

Porthcawl Primary School

School Development Plan 2026 27

Improvement area: Whole School Priorities

Priority: Estyn Recommendations, Teaching & Learning and Community

Target: To improve assessment and pupil feedback across the school.

Source of priority:

- school vision
- national and local priority
- self-evaluation findings
- Estyn Recommendations

Monitoring and collecting evidence:

- Listening to learners (L2L) & book scrutiny (including purple pen responses)
- Learning walks and environment evaluations
- Session observations
- Parent surveys and pupil voice
- Assessment data and teacher assessment

Staff Leader: Evan Richards

Success Criteria:

- High quality teaching provides challenge and independence for all pupils (FP and KS2)
- Consistent marking and feedback (Seesaw, purple pen, DIRT) impacts on pupil progress
- Clear assessment systems are embedded across the school
- Strong links with parents, governors and community
- Pupils have increased opportunities for digital learning and pupil voice

Evaluation of progress:

- Evaluation of progress: Highlight completed actions on the plan

FOCUSSED ACTIONS	Lead person	Start	Finish	Resource	Finance	Expected IMPACT
1. Estyn						
FOUNDATION PHASE						
Use Seesaw to record independent learning in continuous provision	SG	Sept 26	Jul 27	Seesaw	£13 50	Improved independence in FP

Persevere Perform Succeed

Porthcawl Primary School

Develop pupil-led rich tasks within FP modules	SG	Sept 26	Jul 27	Planning	£0	Increased pupil voice and independence
Ensure provision provides challenge (problem solving, open-ended tasks)	SG	Sept 26	Jul 27	Provision resources	TBC	Higher level engagement
KEY STAGE 2						
Ensure rich tasks are pupil-led across modules	ER	Sept 26	Jul 27	Planning	£0	Independent learners
Embed DCF and ICT opportunities across AoLEs	JB	Sept 26	Jul 27	ICT	TBC	Improved digital competence
Use pupil evaluations (L2L) to refine learning	ER	Sept 26	Jul 27	L2L	£0	Responsive curriculum
2: Improve marking and feedback						
FOUNDATION PHASE						
Use verbal feedback, Seesaw comments and simple symbols	SG	Sept 26	Jul 27	Seesaw	£13 50	Pupils understand next steps
Introduce early DIRT and simple editing in Year 2	SG	Jan 27	Jul 27	Class time	£0	Pupils begin improving work
KEY STAGE 2						
Embed marking policy, feedback codes and consistency	ER	Nov 26	Jul 27	Staff meetings	£0	Consistent approach

Porthcawl Primary School

Develop DIRT time and purple pen responses	ER	Nov 26	Jul 27	Class time	£0	Improved pupil work
Half termly pupil progress meetings	ER	Oct 26	Jul 27	Supply	Supply costs	Improved outcomes
3: Strengthen community						
Foundation Phase						
Develop parental engagement through stay and play sessions	SG	Sept 26	Jul 27	Events	£0	Increased parent involvement
Use local environment (Porthcawl) in FP learning	SG	Sept 26	Jul 27	Visits	TBC	Authentic learning experiences
Key Stage 2						
Develop community links and visits linked to modules	ER	Sept 26	Jul 27	Community	£0	Real-life learning
Develop parent voice groups and surveys	ER	Sept 26	Jul 27	Meetings	£0	Stronger partnerships
Work with governors in SDP monitoring	ER	Oct 26	Jul 27	Meetings	£0	Improved governance
4. DCF and ICT						
Track and analyse DCF coverage across all AoLEs using the school DCF tracker. Identify gaps in provision and plan for progression of skills.	JB	Sept 26	Jul 27	DCF Tracker, Planning	£0	Consistent coverage of DCF skills across the curriculum with clear progression for all learners.
Ensure ICT non-negotiables are implemented consistently in all classes through learning walks, planning scrutiny and staff support.	JB	Sept 26	Jul 27	ICT Policy, Learning Walks	Non contact time	Increased opportunities for pupils to access and apply digital skills independently across subjects.

Porthcawl Primary School

Listen to learners through pupil voice activities and learning discussions to evaluate DCF coverage, skill development and engagement with digital learning.	JB	Oct 26	Jul 27	Pupil Voice Surveys , L2L	Non cont act time	Pupil feedback informs planning and improves the relevance, coverage and progression of digital competence skills.
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