

IMPROVEMENT

ST DAVID'S RC
PRIMARY SCHOOL

25-26

Vision. Values. Aims
Learner Dispositions

CURRICULUM RATIONALE

| | |
|----------|---|
| Raise | Raise Attainment |
| Develop | Develop Skills and Knowledge |
| Ensure | Ensure high quality learning and progress for all |
| Address | Address inequity |
| Overcome | Overcome inequality |
| Support | Support children |
| Provide | Provide opportunities for now and later in life |





IMPROVEMENT PRIORITIES 25/26



RAISE
ATTAINMENT IN
LITERACY

Reading
Differentiation

INCLUSIVE
PRACTICE

Differentiation
Positive Relationships
Policy
Equalities and
Inclusion

SUSTAINABILITY

Skills for Learning,
Life and Work
Digital Literacy

IMPROVEMENT PRIORITY 1:



To raise attainment in literacy
reading:

1. To promote and develop high levels of progress and attainment in reading through elevated teaching practice across all levels
2. To effectively meet learner needs through excellent differentiation



IMPROVEMENT PRIORITY 2:



Develop Excellent Inclusive practice:

1. To effectively meet learner needs through excellent differentiation
2. Refresh Positive Relationships and Behaviour Policy – to ensure that relationships across the school community are very positive and supportive, based on shared values and high expectations
3. Ensure that our curriculum provides opportunity to maximise successes and achievements of all learners



IMPROVEMENT PRIORITY 3:



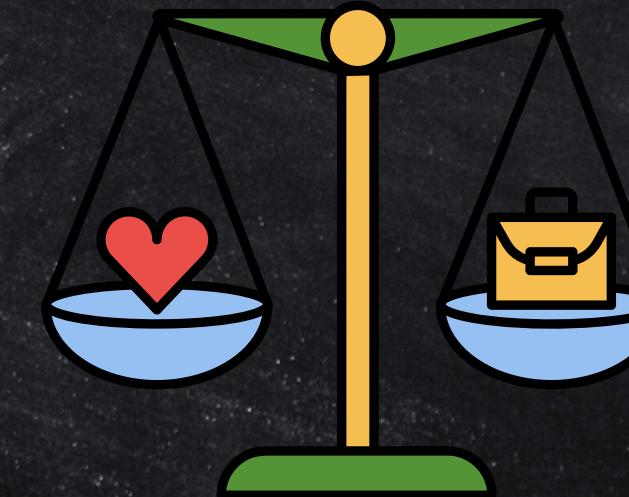
Sustainability:

1.

Learning led by pupil voice - learners understand purpose of their learning:
Skills for learning, life and work

2.

Children innovative and confident in solving problems digitally and non-digitally



SCHOOL VISION

-St David's...developing our **HEART, MIND, BODY and SOUL.**

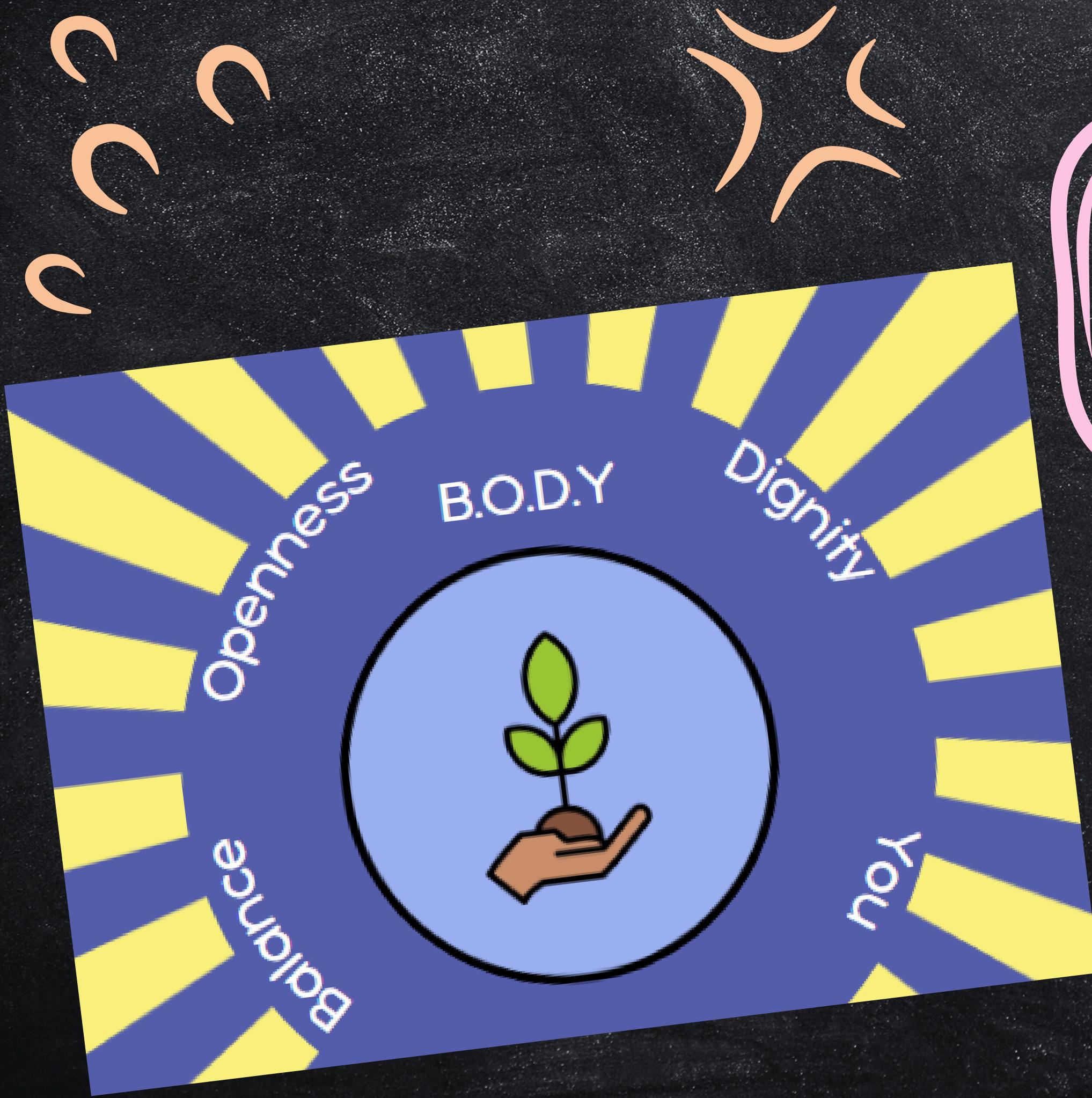
-Working together in the light of Christ to inspire Excellence.

SCHOOL IDENTITY AND VALUES



- At St David's our HEART is at the centre of all our actions and interactions.
- Honesty. Empathy. Ambition. Resilience. Teamwork.





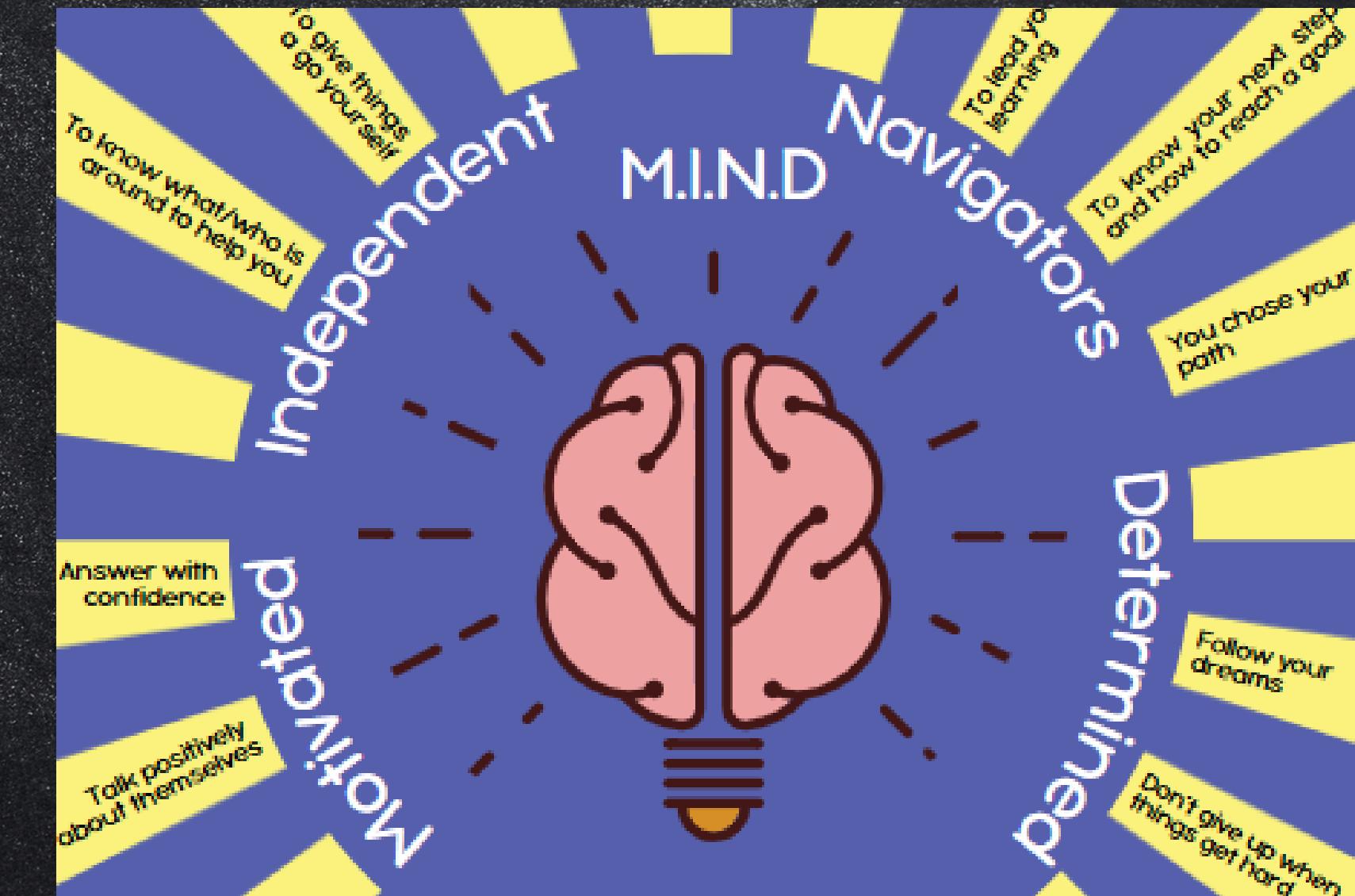
•AT ST DAVID'S WE RECOGNISE
THAT A HEALTHY BODY
NOURISHES A HEALTHY MIND.
•BALANCE. OPENNESS.
DIGNITY. YOU.



• AT ST DAVID'S OUR SOUL
CONNECTS US TO OUR FAITH
AND OUR SENSE OF COMMUNITY.
• SCRIPTURE. OFFERING. UNITY.
• LIGHT OF CHRIST.

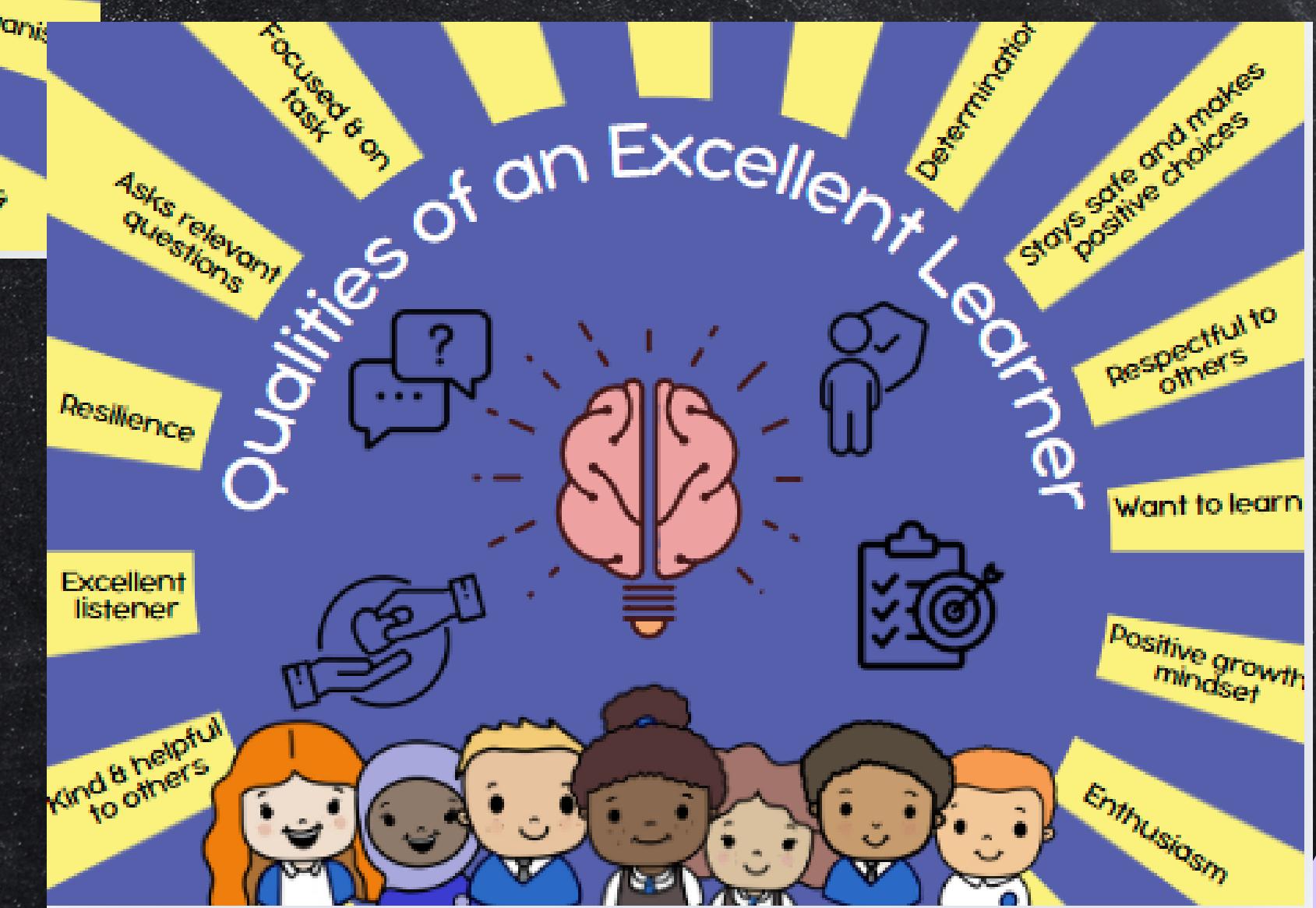


LEARNER DISPOSITIONS



- Our MIND drives our learning forward with ambition and aspiration.
- Motivation. Independence. Navigation. Determination.

POSITIVE RELATIONSHIPS



Qualities of an Excellent Teacher



POSITIVE RELATIONSHIPS

St David's R.C Primary
A School to be PROUD of
Relationships and Behaviour Strategy

At St David's we put our **HEART** and **SOUL** into everything we do.
Working together in the light of Christ to inspire Excellence.

WE PROMOTE A POSITIVE ETHOS AND CULTURE AS A FOUNDATION FOR:

- Developing good relationships
- Promoting positive behaviour
- Inspiring confident, responsible learners who contribute and aim for success now and for the future

 
1 more... 2 more...

OUR EXPECTATIONS OF RESPECT

| | Why? | How? |
|--|------|------|
| | | |



EXCELLENT LEARNING AND TEACHING

Qualities of an Excellent Lesson

Before/ Planning Stage:



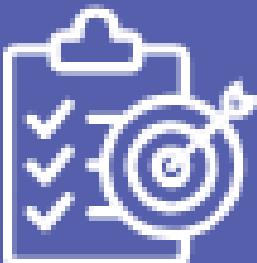
- I am learning what I want to learn
- My teacher plans for active tasks
- I'm given opportunities to learn outside

During/ Implementation:



- Starters allow me to 'warm up'
- I am given clear instructions
- I know how to be successful
- Active tasks are followed up by written tasks

After/ Evaluation:



- I understand why I'm learning
- I can talk about the skills I'm learning
- I know my next steps

HIGH STANDARDS AND AMBITIOUS EXPECTATIONS

St. David's RC Primary School



Jotter Policy

Updated January 2025

Marking Policy

Rule of Three

Feedback must be given to children in either the form of peer assessment, self assessment or teacher feedback. It must be evident that children have worked upon previous feedback given. This is done through using the purple pen.

Teacher Feedback

Green for highlighting good work e.g. exciting vocabulary, punctuation

Pink for highlighting 'think' about mistakes e.g. spelling, grammar, punctuation

Purple for highlighting something children can correct

Self and peer feedback

The way in which self and peer feedback is utilised within each class is subject to the age and stage of the learners within the class. All children self/peer assessing must have a framework of success to work from. Please see editable examples below of how this can be achieved.

 **L.I:** We are learning to use our new iPads



Success Criteria:

- Understand basic hardware
- Explore what it means to be 'safe online'
- 'Netiquette'
- Privacy

SDS Values:

AMBITION, MOTIVATION, INCE,

UNCRC Article:



SDS Metaskill:



MEET THE TEACHING TEAM!

HEAD TEACHER

MRS BURGESS

DEPUTY HEAD TEACHER

MRS O'BRIEN

PRINCIPAL TEACHER

MISS WRIGHT



P1A MISS BERTOLANI

P1B MISS MULLENS

P2/1 MISS BAEZA

P2 MISS CROOKSTON

P3 MISS KELLEHER

P4 MRS GRAY/MRS PARKER

P5/4 MRS WALLACE

P5 MS CRILLY

P6A MRS MACK

P6B MRS BEGLEY

P6 MR KURTH

P7 TEAM MR MCATEER, MISS BARCLAY, MRS GEOGHEGAN

ATTAINMENT MRS STUTT

THE GROVE/SAPLINGS MR CHAMBERLAIN & MISS BURNS

PE SPECIALIST MR CREAMAN

SUPPORT FOR LEARNING MISS WRIGHT

MEET THE
NURSERY TEAM!

EARLY YEARS TEACHER

MRS WATSON

EARLY YEARS OFFICER

MISS CLARK

EARLY YEARS PRACTITIONERS

MRS GUTHRIE

MRS BON

EARLY YEARS ASSISTANT

MRS WHYTE

DOMESTIC ASSISTANT

MISS BOWEN



ANY QUESTIONS OR
SUGGESTIONS?

Parent and Carer Feedback and Questions

