

COLCOT PRIMARY SCHOOL

School Development Plan 2025-2026

TARGET 1: High-Quality Teaching and Learning



Improvement Objective: To embed high-quality teaching and learning by embedding the Kath Murdoch Inquiry Model (with a focus on Tuning In, Sorting Out, and assessment practices), promoting inclusive practice, through an anti-racist education and raising standards across Literacy, Numeracy, Digital Competence, and Cymraeg within a rich and meaningful curriculum that reflects our learners' identities and local context (Cynefin).

Success Criteria

Kath Murdoch Inquiry Model

- All teachers consistently apply inquiry cycle, especially *Tuning In* and *Sorting Out* phases
- Split-screen intentions visible in planning and pupil tasks
- Assessment for learning used formatively throughout inquiries

- Pupil voice indicates increased engagement and ownership

Literacy and Numeracy Across the Curriculum

- Cross-curricular work shows literacy and numeracy applied to the same standard as core subjects
- Moderation confirms consistency across AoLEs
- All pupils demonstrate improved outcomes in literacy and numeracy

Digital Competence

- All elements of DCF are mapped and tracked per year group
- Learners independently apply digital skills in inquiry units
- Staff confidently assess digital progress termly

Live Marking Policy

- Book looks show real-time feedback and next steps
- Pupil voice reflects immediate understanding of how to improve
- Staff implement policy consistently across classes

PM Reading

- PM Benchmarks are used consistently
- Reading data shows measurable progress for all groups
- All pupils show good progress in decoding and comprehension

Anti-Racism & Diversity

- Inquiry units and resources include diverse voices and anti-racism content
- Curriculum reflects lived experiences of all pupils and from a wide range of races and culture
- Staff demonstrate increased confidence in identifying and addressing colonial bias in the curriculum, with evidence of more diverse and inclusive content in medium-term plans.

Cymraeg 2050 – Siarter Iaith

- Regular use of incidental Welsh across school
- Pupils participate in language ambassador roles
- Siarter Iaith targets met and reviewed termly

British Sign Language (BSL)

- Progression Step 3 pupils demonstrate basic BSL competence
- BSL integrated into inquiry learning
- Staff and learners demonstrate inclusive communication awareness

Outdoor & Local Learning (Cynefin)

- All classes plan regular outdoor learning linked to local context
- Inquiry units include local voices, heritage, and environment (Humanities)
- Learners articulate sense of belonging and place

Assessment & Progress Monitoring

- All staff use formative and summative assessment to track progress

- All pupil progress monitored and responded to in planning
- Interventions reviewed termly and show impact

Spelling Strategy (CSC)

- Consistent spelling approaches seen across school
- Weekly spelling outcomes reflect year group expectations
- Spelling data shows improvement for all

Independent Learning & Environment as Third Teacher

- PS3 classrooms redesigned to promote independence and self-regulation
- Pupils co-construct learning tasks and make informed choices
- Learning environments show flexibility and learner-led structures

Professional Learning

- Staff report improved understanding of pedagogy
- Training logs show all staff engaged in CPD linked to improvement priorities
- Classroom practice reflects CPD learning

Actions	Responsibility	Timeline	Monitoring Methods
Deliver whole-staff CPD on the Kath Murdoch Inquiry Cycle with emphasis on Tuning In, Sorting Out, split-screen	CLB	September-Autumn Term	Planning scrutiny, learning walks, pupil voice

intentions and assessment for learning. Staff to implement in the classroom.			
Revise medium-term planning templates to include inquiry structure and ensure Literacy/Numeracy skills are embedded and match subject-specific standards	CLB/Class teachers	Autumn Spring Summer	Planning reviews, book scrutiny
Audit and track Digital Competence Framework coverage across year groups	RE/ZT-Class teachers	Autumn Spring Summer	DCF tracking sheets, digital work portfolios
Embed live marking policy across all classrooms; provide staff training and modelling sessions	SLT/Class teachers	Autumn	Book looks, learning walks, pupil feedback
Train staff in PM Reading procedures; implement consistent use and track learner progress, especially for ALN and FSM pupils	LS/MAH/Class teachers	September training Autumn Spring Summer	PM records, assessment data analysis
Integrate anti-racist Wales education into inquiry units and curriculum resources	MH/RH/CLB/NC-Class teachers	Autumn Spring Summer	Curriculum mapping, planning scrutiny, pupil voice surveys
Senior Leaders to participate in an Anti-racist Action Research program and embed into school ethos, curriculum and environment.	NC/CLB	Half termly	
Promote and track Cymraeg through Siarter Iaith framework; establish pupil language ambassadors	DC/LS/Class teachers	Autumn Spring Summer	Siarter Iaith audits, pupil-led reviews

Plan and deliver BSL sessions for Progression Step 3 learners	MAH	Spring	Participation logs, observation, learner self-assessment
Plan for regular outdoor learning and link inquiry units to local history, nature and community (cynefin)	Class teachers	Autumn Spring Summer	Planning checks, learning journals, photo evidence
Implement Central South Consortium (CSC) spelling strategy with consistent approaches across the school	MAH/VN/CLB/Class teacher	Autumn	Spelling assessments, book looks, moderation
Promote learner independence in PS3 through co-designed tasks, choice, and learning environments as the third teacher	ZT/MAH/DC	Spring	Environment walks, learner reflections, classroom observations
Provide targeted professional learning for all staff on inquiry pedagogy, cultures of learning and assessment for learning	Class teachers	Half termly	CPD logs, staff evaluations, coaching observations
Use ongoing formative and summative assessments to monitor standards and progress of all learners	Class teachers	Termly	Data tracking, pupil progress meetings, intervention reviews
Facilitate staff workshops using a recognised curriculum audit tool (Diverse Curriculum Framework , Show Racism the Red Card's Curriculum Audit Tool , Curriculum for Wales: Diversity and Anti-Racist Professional Learning Framework) Use relevant TED Talks as stimuli for staff discussion and reflection.	MH/RH/NC/CLB/Class teachers	Autumn Spring Summer	Scrutiny of planning documents for evidence of curriculum change. Pupil voice surveys focusing on representation and inclusion. Staff logs and feedback from professional learning sessions.

Update planning and resources to reflect more representative voices and perspectives.			
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AUTUMN MONITORING

- Teams evaluation September
- Progression step teams all planned humanities inquiry together - clear understanding of the progression with in the progression step. Also ensures that planning isn't repeated an is progressive
- Professional learning for all staff regarding split screen, learning assets and thinking routines. LSAs particularly found this useful.
- During inset day - planning time was given to ensure we included in our mid term planning - making sure all areas have a focus on this
- RE led DCF training during INSET, further opportunities for professional development offered to LSAs 29/9. Minecraft professional learning twilight being planned for Autumn term to support teachers in using minecraft in the classroom - identified from the PL reflection sheet
- Whole school PM reading training during inset day. - provided opportunity for all staff to have a better understanding of the scheme and the systems in place.
- Professional learning twilight for teachers for cymraeg curriculum - and identified clear systems for raising the profile of Welsh across the school.
- All inquiries planned with cynefin as a focus - clear focus in all inquiries.
- Twilight time used to plan split screen lessons to spring board into regular planning - reinforcing the work covered last academic year. A good reminder for all staff and for MJ as new member of staff.
- Reflections on all learning from older children showing ownership of their learning and their ways forward.
- Stickers used to highlight the cycle to pupils to give them deeper understanding of the inquiry cycle.

- The statistics unit in maths moved to the beginning of the year so that the children have more understanding and opportunities to apply skills across the curriculum.
- Older pupils are writing comments on verbal feedback given by the teacher to show they understand their next steps. EBI's completed straight away to give opportunities to apply their next steps.
- Must, should, could, used in cross curricular writing to ensure the same standard is carried out across all areas of the curriculum.
- Assessment week carried out at the beginning of the year to give a baseline and also identify the groups for additional support.
- Twilight used to share new planning and expectations. Phrase of the fortnight used throughout the school, helpwr heddiw sessions carried out daily across the school. Criw Cynefin carry out regular assemblies and give out tocyn iaith and siaradwr cymraeg yr wythnos to encourage the regular use of incidental Welsh language across the school and raise the profile of wWelsh and the level of understanding.
- All benchmarking carried out at the beginning of the year and fed into groupings/home readers allowing for specific planning for individual needs.
- Trackers are being used during every PM reading session to show next steps and feed into planning.

SPRING MONITORING

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SUMMER MONITORING

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