Stranmillis Primary School

SCHOOL DEVELOPMENT PLAN

2024 – 2027

Year 2 – 2025/26

Evaluations 2024/25

<table>
<tr><td colspan="3">The evidence upon which our evaluations are based:</td></tr>
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<td>

- Book Scoops
- Classroom observations
- Evidence from sharing good practice sessions
- Curriculum Planners/evaluation of planners
- Curriculum Team Reports
- Feedback from parents, pupils & staff

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- IEP targets, Booster Plans, and outcomes. Special Needs Register
- Underachievement Action Plans & outcomes
- PTE & PTM standardised scores P3-P7
- NNRIT/NGRT P3

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- CAT P4 and P6
- Accelerated Reader Data
- Wall displays
- iPad evidence
- Photos & work saved on Google Drive

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<td>We have identified the following strengths in our provision:</td>
<td>We intend to share the following strengths more widely across the school:</td>
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- 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.
- CPD sessions exploring & raising awareness of highly effective pedagogy & 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 which is centred on pupil learning & wellbeing.
- 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.
- The very positive relationship with & support of parents & high standing of our school in the community.
- Introduction of Continuous Provision approach to learning in P1.
- The robust self-evaluation process & identification of priorities for development involving all stakeholders.
- The highly successful implementation of Read, Write Inc phonics programme in P1.
- The implementation of a robust baseline assessment in P1 & very effective use of this to facilitate pupils in accessing learning at the most appropriate level.
- Focus on school development through the lens of our school vision.
- Developments in PE & particular success in local & province wide events. Implementation of a very inclusive Sports Day.
- The breadth of opportunities & experiences offered to our pupils.

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- Continuous Provision approach to learning
- Implementation of phonics programme in P2 & P3
- Implementation of robust baseline assessment in P2 & P3

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<tr><td colspan="2" align="center">We have identified the following areas for further development:
The areas not prioritized will be progressed, as set out in maintenance action plans, by the appropriate leaders / teams, & considered for development in future years.</td></tr>
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<td>Main Development Priorities (for action planning)</td>
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1) Raising the standard of experiences & opportunities in teaching & learning for pupils through personalised staff CPD
2) Implementation of Continuous Provision approach to teaching & learning across the school.
3) SEN - Continuing to upskill teachers in supporting pupils with additional needs & implementation of the SEND transformation.

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<td>Areas for future consideration</td>
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- Guided reading, reading tasks & reading resources across the school.
- The use of AI to support teaching & learning.
- Implementation of the new curriculum – TransformEd NI

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Development Priorities   **Envisaged Timescale:** 2 years

Development Priority Issue	High Quality Teaching	Wider Strategies
1. To engage in a personal professional learning journey that fosters individual growth and deepens pedagogical practice, by exploring an area of interest or need in line with school development priorities that will positively impact pupil outcomes.	• Select an area of interest or need on the theme of '**Inclusion**' Ensure alignment with school development priorities & pupils needs. • Set clear measurable goals for your learning journey. • Attend CPD sessions, webinars, or training relevant to your focus. • Read educational research/case studies. • Apply new strategies or approaches in your teaching. • Monitor pupil response & engagement. • Keep a reflective journal or digital portfolio. • Use pupil voice, work samples, & formative assessment to evaluate impact. • Engage in peer observations. • Share learning & outcomes in hub or whole staff meetings/CPD sessions. • Identify next steps for continued growth. • Attendance at SBPG/QUB conference on 'Inclusion as a Collective Praxis: Reimagining School & Community Relationships. • Facilitate, where possible, access to external CPD sessions tailored to the chosen area of interest or need. • Allocate time within the direct time budget for self-directed study & research. • Provide reflective practice tools - templates for a personal learning journal or portfolio, guidance on evaluating impact using pupil voice, data & work samples. • Engage in peer observations & professional conversations to support reflection.	• Foster a growth mindset culture where innovation is encouraged. • Encourage action research to evaluate impact. • Maintain learning hubs that support & encourage innovation. Providing opportunities for staff to share, explore & implement ideas. • Ensure professional learning is manageable & meaningful through professional discussion. • Monitor & support staff wellbeing throughout.
2. SEND To raise awareness of changes in SEND & our whole school provision map. Upskill staff in additional provision strategies.	• 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 • Review the Whole School Provision Map through which all learners with additional needs are supported. Amend/update if appropriate. • 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. • 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.	• Raise parent awareness of the Whole School Provision Map.

Development Priority Issue	High Quality Teaching	Targeted Support	Wider Strategies
3. Continuous Provision To implement appropriate and progressive continuous provision across the school to maximise pupil learning, engagement, and independence.	• Raise awareness of the continuous provision approach to learning. Share educational papers & research on this. • Establish a whole school vision for continuous provision. • Begin to develop a whole school coherent & differentiated approach to continuous provision that reflects the development needs & curricular expectations of each year group. • Support teachers in implementing an aspect of continuous provision in their classroom practice. • Share best practice. • Facilitate professional development sessions for nonteaching staff on high quality adult & child interactions to support learning through exploration & play.	• CPD sessions on effective continuous provision practices. • Workshops on designing purposeful learning environments. • Peer mentoring and opportunities for classroom visits, learning walks & feedback sessions. • Curriculum alignment guidance • Access to examples and best practice models. • Strategies for differentiation within provision. • Support for pupils with additional needs to minimise impact of or remove identified barriers. • Regular learning walks, observation, and feedback sessions • Guidance on layout and zoning of learning spaces ensuring equitable access for all • Support in sourcing and organising open-ended materials. -.	• Organise a workshop/information session for parents to explain the approach & value of continuous provision. • Deploy support staff effectively to assist in provision areas with specific arrangements for classrooms without CA support. • Provide the necessary financial support to maintain & organise learning spaces to ensure accessibility & inspiration for safe exploration & play. • Monitor pupil engagement to ensure equitable access & participation. • Collaborate with early years experts & education consultants.

Targets: 1. To foster individual growth & deepen inclusive pedagogical practice through personal inquiry that improves pupil outcomes.
2. To foster an inclusive learning environment by raising awareness, understanding, & implementation of inclusive practices that support the diverse needs of all learners.

Where are we now?

Most teachers participated in a 2-year facilitated programme exploring & embedding effective pedagogy.

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

All teachers have experience in making reasonable adjustments to practice & the environment to meet the needs of individual pupils.

August 25
All staff attended a conference on the theme of; 'Inclusion as a collective Praxis,' at QUB.

All staff attended an 'Inclusion Training' workshop delivered by O McKeating.

1.

October/November/December
Workshop on Supporting Neurodiverse Learners – sensory processing. **X 1hr (External Lead)**

Complete an Inclusion self-assessment & identify an area of interest for personal enquiry. **X 1hr**

Research chosen inclusion area. **X 3hrs (Directed Time & SDD)**

Hub meeting – Discuss & reflect on research/learning. **X 1.5hrs (SDD)**

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

January/February

Workshop on Universal Design for Learning. **X 1hr (External Lead)**

Hub meeting – Discuss & reflect on research/learning. **X 1hr**

Sharing Good Practice Session: LW to arrange for specific teachers to share their learning form research & what changes they have made to practice. **X 1hr LW**

March/April
Observations
Evaluate impact of strategies put in place to foster an inclusive environment & inclusive practice on pupil engagement & progress. **X 1hr**

Hub meeting – Prepare a group presentation to showcase learning that has made a positive impact on pupil progress. **X1hr**

Presentation of learning X1hr

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

May

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

Year 3

Embedding of inclusive practices

Monitoring of classroom practice through observations.

Where we want to be

Classroom observations will demonstrate that neurodivergent pupils are actively engaged & effectively supported in their learning.

Classroom environments will offer varied ways to engage, represent, & express learning to meet diverse needs.

Data & qualitative evidence will show improved pupil outcomes.

Pupil voice will reflect that learners with diverse needs feel engaged, supported, & are making progress.

Monitoring and Evaluation Record – **Developing inclusive pedagogical practice**

Success Criteria			Monitoring Activity	Impact	Further Action
Classroom observations will demonstrate that neurodivergent pupils are actively engaged & effectively supported in their learning.			Classroom observations • Peer • VP • P Sharing learning sessions (December, February & April)		
Not Achieved	Partially Achieved	Achieved			
Classroom environments will offer varied ways to engage, represent, & express learning to meet diverse needs.			Classroom observations • Peer • VP • P Sharing learning sessions (December, February & April)		
Not Achieved	Partially Achieved	Achieved			
Pupil voice will reflect that learners with diverse needs feel engaged, supported, & are making progress.			Classroom Observations as above Feedback session with pupils - all year groups to be represented. P		
Not Achieved	Partially Achieved	Achieved			
Data & qualitative evidence will show improved pupil outcomes.			Data Analysis - May Curricular Team Reports - May Book Scoops – Yr Group Co-ordinators, VP		

Road Map Year 2   **School:** Stranmillis PS   **Issue for Development:** SEN   **Year** 2025-26

Targets: 1. To continue to provide teachers and CAs with the skills and knowledge to support all children with additional and SEN through a Graduated Response Framework and the Whole School Provision Map and to disseminate this information to parents.

2. To implement the SEND Transformation model including The Local IMPACT Team Model, Graduated Response Framework, PLPS and IPAMER.

Where are we now?

(Baseline)

The Whole School Provision map is in place to support children with additional needs and SEN.

We are implementing the SEND Transformation Model as information is disseminated to school.

The SENCo has attended training in The Graduated Response model

August – September

Whole school focus on Inclusion with a one-day seminar in QUB with local schools and a session with Orla McKeating on 'Inclusive Language'.

LSC to lead a CA session on 'How To Support Children with their learning.' CAs sign posted to further training opportunities in the CYPS training portal.

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.

Incorporate elements of PLPs into IEPs- Parent and pupil contribution.

Time to write IEPs (2 days)

LSC to meet the school's Local Impact Team.

LSC to attend Graduated Response Training DAY 2 and disseminate information to staff. (3 days sub cover provided)

October -December

CAs are given time to explore the CYPS Training and they are to complete another training module in Term 1 (CAs to arrange with teachers)

LSC to lead an information Sharing Session with teachers on updated information from the SEND Transformation Team Including -The Graduated Response Framework, The Request for Involvement Form (RFI) Local IMPACT Team IPAMER and SEN Checklist (2 x 1 hr)
LSC to attend any further SEND information sessions and disseminate information to staff.
Teachers to attend workshop on Universal Design for Learning.

Jan- March

As part of our whole school priority- Developing Inclusive Pedagogical Practice teachers are given further 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 create a journal to reflect upon the guidance on 'the impact on learning' and 'recommendations for reasonable adjustments.

Teachers attend workshop on Supporting Neurodiverse Learners in the Classroom & Inclusive Assessment & Feedback.

Year 3

Time for teachers to receive training in implementing PLPS. (1x hr)

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.

April - May

IEPs to be reviewed by foundation teachers and new targets agreed. (1 x Day)

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

Where we want to be

(Success Criteria)

Quantitative and qualitative data will show improved outcomes for pupils with identified learning barriers, supported through targeted strategies embedded in daily practice, as outlined in the Whole School Provision Map.

Following training in the IPAMER format, teachers will be able to identify specific targets to support the progress of pupils with SEN through PLPs.

Teachers and classroom assistants will apply learning from CYPS training and the Literacy Inclusion Toolkit to effectively support pupils with additional needs, leading to improved engagement and outcomes.

Teachers are confident in following The Graduated Response to support pupils including using the RFI form and portal to access further support.

Monitoring and Evaluation Record – SEND

Success Criteria			Monitoring Activity	Impact	Further Action
A Graduated Response and a continuum of provision through the Whole School Provision Map supports children with additional needs and SEN. Teachers and CA's have availed of CYPS Training and the Literacy Inclusion Toolkit to enhance their ability to support children with additional needs and SEN. SPS continues to keep the child at the centre to support children with additional needs and SEN through the uncertainly and unknown impact of SEND Transformation.			• Data analysis including: PTE/PTM, CAT, NNRIT, NV/V/NGRT • Analysis of: The SEN Register Reasonable Adjustment Register Lexia and Mathletics data Children receiving Reading Partnership IEP targets • Feedback from CA session on 'How to Support Children with their learning.' • Book scoop and feedback to teachers. • Courses attended and feedback shared.		
Not Achieved	Partially Achieved	Achieved			
Teachers are confident in following The Graduated Response to support pupils including using the RFI form and portal to access further support. Continue readiness to implement PLPs using IPAMER.			• Graduated Response Day 2 training session attended by LSC information disseminated to SEN Team and staff. • Teacher training session with LSC and feedback. • Monitoring of referrals to LITs.		
Not Achieved	Partially Achieved	Achieved			
Parents know their key partnership role in their child's journey through school. They are aware of the support available for all learners in school.			• Feedback from parent information session with LSC. • Parent/Teacher liaison and interviews.		
Not Achieved	Partially Achieved	Achieved			
Teachers create an inclusive learning environment to support neurodiverse learners in the classroom			• Feedback from seminar in QUB with local schools and the session with Orla McKeating on 'Inclusive Language'. • Feedback from teachers attending workshop on Supporting Neurodiverse Learners in the Classroom/ Inclusive Assessment and Feedback. • Classroom visits by LSC. • Monitoring of Reasonable Adjustment Register		
Not Achieved	Partially Achieved	Achieved			

Targets: To implement Continuous Provision in P2. To raise awareness of Continuous Provision N-P7

Where are we now?

(Baseline)

P1 teachers have successfully and fully embedded CP within their classroom environment

P2 classroom environments have been adapted to support CP with clearly defined learning zones, including art, construction, numeracy, literacy, reading corner and role play

P1 and P2 teachers have discussed and agreed a clear progression for CP, ensuring a smooth and coherent transition from P1 to P2

CAs have received training focused on effective questioning and high-quality interactions with pupils to support learning within the provision

JF and SG presentation to N-P7 teachers (CP session) to raise awareness of CP

Resources are in place in P2 to support implementation of across each of the defined zones

P1 teachers are successfully using RWI Phonics to teach Early Reading skills

1.September-December

P2 to meet to discuss success of implementation of Continuous Provision and to monitor progress, ensuring progression from P1.

JF to meet with new CAs and LSAs in Foundation Stage to support high quality Adult-child interactions within Continuous Provision X 1hr

P1 and P2 to implement "free flow" between indoors and outdoors, using coloured bands to monitor numbers.

SG to run P1 Curriculum meeting, informing parents about Continuous Provision.

JF to lead raising awareness session on Continuous Provision for teachers, using Play Continuum document to consider how to best implement in different key stages X 1hr

2) Jan/Feb

Maths Continuous Provision extended into the back playground for P1 and P2, with resources in boxes, labelled and organized.

JF to lead Sharing Best Practice session for teachers, giving teachers opportunities to share and reflect on Continuous Provision in their classrooms. X 1hr

Continuous Provision Team to meet to consider best practice for Continuous Provision beyond P2 and to consider a whole school vision for Continuous Provision.

3) March/April

P3 to observe Continuous Provision in P1 and P2.

P3 to meet with P1 and P2 teachers to discuss the progression of Continuous Provision in P3 to begin to plan collaboratively. X 1hr

CPD session TBC- . X 1hr

Teachers to make a topic area in their classrooms (AK, WAU plan)

5) Year Two

Monitor effectiveness of Continuous Provision in P3

JF to continue to share academic research related to Continuous Provision and enabling environments

All classrooms to include an age-appropriate aspect of Continuous Provision to support attainment

JF to give a parent workshop explain the approach and value of Continuous Provision

4) May/June

Whole-school vision evaluated and redrafted as necessary

P3 to focus on adapting classrooms for Continuous Provision with support from Continuous Provision Team

Nursery, P1 and P2 to meet to discuss use and progression of resources, considering any new resources necessary for 26/27.

Where we want to be

(Success Criteria)

Classroom observations in P1 and P2 will show:

Pupils engaging in high-quality learning through well-resourced, clearly defined zones

Pupils engaging in creative, self-directed play with their peers

Adults enhancing pupil learning through skilled questioning and purposeful interactions

Pupils independently accessing resources to support and enrich their learning through play.

Data and qualitative evidence will show that pupils are achieving levels aligned with and exceeding their individual abilities

P3 teachers, in collaboration with the coordinator, will have agreed a progression model of CP in P3

Most P2 pupils will be confidently reading & writing Set 1- 3 RWI Phonics sounds

Monitoring and Evaluation Record (to be completed during the year)
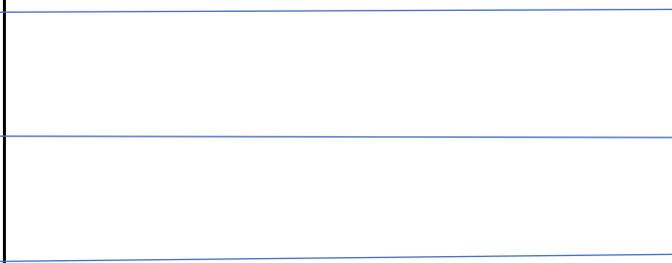
Success Criteria			Monitoring Activity	Impact	Further Action
Continuous provision running successfully in P1 and P2			-book looks, professional dialogue, formative assessment, team meetings, observations.		
Not Achieved	Partially Achieved	Achieved			
All teachers have trialed an aspect of Continuous Provision in their classrooms			Monday meeting feedback session, class visits, formative assessment, professional dialogue		
Not Achieved	Partially Achieved	Achieved			
P2 has become progressively more formal to support transition to P3			P2 teachers to plan for and reflect on increasing formality throughout the year		
Not Achieved	Partially Achieved	Achieved			
A whole-school vision of Continuous Provision has been established			Team meetings, feedback sessions		
Not Achieved	Partially Achieved	Achieved			

Coordinator Action Plan

Coordinator: PMcKane　　　　　　**Area of responsibility: Emotional Health & Wellbeing (EHW**　　　　　　**Year:2025/26**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
To enhance staff emotional health and wellbeing, and support their professional development in this area To create meaningful opportunities for effective pupil voice To continue strengthening the EHWB curriculum and refining the associated policy		
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
• Create a staff wellbeing board in the staff room with information about helplines and EA support. It will include EA HealthHub, Inspire and courses provided by the EA. • Organise for EHWB training to be delivered for staff. • Appoint a wellbeing champion for each class to meet each half term • Audit current PDMU provision to ensure EHW is appropriately included **Meetings** **Sharing of Action Plan x1hr** **Wellbeing Activity x1hr** **EHW training x1hr**	• Staff suggestion box in staff room, where wellbeing activities can be suggested. Kept check of by the wellbeing team. • Suggest and ask class for wellbeing activities that link to the 5 ways of Well-Being to create an activity bank for staff. • Ensure in PDMU lessons there is appropriate focus on building EHW skills which meets the needs of pupils in vulnerable groups. • Encourage staff to implement the 5 Ways of Wellbeing and Feel-Good Friday at least x2 monthly. • Clarify pupils understanding of their human rights through lessons in PDMU.	Continue to implement wellbeing initiatives such as Friday Treat and 10 minutes extra break at end of each half term. Work alongside the school council to help organise a whole school well-being activity Communicate and link with other schools to gain understanding of how PDMU lessons are being taught.

Finances

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

i. £50,000 has been designated by PTA as payment for phase 3 of 'The Outdoor Learning Project,' equipping the front playground for outdoor learning.

ii. £6,937 in the LMS budget allocated to SEND will be utilised to part fund a teacher x1 day weekly to support in SEND. The total cost of this will be £8,346. An additional £6,555.19 has been allocated to support implementation of SEND transformation.

iii. £5,700 has been earmarked in the LMS budget to release teachers from class for curriculum development in line with the SDP priorities & monitoring & evaluation of progress. £8,830 was granted by the Dept of Education for teacher professional development.

iv. Approximately £10,000 voluntary donations from parents will fund additional Reading or Accelerated Reader Books & resources to progress the SDP priorities in SEND & Continuous Provision.

v. £3500 will be allocated to replacing outdated IPCs, Touchscreens & iPads on a rolling basis beginning in the 2025/26 academic year.

5. Links to other policies

References to the school policies summarising our strategies for each of these key areas	
School Ethos	n:\RPF\Desktop\SDP Documents\Stranmillis PS Prospectus 2025 - 2026.pdf
Learning, teaching and assessment	O:\Private7\Policies 2025\Curriculum\Teaching and Learning Policy Sept 25.pdf n:\RPF\Desktop\SDP Documents\Curriculum Policy 2025.pdf
Digital Safeguarding Policy	n:\RPF\Desktop\SDP Documents\Digital Safeguarding Policy SPS 2025.pdf
Special Educational Needs	n:\RPF\Desktop\SDP Documents\Interim SEN Policy Stranmillis PS Sept 2025.pdf
Health and well-being – pupils and staff	*n:\RPF\Desktop\SDP Documents\Stranmillis Primary School Wellbeing policy - May 2025.pdf*
Attendance – pupils	n:\RPF\Desktop\SDP Documents\Attendance Policy - Pupils Sept 25.pdf
Attendance - staff	n:\RPF\Desktop\SDP Documents\Support Staff Attendance Policy & Procedure March 2024..pdf n:\RPF\Desktop\SDP Documents\Teacher Attendance Policy & Procedure march 2024..pdf
Child Protection	O:\Private7\Policies 2025\Non Curricular\Child Protection\Stanmillis PS Child Protection Policy August 2025.pdf
Promotion of positive behaviour	n:\RPF\Desktop\SDP Documents\Pastoral Care and Behaviour Policy Sept 2025.pdf n:\RPF\Desktop\SDP Documents\Addressin Bullying Policy 2020.pdf
Professional development of staff	n:\RPF\Desktop\SDP Documents\Professional Development Policy for Teachers - Sept 25.pdf

Non-Priority Areas

Maintenance Plans
2025/26

Coordinator: Ashlea Hall　　　　**Area of responsibility: Nursery Unit**　　　　**Year: 2025/26**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
1. To implement a sustainable and manageable method for recording observations, ensuring they show a breadth of the curriculum. 2. To develop the continuous provision in the indoor playdough area, enabling children to freely access and put away a range of resources. 3. To enhance the water area in outdoor provision to allow for children to access the resources independently.	1. To increase children's independence at snack time so that an adult is not needed at the table throughout. 2. To audit provision of outdoor learning and begin research into areas and resources for when refurbishment happens. 3. Develop monthly 'time to read' sessions for parents to come into nursery and read with their child for 20 minutes at the start of the AM and PM session.	1. 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. 2. To audit books in nursery to select only appropriate stories or books that have been used throughout the year.
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
1. Liaise with other nursery teachers to find out what they think the best method is that is manageable with 2 classes. Research and decide what skills are important and non-negotiables for recording. 2. Observe children in the playdough area to see what resources they enjoy using and how they use them. Consider how to increase independence in this area. 3. Observe children in the water area to gather a bank of resources they enjoy using. Source storage that will allow for independence of selecting and tidying resources. Build new water trays.	1.Implement self-selection of snack choices. To introduce weekly snack helpers. Support children to gain independence and confidence in pouring all drinks. Use visuals to sequence snack routine. 2. Observe the children in the outdoor area to determine what resources are used and where might be lacking. Visit other nursery settings, possibly those who have refurbished their outdoor area recently to gather ideas. 3. Begin to embed a love for stories with the children. Research the 'big bedtime read' to be able to parents educate parents on the importance of reading at a young age.	1.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? Research different kinds of observations to ensure that adults are engaging with children, not writing, yet still gathering sufficient evidence. Discuss evidence gathering with other Nursery Teachers to find best practice. 2. Take time to look through the book boxes in both the kitchen and the store to decrease the number of books we have. Find a suitable place to donate unwanted books to or think about running a 'book sale' for children and parents to donate money.

Coordinator Action Plan (non-priority area)

Coordinator: J McKay   **Area of responsibility: Numeracy**   **Year: 2025-26**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
• Learning intentions in plans correlate with lines of progression and yearly overview. • Revisit, revise (if needed) and agree Milestones. • Differentiated Learning intentions to reflect milestones. • Begin to explore, develop and use Inclusive Numeracy strategies. • Use of Mathletics activity across the whole of Primary 4 and for support and extension in P3, P5, P6 & P7. • Continue to take numeracy activities into an outdoor learning environment, when appropriate.	• Written tasks differentiated, where appropriate, evident in books. • All children in P4 – P7 to complete written corrections and follow up work, for those struggling with concepts, will be visible in books. • Use of written extensions to challenge and encourage application. • Continue to take numeracy activities into an outdoor learning environment, when appropriate. • Use of Mathletics activity across the whole of Primary 4 and for support and extension in P3, P5, P6 & P7.	• Plan Outdoor Maths Day event -(19/04/25) • Continue to take numeracy activities into an outdoor learning environment, when appropriate. • Evaluate progress in Numeracy. • Use of Mathletics activity across the whole of Primary 4 and for support and extension in P3, P5, P6 & P7.

How am I going to do this? *(What steps do I need to take?)*	How am I going to do this? *(What steps do I need to take?)*	How am I going to do this? *(What steps do I need to take?)*

• Meet with staff to share & discuss the Inclusive Numeracy session and strategies.
• Meet with staff to share & discuss the Numeracy Milestones documents.
• Staff given time to update Yearly Overviews
• Monitoring and evaluation of Numeracy Block planners - learning intentions to correlate with yearly overviews.
• 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.
• Monitor Google Drive for evidence of outdoor numeracy lessons.
Time requested:
2 x Monday session
2 x Numeracy co-ord time
1X Team - timetable (Nov)
	• P2 – P7 Book scoop (February) to monitor and evaluate:
	  ✓ evidence of support and extension work
	  ✓ Where appropriate, differentiated learning intentions.
	  ✓ Evidence of corrections and follow up work completed in books.
	• Monitor Google Drive for evidence of outdoor numeracy lessons.
	• Classroom observations focusing on Differentiation, creativity or inclusive Numeracy (March)
	Time requested:
	
	1X Team - timetabled (Feb)
	
	2 x day for coordinator (Book scoop - February and Class observations - March)
		• Liaise with Numeracy Team to plan and organise a Maths Day Event
		• Monitor Google Drive for evidence of outdoor numeracy lessons.
		• Monitoring and evaluation of Numeracy Block planners - learning intentions to correlate with yearly overviews.
		• Monitoring and evaluation of Numeracy Block planners for evidence of differentiation for support and extension.
		• Analyse PTM data across the school and identify trends
		Time requested:
		1X Team - timetabled (first week - April)

Coordinator: O. McLaughlin   **Area of responsibility: Literacy**   **Year: 2025-26**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
• P1, P2 & P3 baseline assessments in Read Write Inc phonics and implementation of Read Write Inc. Phonics in P2, P3 • P2 & P3 HFW baseline assessments • Whole class baselining of phonics and implementation of Read Write Inc to close gaps in P4 • Meet with Literacy team to finalise: • AR block rewards for this year and to share initial ideas for World Book Day • Meet with LM to share & evaluate AR data Continue monitoring of Lexia across all year groups • OMcL to evaluate Block 1 into 2 planners across the school (Literacy focus) and feedback to SLT (Nov) • Whole School Literacy Book Scoop (Nov**)**	• Finalise plans & have a whole school celebration of World Book Day on Thursday 5 March 2026 • Continue to promote AR (non-fiction competition/look into other reading incentives) • Meet with LM to share & evaluate AR data • Co-ord Lesson observations (March) • Review writing standards across the school	• Meet with LM to share & evaluate AR data • Meet with pupils to discuss their experiences of reading, literacy & World Book Day (pupil voice) • Update & streamline Literacy Policy • Evaluate progress in Literacy (to LW for 18 May)
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Literacy Team to plan AR promotion/incentives & rewards and to gather some initial ideas for World Book Day Work collaboratively with P2 & P4 teachers to ensure successful implementation of Read Write Inc phonics within these year groups OMcL to send out email with Lexia Seesaw activity to set as part of homework & send weekly monitoring emails to all teachers LM to monitor AR class scores, inform teachers & share data with OMcL Time requested: 1x Team Timetabled (Tues/Thurs hour with team to plan WBD) 1x Literacy co-ord time (1 hour) 1x co-ordinator release for whole school book scoop (1/2 day)	Literacy Team to plan World Book Day activities, investigate fluency readers (P3) & writing legends app (P4) Plan AR rewards for this block LM to monitor AR class scores, inform teachers & share data with OMcL OMcL to observe Literacy lessons within each year group Analyse NGRT/NNRIT data and identify pupils for additional support Time requested: 1x Timetabled with LM (Tues/Thurs hour) 1x Literacy co-ord time (1 hour) 1x Monday meeting to review writing standards across the school (1 hour) 1x day for co-ordinator (lesson observations - March) World Book day competition- photographs of them sharing a story with family/friends	LM to monitor AR class scores & share data with OMcL Analyse PTE data across the school and identify trends Time requested: 1x Timetabled with LM (Tues/Thurs hour) 1x co-ordinator release for whole school data analysis (1/2 day)

Coordinator Action Plan (non-priority area)

Coordinator: Mr. Bell   **Area of responsibility: ICT**   **Year: 2025 26**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
- Ensure the ICT curriculum supports engaging and creative learning for students - Create ICT Curriculum Policy - Present Digital Safeguarding Policy for Review - Identify necessary hardware updates needed - Upskill staff members on use of AI to support teaching and admin - Monitor how ICT supports student learning and development	- Teach students about staying safe online during Internet Safety Week - Coding Week alongside (similar to last year – embed coding activities) - Establish which iPads and apps need urgent replacing - Establish which AI tools staff have been using - Monitor how ICT supports student learning and development	- Ensure students have up-to-date technology to support their learning - Organize a school-wide coding or Minecraft challenge for all students - Create document highlighting useful AI tools and how to use them. - Monitor how ICT supports student learning and development
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
- Run a staff survey to identify current gaps in ICT use and professional development needs. - Hold a session with ICT team to co-create the ICT Curriculum Policy. - Liaise with the safeguarding lead to draft and refine the Digital Safeguarding Policy. - Conduct an audit of hardware (PCs, tablets, interactive whiteboards, etc.) and prepare a priority replacement list. - Host a short session on AI tools for teachers, with hands-on demonstrations. - Gather ICT & UICT Task evidence from 'Shared' folders & Google Drive -	- Organize an Internet Safety Week, including whole-school activities. - Plan and deliver assemblies for KS1 and KS2 focused on staying safe online. - Run a Coding Week during Internet Safety Week, where students take part in fun, hands-on coding challenges. - Collaborate with teachers to prepare age-appropriate resources and activities for each key stage. - Review ICT use across classes to ensure it continues to engage and support student learning. - Staff session on using Canva	- Create a replacement and maintenance schedule for ICT hardware/software, ensuring continuity into the next school year. - Host a whole-school coding/Minecraft challenge day with prizes, peer mentoring, and parent involvement. - Develop and distribute a digital guide (PDF/online resource) of AI tools, including classroom use cases and step-by-step instructions. - Collect student voice (surveys or focus groups) on how ICT has helped their learning this year and use this to adjust plans for next year. - Meet with leadership to ensure ICT goals align with the wider school improvement plan.

Coordinator Action Plan (non-priority area)

Coordinator/s: Mrs King   **Area of responsibility: World Around Us**   **Year: 2025/26**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
- To decide upon a themed day for 25/26 - To decide on a consistent approach to sharing and recording learning intentions (One Thursday Meeting with WAU Team required.) - To ask staff to communicate any WAU topic changes for the current year. - To create a standard message which each year group can send out regarding topic covered in each block and requesting volunteers. - To continue to promote active learning in WAU through the use of the outdoor classroom and the back playground.	- To finalise planning for WAU themed day. (One Thursday Meeting with WAU Team required.) - To contact parents again in January and March via Seesaw to remind them of upcoming topics in each year group and to request the help of any parents with knowledge in these areas. - To update the list of external agencies or trip venues that can be accessed centrally by all teachers. - To create topic areas in each classroom including interactive display boards.	- To deliver a range of activities to enable us to celebrate WAU day across all Key Stages. - 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). - Update the WAU schemes for each year group
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Meet with WAU team to decide on a suitable theme for WAU day Communicate with teachers regarding the best approach to sharing learning intentions. Ask staff to email me with any changes to topics. Send a template message to teaching staff which can be edited to include year group topics. Share ideas and resources with relevant year groups.	Meet with WAU team to decide what activities would be suitable for WAU day. What resources are needed? Do we need to approach any local businesses for support? Include a message on Seesaw regarding topics covered in block 3 (January) and block 4 (February). Liaise with teachers to organise and facilitate parent/community involvement in topics. Raise awareness of the folder where links to external agencies can be recorded. Share ideas about what could be included in topic areas and how displays can become interactive.	Promote and facilitate WAU day activities across all Key Stages. Photographic evidence uploaded to Google Drive. Continue to liaise with teachers to organise and facilitate parent involvement. Form a contact list of parents with expertise to approach next year. Set time aside for each year group to update schemes. Share good practice.

Coordinator Action Plan (non-priority area)

Coordinator: Peter McKane, Vicky Millar, Lois Kane   **Area of responsibility: PDMU, Newcomer Children, RE**   **Year2025-26**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
PDMU - Start the implementation of BWDW Action Plan for staff and children. 'Phase One stage.' - Promote Addressing Bullying Week as 'Kindness Week' (10-14 Nov). - Re-energize 'Feel Good Friday' and 5 Ways to Wellbeing amongst classes. - Re-energize connected learning with connected classes. Newcomer - Complete a census of Newcomer children. - Complete forms for funding for Newcomer children. - Writing targets for Newcomer children as appropriate. - New coordinator- become familiarised with resources and processes. RE - Pupils will donate items to Storehouse for Harvest and at Christmas to promote sharing and caring for others in our community. - Review the existing R.E. School Policy.	PDMU - Continue to develop and implement BWDW Action Plan ideas. - Start to refocus and refine PDMU teaching materials. - EHW training – external lead Newcomer - Introduce Language ambassadors. Older pupils who can be a buddy for pupils in Foundation Stage and KS1 - Begin to develop a bank of resources in which teachers can access for children with EAL. RE - Compare School Policy with the NI Core Syllabus - Consider how statutory requirements could be reflected and school values and ethos included	PDMU - Children will be able to talk about how they can support their own and others' wellbeing. - Develop BWDW plan for next year. - Promote PANTS week. - Whole School Wellbeing activity. Newcomer - Teachers to complete Common European Framework of Reference for Languages (CEFR) on Sims to assess language progress. - Begin a languages welcome board to ensure information is accessible for all available in accessible formats/ languages as possible. RE - Begin to draft a new RE policy, including elements of the seven themes which are covered by each year group
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
PDMU - Share BWDW action plan with staff with help of Aideen Leonard - Share new connected learning classes and encourage to meet once a month. Check Drive for evidence. - Set up a Well Being Wall within the staffroom. - Introduce Well Being champions within each class to help with ideas for Feel Good Friday. - Organise focused assembly and activities to promote 'Kindness Week' **Newcomer** - Collect updated information from class teachers through data collection sheets. - Create a centralised list of all Newcomer children in the school. - Identify which pupils are eligible for Newcomer funding and gather required evidence - Write targets for Newcomer children with class teachers. (Use CEFR guidelines) **RE**- Liaise with Matt from Storehouse and school council	**PDMU** - Look at current PDMU block planners and ask staff what resources they are using to teach PDMU. - Meet with Well Being Champions & Team to discuss what completed and future activities. - Staff Well Being opportunities conducted. **Newcomer** - Identify older pupils who are bilingual and confidence in using their home language and English. Children to become ambassadors for selected language. - Audit what resources the school already has for EAL pupils - Source new materials, organise resources into a shared space, share with staff **RE** - Make notes of points to include in a new Policy - Meet with the principal and year group teachers and begin to draft a new policy making use of the Core Syllabus and Non-Statutory Guidance Materials	**PDMU** - Organise materials for PDMU lessons in line with PANTS. - Work with Well Being Champions and P7 to organise a Well Being Day at the YMCA. - Check Google Drive for evidence of PDMU lessons/ connected learning and Well Being Activities. **Newcomer** - Set a deadline for staff to complete CEFR assessments for identified EAL pupils. - Review data to identify next steps for support Identify most common home languages within the school community. - Begin to create simple, visual-friendly versions of essential information for a display board **RE** - Continue to draft a new policy making use of the Core Syllabus and Non-Statutory Guidance Materials

Coordinator Action Plan (non-priority area)

Coordinator: Mr. Cromie　　　　　　**Area of responsibility:** PE　　　　　　**Year:** 2025 26

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
Give all pupils in P1-P7 opportunities to develop knowledge, understanding and skills in **across the PE curriculum** through lessons taught by their teacher. Provide children in P1-7 with the opportunity to experience a wide range of sport during the school day and after school. Provide children in P3 the opportunity to experience tennis and squash lessons. Supply staff with a PE uniform. Obtain equipment needed to provide high quality experience in PE and sport for pupils.	Ensure that there is a clear progression of skills in PE across P1-7. Explore opportunities for special dance sessions to be held by a qualified dance instructor to promote the area within school. Evaluate our Sports Day from 2025 and plan Sports Day for 2026. Provide children in P2 the opportunity to experience tennis and squash lessons.	Continue to give all pupils in P1-P7 opportunities to develop knowledge, understanding and skills in athletics. (Linked to Sports Day 2026) Have a successful sixth year at Mary Peters Track for our school sports day. Plan a fifth year of "sporting fun days" at the YMCA for all classes. Provide children in P1 the opportunity to experience tennis and squash lessons.
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Promote and share CORE Kids resources for PE curriculum. Plan after school clubs in football, netball, cricket, golf, basketball and judo. Plan for children to experience squash, tennis, Gaelic football and swimming during school. Organise tennis and squash lessons for P3 at Belfast Boat Club Order staff PE gear from ClubSportNI. Do a stock take of current equipment and compare it against equipment needed to deliver high quality PE and sport. Order necessary equipment.	Liaise with year groups 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. Contact a dance instructor and organise session to be held for each year group in the hall during Term 2. Plan Sports Day for 2026, which includes throwing and catching events, and uses the grass area of the venue for non-competitive activities. Organise tennis and squash lessons for P2 at Belfast Boat Club	Share athletics resources for use in PE lessons in the lead up to Sports Day. Run our Sports Day at Mary Peter's. Plan and delivery two Sports Day assemblies: one for Nursey-P3 and one for P4-P7. Organise a sporting fun day for each class at the YMCA in June. Organise tennis and squash lessons for P1 at Belfast Boat Club

Coordinator Action Plan (non-priority area)

Coordinator: J.Moore   **Area of responsibility: Diversity**   **Year2025-26**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short-term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
Raise profile of Diversity with staff **Set up diversity map/inclusion calendar.** **Continue to run Diversity focus group.**	**Raise profile of Diversity in the school by devising welcome signs in our languages** **Audit behaviour policy.**	**Hold Culture week in school, leading up to Culture Day with lessons and assemblies.** **Quiz about our school cultures** **Evaluate diversity map.**
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Whole school training session with Orla McKeating on inclusive language Enter Confucius Institute Art competition. Continue adding to our Stranmillis languages, with displays around school and greetings used in class. Reach out to EAL parents to identify which dates are meaningful to our school community and create a visual calendar (using school council members) Ask nursery/P1 parents to send the teacher video/voice note of any names which may be mispronounced. Organise visitors to classes and assemblies to share culture with children at appropriate times. Diversity Focus Group Meeting	Use all school languages for display (to cover bricks at entrance) Ensure clear way to deal with incidents of racism, included in our behaviour policy. Continue to invite visitors to share culture. Diversity Focus Group Meeting.	Coordinate with the PTA regarding Culture Day, advert in newsletter to involve parents Organise visitors to classes and assemblies to share culture with children Assign classes diversity lessons, to be delivered alongside quiz and art activities during culture week Audit lessons and assemblies delivered to celebrate different cultures. Diversity Focus Group Meeting.

Coordinator Action Plan (non-priority area)

Coordinator: Miss Gowdy   **Area of responsibility: Music**   **Year: 2025 – 26**

Term 1 2025/26	Term 2 2025/26	Term 3 2025/26
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
To ensure children in P1-P3 are given a range of opportunities to develop their musical knowledge, understanding and skills through performing, composing and listening.	To ensure children in P4-P7 are given a range of opportunities to develop their musical knowledge, understanding and skills through performing, composing and listening.	Develop teacher confidence to teach music in classrooms, helping children to have more musical experiences with their class and teacher.
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Complete an audit of the musical curriculum looking at P1-P3 block planners, having conversations with teachers and collecting evidence. Create a progression map of songs taught in P1-P3 religious and secular assemblies. Use Charanga weekly in P1-P3 to explore vocal/ body sounds, methods of making sounds using percussion instruments (e.g. tapping, scraping, shaking) and talking about the sounds they make and hear (tempo, pitch, dynamics, duration). Sing a variety of songs and use percussion instruments to accompany. Sharing good practice across P1-P3 during key stage meetings and planning time.	Complete an audit of the musical curriculum looking at P4-P7 block planners, having conversations with teachers and collecting evidence including extra-curricular music. Create a progression map for recorder/ Ukulele on the progression of notes being taught from P4-P7. Use Charanga weekly in P4-P7 to sing and perform with simple instruments from memory, by ear or from notation to develop vocal and instrumental skills. Listen to and respond to their own and others music making and discuss their characteristics. Work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created using graphic scores and recording technology. Sharing good practice across P4-P7 during key stage meetings and planning time.	Create a bank of music resources on the system for teachers to access to support with teaching music in classrooms. Staff meeting to support with using percussion instruments, charanga and sharing good practice. Collect evidence of class teachers teaching music in class.

Coordinator Action Plan (non-priority area)

Coordinator: J.Moore   **Area of responsibility: ART**   **Year2025-26**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
Raise profile of Art in school through competition Increase whole-school awareness and understanding of the 5 key aspects of Art.- Line, colour, form, texture and shape	Instil an appreciation of The Arts throughout the school Raise profile of Art through Gallery board Celebrate and display children's work in each aspect to raise visibility.	Raise profile of Art- links to Diversity looking at Art from different cultures during Culture week Ensure coverage of all aspects of art
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Organize an Art day. Children can experiment with colour and create an entry for Confucius institute art competition Provide teachers with visuals of the main aspects to show children, and encourage use of art language	Investigate links with local artists and galleries Teachers to send examples to Gallery board – rotating across different aspects Set up bank of online resources to support staff with 5 aspects and artists to use.	Provide resources for classes to work on during Culture week Audit coverage of all aspects of Art in planning