

**Allensbank Primary School**  
**Whole School Priorities 2021-22**

<b>Priority 1: To engage in professional partnerships and practice in order to develop school readiness for the New Curriculum for Wales.</b>	<b>Priority 2- To ensure that there is consistently effective teaching and learning with a focus on ensuring clear differentiation and challenge to support learners in making accelerated progress.</b>	<b>Priority 3- To improve the outcomes of all learners, particularly those within vulnerable groups (ALN, eFSM, Boys, Girls, MAT, EAL)</b>	<b>Priority 4: To develop the use of blended learning strategies to ensure that the elements of effective teaching are present in situations where pupils are unable to attend school.</b>	<b>Priority 5: Priority 5: To ensure that the school is compliant with the ALN code.</b>
School to engage in partnerships focused on developing pedagogy and practice in order to meet the needs of the New Curriculum.	Teachers are aware of their strengths and areas for development in line with the professional standards.	Data reflects an upward trend across the year in terms of the percentage of pupils who are on track to achieve the FPI/CSI.	Effective blended learning strategies in place across the school that meet the needs of different age groups.	Parents, staff and governors are well informed of changes to school procedures and how to gain further information of the ALN Code.
Teachers work in partnerships to strengthen practice and pedagogy in relation to the core purposes of the Curriculum.	Teaching is consistently good or better in all staff and demonstrative of teachers meeting teaching standards.	Improved outcomes for vulnerable groups with pupils demonstrating good progress in line with National expectations and School Success ladder	High levels of pupil engagement in regards to blended learning.  Stakeholders inform blended learning across the school.	School based systems adhere to the requirements outlined within the ALN Code.
Teachers demonstrate a clear understanding of planning to meet the requirements of the New Curriculum.	Differentiation and challenge within lessons is clear within weekly planning, lessons and pupils' work and ensures that learners make strong progress.	Vulnerable learners are effectively supported across the school in order to make sustained good progress.	Improved levels of independence, learning to learn skills and resilience amongst pupils.	Information regarding pupils is used effectively to meet pupil needs.
		School can clearly demonstrate that learners across the school make good progress.	Blended learning provision linked to teaching, well-being and fitness to learn, curriculum and leadership is strong across the school.	Procedures and processes are unified across the cluster group of schools.

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