachers will meet on a regular basis to look at classwork books together to ensure high expectations and consistency Co-ordinator review number facts book Teachers will start times tables earlier in the year, supported by number facts book, online and practical activities Teachers to research and use a range of resources to support times tables and number facts 	<ul style="list-style-type: none"> Meeting between coordinator and P4 Teachers to look at June's data analysis (Tues meeting) Monitoring of Mathletics by both teachers and co-ordinator Whole School Book scoop by co-ordinator – provide feedback to teachers Teachers will meet on a regular basis to look at classwork books together to ensure high expectations and consistency Teachers to use a range of resources to use to support times tables and number facts (30 mins observation time) X1 day Classroom observations of Numeracy lessons 	<ul style="list-style-type: none"> Meeting between coordinator and P4 Teachers Monitoring of Mathletics by both teachers and co-ordinator Revisit Milestones document Co-ordinator and class teacher analysis of PTM and combination reports (Tuesday meeting)
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Coordinator Action Plan (non-priority area)

Coordinator/s: Mrs King

Area of responsibility: World Around Us

Year: 2024/25

Term 1	Term 2	Term 3
What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>
<p>To plan and set a date for science day 24/25 To decide on a consistent approach to sharing and recording learning intentions (One Thursday Meeting with WAU Team required.)</p> <p>To ask staff to communicate any WAU topic changes for the current year.</p> <p>To contact parents in September and November to inform them of topics covered in each year group and to request the help of any parents with knowledge in these areas.</p> <p>To continue to promote active learning in WAU through the use of the outdoor classroom and the new resources in the back playground.</p>	<p>To finalise planning for science day across all Key Stages. (One Thursday Meeting with WAU Team required.)</p> <p>To contact parents again in January and February via the school newsletter to remind them of upcoming topics in each year group and to request the help of any parents with knowledge in these areas.</p> <p>To establish links with members of our local community and to involve them in the delivery of WAU lessons.</p> <p>To develop a list of external agencies or trip venues that can be accessed centrally by all teachers.</p>	<p>To deliver a range of activities to enable us to celebrate science day across all Key Stages.</p> <p>To continue to establish links with parents/members of our local community and involve them in the delivery of WAU lessons this year and in the future. Final contact regarding topics for block 5 (April)</p> <p>To continue to promote learning in WAU through the outdoors/new outdoor classroom and back playground.</p>
How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>

<p>Meet with WAU team to decide on a suitable date for science day. Add this to diary dates.</p> <p>Communicate with teachers regarding the best approach to sharing learning intentions.</p> <p>Ask staff to email a member of the WAU team with any changes to topics.</p> <p>Include a message in the newsletter regarding topics covered in block 1 (September) and block 2 (November). Emphasise that parents can visit any year group and should contact AK via email. Any volunteer info will be passed to relevant year group.</p> <p>Share ideas and resources with relevant year groups.</p>	<p>Meet with WAU team to decide what activities would be suitable for science day. What resources are needed? Do we need to approach any local businesses for support?</p> <p>Include a message in the newsletter regarding topics covered in block 3 (January) and block 4 (February). Emphasise that parents can visit any year group and should contact AK via email. Any volunteer info will be passed to relevant year group.</p> <p>Liaise with teachers to organise and facilitate parent/community involvement in topics.</p> <p>Create a folder where links to external agencies can be recorded.</p>	<p>Promote and facilitate science day activities across all Key Stages. Photographic evidence uploaded to Google Drive.</p> <p>Continue to liaise with teachers to organise and facilitate parent involvement. Form a contact list of parents with expertise to approach next year.</p> <p>Share good practice.</p>
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Coordinator Action Plan (non-priority area)

Coordinator: Mr. Bell

Area of responsibility: ICT

Year: 2024 25

Term 1	Term 2	Term 3
<p>What do I want to achieve this term?</p> <p><i>(What are my short-term goals/targets?)</i></p>	<p>What do I want to achieve this term?</p> <p><i>(What are my short-term goals/targets?)</i></p>	<p>What do I want to achieve this term?</p> <p><i>(What are my short-term goals/targets?)</i></p>
<ul style="list-style-type: none"> - Audit coding activities P1-P7 - Update digital safeguarding practices to keep students safe online. - Update iPads Wi-Fi connections to ensure students have a safe, secure learning environment. - Introduce P7 students to exciting Minecraft coding activities to build problem-solving and creativity, which have progression. - Ensure the ICT curriculum is covered and there is progression in all year groups in term one 	<ul style="list-style-type: none"> - Check how well students understand and enjoy Microsoft-based activities. - Give parents tools and information regarding smartphone use (social media) / internet access / WhatsApp groups / gaming. - Create a fun, school-wide Coding Week for all students. - Teach students about staying safe online during Internet Safety Day - design a coding curriculum which ensures progression and engagement. - Ensure the ICT curriculum is covered and there is progression in all year groups in term two 	<ul style="list-style-type: none"> - Create a coding curriculum map P1-P7 that grows with students. - Audit school hardware to ensure students have up-to-date technology to support their learning. - Ensure the ICT curriculum is covered and there is progression in all year groups in term three

How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>
<ul style="list-style-type: none"> - Collaborate with the safeguarding team to enhance the policy and teach students safe online behaviours. - Conduct a security check on iPads and systems to ensure a safe digital environment for students. - Review coding lessons through class observations and talk to teachers to establish what coding is taking place. - Work with Mr. Anderson (Parent / IT Company Specialist) to design progressive Minecraft coding activities for P7 students. - ICT team to monitor work completed in Google Drive and ICT evidence folders. 	<ul style="list-style-type: none"> - Gather a list of coding activities used across the school to ensure all students experience engaging and age-appropriate coding projects. - Ensure students access to appropriate coding activities (coding week) - Organise a parent workshop regarding online risk and smartphone use. - As part of Coding Week, hold an Internet Safety Day to teach students practical ways to stay safe online using the SMART approach. - Organise a school-wide coding or Minecraft challenge (competition) - ICT team to monitor work completed in Google Drive and ICT evidence folders 	<ul style="list-style-type: none"> - Plan for coding training for staff which can be used to establish progression. - Develop a coding curriculum that ensures students progress through fun, challenging coding activities. - Assess the hardware needs of each class, making sure students have access to the latest iPads and technology. - Explore options to manage software downloads, ensuring that students can access the programs they need safely and quickly. - ICT team to monitor work completed in Google Drive and ICT evidence folders.

Coordinator Action Plan (non-priority area)

Coordinators: Peter McKane

Area of responsibility: PD&MU

Year: 2024/25

Term 1	Term 2	Term 3
What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>
<u>PD&MU</u> <ul style="list-style-type: none"> • To give children and staff opportunity to develop and improve their wellbeing by learning outdoors and meeting with connect classes. • School/ children developing their use of PD&MU. • To promote Anti-Bullying Week through the theme of kindness (11 -15 Nov) 	<u>PD&MU</u> <ul style="list-style-type: none"> • To continue to embed 5 ways wellbeing throughout school. • PD&MU lessons are taking place outdoors. (ongoing) 	<u>PD&MU</u> <ul style="list-style-type: none"> • Children will be able to talk about how they can support their own and others' wellbeing. • Review Google Drive for evidence of wellbeing activities. • Children to experience whole school Well Being activities. • Promote PANTS week.
How am I going to do this?	How am I going to do this?	How am I going to do this?

<i>(What steps do I need to take?)</i>	<i>(What steps do I need to take?)</i>	<i>(What steps do I need to take?)</i>
<p><u>PD&MU</u></p> <ul style="list-style-type: none"> • Meet with the School Council to discuss activities on how wellbeing will be promoted. • Monitor Google Drive for evidence for Feel Good Friday and connect classes. • Organise focused assemblies and activities for 'Anti Bullying Week.' • Meet with Stuart Kennedy to discuss BeingWell,DoingWell. 	<p><u>PD&MU</u></p> <ul style="list-style-type: none"> • Ensure staff have access to wellbeing resources. • Planning scoop to make sure PDMU is being taught. Start to implement BeingWell, Doing Well.' • Monitor Google Drive for evidence of wellbeing activities. 	<p><u>PD&MU</u></p> <ul style="list-style-type: none"> • Evidence of wellbeing activities will be online. • Feedback from pupils and staff. • Work with School Council to organise full school active wellbeing activities at the YMCA.

Coordinator Action Plan (non-priority area)

Coordinator: J.Moore

Area of responsibility:Diversity

Year2024-25

Term 1	Term 2	Term 3
<p>What do I want to achieve this term? <i>(What are my short term goals/targets?)</i></p>	<p>What do I want to achieve this term? <i>(What are my short term goals/targets?)</i></p>	<p>What do I want to achieve this term? <i>(What are my short term goals/targets?)</i></p>
<p>Rebrand Language of month as Stranmillis languages</p> <p>Investigate levels of the international school award</p>	<p>Raise profile of Diversity in the school through a new board with interactive map</p> <p>Celebrate World Mother Language day.</p>	<p>Hold Culture week in school, leading up to Culture day</p>
<p>How am I going to do this? <i>(What steps do I need to take?)</i></p>	<p>How am I going to do this? <i>(What steps do I need to take?)</i></p>	<p>How am I going to do this? <i>(What steps do I need to take?)</i></p>

<p>Advert in newsletter to raise awareness with parents</p> <p>Reach out to EAL parents to share language, customs, festivals</p> <p>Enrol in International school award scheme</p>	<p>Liaise with teachers to complete lessons needed to achieve international school award</p> <p>Complete activities related to World Language day.</p>	<p>Coordinate with the PTA regarding Culture Day</p> <p>Advert in newsletter to involve parents</p> <p>Organise visitors to classes and assemblies to share culture with children</p> <p>Assign classes an Art lesson to complete during Culture week</p>
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Coordinator Action Plan (non-priority area)

Coordinator: Mr. Cromie

Area of responsibility: PE

Year: 2024 25

Term 1	Term 2	Term 3
<p>What do I want to achieve this term?</p> <p><i>(What are my short term goals/targets?)</i></p>	<p>What do I want to achieve this term?</p> <p><i>(What are my short term goals/targets?)</i></p>	<p>What do I want to achieve this term?</p> <p><i>(What are my short term goals/targets?)</i></p>
<p>Give all pupils in P1-P7 opportunities to develop knowledge, understanding and skills in dance and gymnastics through lessons taught by their teacher.</p> <p>Provide children in P1-7 with the opportunity to experience a wide range of sport during the school day and after school.</p> <p>Provide children in P3 the opportunity to experience tennis and squash lessons.</p> <p>Order new kits for our P7 football team. Supply staff with a PE uniform.</p>	<p>Ensure that there is a clear progression of skills in PE across P1-7.</p> <p>Obtain equipment needed to provide high quality experience in PE and sport for pupils.</p> <p>Explore opportunities for specialists to hold sessions with pupils and/or staff training sessions in gymnastics and dance to raise the profile of these areas within school and better equip staff to deliver high quality lessons.</p> <p>Evaluate our Sports Day from 2024 and plan Sports Day for 2025.</p>	<p>Continue to give all pupils in P1-P7 opportunities to develop knowledge, understanding and skills in athletics. (Linked to Sports Day 2025)</p> <p>Have a successful fifth year at Mary Peters Track for our school sports day.</p> <p>Plan a fourth year of 'sporting fun days' at the YMCA for all classes.</p> <p>Provide children in P1 the opportunity to experience tennis and squash lessons.</p>

	Provide children in P2 the opportunity to experience tennis and squash lessons.	Explore the option of new rugby kits.
How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>
<p>Promote and share CORE Kids resources for dance and gymnastics. Continue to organise short sessions for P3-P7 to experience gymnastics using apparatus in hall.</p> <p>Plan after school clubs in football, netball, cricket, golf, basketball and judo. Plan for children to experience squash, tennis, tag rugby and swimming during school.</p> <p>Organise tennis and squash lessons for P3 at Belfast Boat Club.</p> <p>Order new kits for the P7 football team and a staff PE tracksuit from ClubSportNI.</p>	<p>Liaise with teachers in KS meetings to ensure there is no unnecessary overlap of skills being developed or resources used. Ensure that block planners are being updated to include current planning.</p> <p>Do a stock take of current equipment and compare it against equipment needed to deliver high quality PE and sport. Order necessary equipment.</p> <p>Contact specialists and organise sessions in dance/ gymnastics.</p> <p>Plan Sports Day for 2024, which includes throwing and catching events, and uses the grass area of the venue for non-competitive activities.</p> <p>Organise tennis and squash lessons for P2 at Belfast Boat Club</p>	<p>Share athletics resources for use in PE lessons in the lead up to Sports Day.</p> <p>Run our Sports Day at Mary Peter's.</p> <p>Organise a sporting fun day for each class at the YMCA in June.</p> <p>Organise tennis and squash lessons for P1 at Belfast Boat Club</p> <p>Contact ClubSportNI to explore new rugby kits.</p>

Coordinator Action Plan (non-priority area)

Coordinator: L.Kane

Area of responsibility: R.E.

Year:2024-25

Term 1	Term 2	Term 3
What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>

<ul style="list-style-type: none"> • Ensure parents are informed about arrangements for partial/whole withdrawal from assemblies and RE lessons • Ensure parents have access to the Core Syllabus for RE • Each year group will teach and include in their Block Planners elements from the 6/7 strands in the Core Syllabus (5 elements for Foundation Stage and 6 for KS1 and KS2 across Blocks 1 and 2) • Consistency in RE provision across the school 	<ul style="list-style-type: none"> • Each year group will teach and include in their Block Planners elements from the 6/7 strands in the Core Syllabus (5 elements for FS and 6 for KS1 and KS2 across Blocks 3 and 4) • Consistency in RE provision across the school • Cover parts of the Core Syllabus through assemblies 	<ul style="list-style-type: none"> • Each year group will teach and include in their Block Planners elements from the 6/7 strands in the Core Syllabus (2 elements for FS, KS1 and KS2 in Block 5) • Consistency in RE provision across the school • Elements from each strand in the Core Syllabus will have been covered across the school
How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>	How am I going to do this? <i>(What steps do I need to take?)</i>
<ul style="list-style-type: none"> • Principal to inform parents of withdrawal arrangements • Tell staff about arrangements for withdrawal from RE lessons • Distribute copies of the Core Syllabus to each year group with 2 elements from each strand highlighted • Review resources and direct staff to relevant ones 	<ul style="list-style-type: none"> • Review resources and direct staff to relevant ones • Liaise with Orlaith/ Jenny about covering parts of the Core Syllabus through assemblies 	<ul style="list-style-type: none"> • Check Block Planners and meet with teachers to review provision

Coordinator Action Plan (non-priority area)

Coordinator: J.Moore/M menary

Area of responsibility: ART AND DESIGN/Music

Year 2024-25

Term 1	Term 2	Term 3
What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>	What do I want to achieve this term? <i>(What are my short term goals/targets?)</i>

<p>ART AND DESIGN Raise profile of The Arts in school</p> <p>Relaunch Art board in the assembly hall which we focus on 5 aspects of Art- Line, colour, form, texture and shape</p> <p>Use Art to regulate emotion</p> <p>MUSIC Continue to promote the link with Downshire Brass to encourage pupils to develop pupils' brass playing outside of school.</p> <p>Organise a charity event with Downshire Brass and the choir.</p> <p>Test P4 pupils and liaise with the SOM with regard to instrumental selection.</p> <p>Audition P5 pupils for the choir and train choir to sing 6 new songs for the Christmas season.</p> <p>Start up musical groups - band, orchestra, recorder, woodwind.</p> <p>Prepare music for Christmas concert.</p>	<p>ART AND DESIGN Instil an appreciation of The Arts throughout the school</p> <p>Raise profile of Art through competition</p> <p>MUSIC Monitor class music and the use of Charanga in classrooms.</p> <p>Monitor recorder preparation.</p> <p>Organise performance of musical groups in assembly before Easter.</p>	<p>ART AND DESIGN Raise profile of Art- links to Diversity looking at Art from different cultures during Culture week.</p> <p>Planning Audit-to prepare for setting up lines of progression next year.</p> <p>MUSIC Organise music for the school play.</p> <p>Prepare SOM pupils for aural tests as part of exam preparation.</p> <p>Select recorder group for P6.</p> <p>Update music policy to include Charanga.</p>
<p>How am I going to do this? <i>(What steps do I need to take?)</i></p>	<p>How am I going to do this? <i>(What steps do I need to take?)</i></p>	<p>How am I going to do this? <i>(What steps do I need to take?)</i></p>

<p>ART AND DESIGN Organize an Art/Music Day. Children arrive and hear a piece of music which inspires them to work creatively.</p> <p>Timetable year groups for each focus on the board.</p> <p>Develop and share a range of art activities which regulate emotion/for wellbeing with staff.</p> <p>MUSIC Inform pupils of link and first evening. Continue to encourage pupils to attend. Play music in the band from the Downshire brass evening.</p> <p>Liaise with Michael Alcorn re possible event.</p> <p>Inform P5 parents about choir. Schedule lunch time auditions.</p> <p>Inform P4 parents about testing and instrumental selection. Test P4 classes.</p> <p>Send information to parents and pupils about extra-curricular music groups rehearsals.</p> <p>Update list of pupils who receive instrumental tuition in school for office.</p> <p>Select music for Christmas concert. Teach songs and music to groups and classes.</p>	<p>Investigate links with local museums, galleries, and theatres.</p> <p>Whole school competition based on 1st element of Art Line. Showcase winners on board and website.</p> <p>MUSIC Discussion with staff about class musical activities and use of Charanga.</p> <p>Discussion with staff about recorder provision and progress so far.</p> <p>Prepare the band and orchestra for 2/3 pieces for a performance in assembly.</p>	<p>Provide resources for classes to work on during Culture week.</p> <p>Planning scoop</p> <p>MUSIC Teach choir songs for the play.</p> <p>Arrange break and lunch times for aural test practice with SOM pupils.</p> <p>During P5 recorder lessons assess each child on recorder with a view to selecting approx. 20 for recorder tuition in P6.</p> <p>Update music policy.</p>
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Coordinator Action Plan (non-priority area)

Coordinator: Mr. Arneill

Area of responsibility: Link with Gilnahirk PS

Year: 2023 – 25

We started our link with Gilnahirk Primary School in August 2023. The two schools had a meeting at Stranmillis, when they got to know each other, had some ice-breaker games, and enjoyed a coffee and a cake. During the academic year, we collaborated in the following ways:

- All SPS teachers from P1-P7 visited GPS in November, and these visits were reciprocated in February. The meetings were informal, and teachers were encouraged to share ideas, resources and contact details.
- In Term 3, the Primary 7 teachers shared videos on Google Drive, as part of the 'exchange' objective in ICT. This gave the pupils opportunities to be creative and give online feedback to their partner school.
- The two Vice Principals and the two Principals met informally over the course of the year, to support and encourage each other, and to share ideas and resources.

Term 1 2024/25	Term 2 2024/25	Term 3 2024/25
<p>What do I want to achieve this term? <i>(What are my short term goals/targets?)</i></p>	<p>What do I want to achieve this term? <i>(What are my short term goals/targets?)</i></p>	<p>What do I want to achieve this term? <i>(What are my short term goals/targets?)</i></p>
<p>Plan ways to develop the school link over the course of the 2024/25 academic year.</p> <p>Give teachers opportunities to meet with each other to discuss increasing opportunities for children to be creative in the classroom</p>	<p>Give teachers opportunities to meet with each other to discuss developing creativity in the classroom</p> <p>Give opportunities for the pupils in different years groups to meet and collaborate</p>	<p>Give opportunities for the pupils in different years groups to meet and collaborate</p> <p>Share good practice and expertise in the area of gymnastics teaching</p>
<p>How am I going to do this? <i>(What steps do I need to take?)</i></p>	<p>How am I going to do this? <i>(What steps do I need to take?)</i></p>	<p>How am I going to do this? <i>(What steps do I need to take?)</i></p>
<p>Mr Arneill and Mr Halliday to meet in October 2024 to develop a programme for the academic year.</p> <p>Plan teacher visits to GPS and SPS in November 2024 with a focus on 'creativity in the classroom'.</p> <p>P7 classes to send online 'greetings videos' in November</p>	<p>Plan teacher visits to GPS and SPS in February 2024 with a focus on sharing good practice in 'creativity in the classroom'.</p> <p>Primary 7 classes to organise a sporting fun day in early March at Stranmillis College. Pupils to have a video call prior to the event</p> <p>Primary 6 classes to collaborate online – coding activity. Primary 6 teachers at SPS to investigate GPS 'science fair'</p>	<p>Primary 5 pupils to go on a school trip together in Term 3</p> <p>Foundation Stage teachers to have training session with Sinead from GPS in teaching gymnastics</p>