

## Appendix E 'Team Bridgend' Strategy On A Page (SOAP) 2017-2018

Team	Schools
<p><b>Archbishop McGrath</b></p> <p>Cluster Coordinator – John Tarran Link Officer – Sue Roberts</p>	<p>Archbishop McGrath Catholic High School St Mary's Catholic Primary School St Mary's and St Patrick's Catholic Primary School St Robert's Catholic Primary School Archdeacon John Lewis Church in Wales Primary School</p>
<p><b>Brynteg</b></p> <p>Cluster Coordinator – Kathryn John Link Officer – Sue Roberts</p>	<p>Brynteg School Brackla Primary School Litchard Primary School Oldcastle Primary School Penybont Primary School Tremains Primary School Heronsbridge School</p>
<p><b>Bryntirion</b></p> <p>Cluster Coordinators - Kath Foster/Sue Henderson Link Officer – Sue Roberts</p>	<p>Bryntirion Comprehensive School Cefn Glas Infant School Llangewydd Junior School Bryntirion Infant School Trelales Primary School Maes yr Haul Primary School Ysgol Bryn Castell</p>
<p><b>Coleg Cymunedol y Dderwen (CCYD)</b></p> <p>Cluster Coordinator – Richard Bailey Link Officer – Sue Roberts</p>	<p>Coleg Cymunedol y Dderwen Abercerdin Primary School Bryncethin Primary School Nantymoel Primary School Ogmore Vale Primary School Brynmenyn Primary School Betws Primary School Tondu Primary School Blaengarw Primary School Pen-y-fai Primary School Ffaldau Primary School Tynyrheol Primary School The Bridge Alternative Provision</p>
<p><b>Cynffig</b></p> <p>Cluster Coordinator – Neil Pryce Link Officer – Michelle Hatcher</p>	<p>Cynffig Comprehensive School Afon-y-Felin Primary School Cefn Cribwr Primary School Corneli Primary School Mynydd Cynffig Primary School Pil Primary School</p>

<p><b>YGG Llangynwyd</b></p> <p>Cluster Coordinator – Ceri Llewellyn Link Officer – Michelle Hatcher</p>	<p>YGG Llangynwyd Ysgol Gymraeg Bro Ogwr Ysgol Gynradd Gymraeg Cwm Garw Ysgol Cynwyd Sant Ysgol Y Ferch o'r Sgêr</p>
<p><b>Maesteg</b></p> <p>Cluster Coordinator - Julie Thomas Link Officer – Michelle Hatcher</p>	<p>Maesteg School Cwmfelin Primary School Garth Primary School Llangynwyd Primary School Nantffyllon Primary School Caerau Primary School Plasnewydd Primary School</p>
<p><b>Pencoed</b></p> <p>Cluster Coordinator – Heather Morgan Link Officer – Sue Roberts</p>	<p>Pencoed Comprehensive School Pencoed Primary School Croesty Primary School Coety Primary School Coychurch Primary School</p>
<p><b>Porthcawl</b></p> <p>Cluster Coordinator – Rachel John Link Officer – Michelle Hatcher</p>	<p>Porthcawl Comprehensive School Porthcawl Primary School Nottage Primary School Newton Primary School West Park Primary School</p>

### Team Archbishop McGrath 2017-2018

Improvement Area	Objective	Anticipated Outcome
Standards	<ul style="list-style-type: none"> <li>• To improve standards in numeracy.</li> <li>• Target group MAT</li> </ul>	<ul style="list-style-type: none"> <li>• An increase in the number of students achieving above 115 in the national tests</li> </ul>
Wellbeing and attitudes to learning	<ul style="list-style-type: none"> <li>• To launch the Archdiocesan Pupil Profile</li> </ul>	<ul style="list-style-type: none"> <li>• A consistent approach is adopted to the delivery of the pupil profile</li> </ul>
Teaching and learning experiences	<ul style="list-style-type: none"> <li>• To develop a common pedagogical approach in the teaching of key mathematical concepts (target group = Year 4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• An impact on teaching and learning in maths through the development of common pedagogy all cluster schools</li> </ul>
Care, support and guidance	<ul style="list-style-type: none"> <li>• Refining transition support for identified vulnerable learners</li> </ul>	<ul style="list-style-type: none"> <li>• Continued support for students in Year 7 as an extension of the 'Helping Hands' Programme.</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>• All headteachers to contribute to the Catholic Schools Leadership Programme as mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Building capacity for leadership in church schools</li> </ul>

## Team Brynteg 2017-2018

Improvement Area	Objective	Anticipated Outcome
Standards	<ul style="list-style-type: none"> <li>• Increase the standards of writing, with a specific focus on the higher levels</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the number of pupils performing at the higher level at both primary and secondary school level</li> <li>• Publication of selected works highlights examples of high quality writing</li> </ul>
Wellbeing and attitudes to learning	<ul style="list-style-type: none"> <li>• Further improve the transition for primary school pupils</li> <li>• Increase the attendance of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing events/visits to secondary school further enhance the current transition procedures in place</li> <li>• Increase in pupils' enjoyment and engagement in the writing process</li> <li>• Increased attendance rates during the theme week</li> <li>• Use of cluster LSO works collaboratively on learners' transition through the 'Helping Hands' programme</li> </ul>
Teaching and learning experiences	<ul style="list-style-type: none"> <li>• Increase the creative teaching and learning experiences for all pupils to enhance the quality of writing</li> <li>• Continue to improve the quality of teaching and learning through partnership and the sharing of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of stimuli used to enthuse and engage learners (eg virtual reality, 4D, Giglets, visits and visitors)</li> <li>• Planning and 'assessment for learning' strategies and are effectively shared between the phases, ensuring continuity in approach</li> <li>• Team teaching takes place with key stage 3 colleagues working and observing in key stage 2</li> <li>• Theme week: 'Incredible Journeys' to take place 11 - 15 June (the written work will be based on 'The Arrival' by Shaun Tan)</li> <li>• Sharing event for parents, pupils, governors to be held to celebrate the work undertaken during the theme week</li> <li>• Key stage 4 and post-16 students are used to support in key stage 2 (eg technology, art and drama)</li> </ul>

Care, support and guidance	<ul style="list-style-type: none"> <li>• Increase the level 4 to 5 at key stage 3</li> <li>• To develop a common strategy to convey the importance of cross-phase working to all sectors of our community</li> </ul>	<ul style="list-style-type: none"> <li>• Effective strategies/interventions used in key stage 2 are shared with key stage 3 colleagues</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>• Support the professional learning of key stage 2/3 staff to raise the standards in writing</li> <li>• Ensure resources are efficiently shared between the primary and secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>• Team teaching develops understanding of primary practice</li> <li>• Staff have opportunities to trial new approaches and strategies, take risks and evaluate impact</li> <li>• More cost effective ways of working are utilised through shared insets, training and resources</li> <li>• Resources are shared effectively (eg technology technicians and classrooms)</li> <li>• Expertise in specific fields such as music, art and drama are shared successfully between the phases</li> </ul>

### Team Bryntirion SOAP 2017-2018

Improvement Area	Objective	Anticipated Outcome
Standards	<ul style="list-style-type: none"> <li>• To improve standards for MAT learners</li> </ul>	<ul style="list-style-type: none"> <li>• Improved performance in national tests</li> </ul>
Wellbeing and attitudes to learning	<ul style="list-style-type: none"> <li>• To develop emotional resilience and to improve attitudes to learning in MAT pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Improved strategy and professional dialogue around cluster issues.</li> <li>• 'Behaviour Champions' to work effectively and closely as a cluster</li> </ul>
Teaching and learning experiences	<ul style="list-style-type: none"> <li>• To improve teaching and learning experiences for MAT learners</li> </ul>	<ul style="list-style-type: none"> <li>• A smarter sharing of successful strategies.</li> <li>• A sharing of current monitoring strategies to evidence what constitutes good and excellent teaching</li> </ul>
Care, support and guidance	<ul style="list-style-type: none"> <li>• To develop common support provision for MAT pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Improved care support and guidance offered to MAT pupils</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>• To improve leadership and management for MAT pupils at all levels</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster policies updated with support and guidance from NACE (National Association for Able Children in Education)</li> </ul>

## Team Coleg Cymunedol y Dderwen (CCYD) SOAP 2017-2018

Improvement area	Objective	Anticipated outcomes
Standards	<ul style="list-style-type: none"> <li>• To raise literacy and numeracy standards for pupils aged 3-16</li> <li>• Track pupils' progress during the key stage 2 and 3 transition process through primary and secondary staff participating in Year 7 pupil progress reviews</li> <li>• Vulnerable Assessment Profile format to be agreed and introduced into primary school to support transition from Year 6 to Year 7</li> <li>• To analyse cluster English and mathematics pupil data</li> <li>• Plot a flight path to show required progress for pupils aged from 3 to 16 years old</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils to achieve expected GCSE grades</li> <li>• Cluster tracking is effective and nearly all pupils make or exceed expected progress</li> </ul>
Wellbeing and attitudes to learning	<ul style="list-style-type: none"> <li>• To have a model cluster attendance policy which is then modified to meet the needs of individual schools</li> <li>• A triad group to baseline pupils attitudes to learning (research materials/evidence to be used to develop attitudes to learning in the classroom)</li> <li>• Primary and secondary key staff to develop effective transition for pupils from key stage 2 to key stage 3</li> </ul>	<ul style="list-style-type: none"> <li>• An agreed consistent cluster approach to improve attendance</li> <li>• Shared practice on developing pupils' attitudes to learning</li> <li>• Pupils' anxiety is reduced when moving from primary to secondary education</li> </ul>
Teaching and learning experiences	<ul style="list-style-type: none"> <li>• To develop a similar approach to pedagogy between key stage 2 and key stage 3</li> <li>• To develop a shared understanding and strategical plan to meet the requirements of the 'Curriculum for Wales'</li> <li>• To develop a primary style of delivering the curriculum and pedagogy at key stage 3</li> <li>• Arrange Year 6 and Year 7 teacher swap lessons</li> <li>• Develop a cluster agreed definition for MAT pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Greater consistency of teaching and learning between key stage 2 and key stage 3</li> <li>• Good practice is shared and progress is made on implementing the new 'Curriculum for Wales'</li> <li>• A consistent approach to identifying MAT pupils</li> <li>• Appropriate challenges for MAT pupils built into the curriculum</li> <li>• To become an ITE network</li> </ul>

	<ul style="list-style-type: none"> <li>To submit a cluster proposal to become an Initial Teach Education (ITE) network</li> </ul>	
Care, support and guidance	<ul style="list-style-type: none"> <li>Vulnerable Assessment Profile format to be agreed and introduced into primary school to support transition from Year 6 to Year 7</li> </ul>	<ul style="list-style-type: none"> <li>A consistent cluster approach to tracking vulnerable pupils is agreed and implemented</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>Peer-to-peer work on developing and evaluating the effectiveness of self-evaluation</li> <li>Monthly cluster primary and secondary senior leadership cluster meetings</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation is effective and is a true reflection of schools based on available evidence</li> <li>Good practice is shared across the cluster. Common goals/targets are identified and appropriate action plans created</li> </ul>



## Team Cynffig SOAP 2017-2018

Improvement Area	Objective	Anticipated Outcome
Standards	<ul style="list-style-type: none"> <li>• Raise standards and the progress of pupils in writing</li> <li>• Embed a cluster approach ensuring Visual Literacy strategies are evident across all year groups</li> <li>• Embed the use of Alan Peat's resources and techniques to support writing across the cluster and across all year groups</li> <li>• Increase opportunities and outcomes for specific groups of pupils, including more able and talented (MAT) pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the number of pupils achieving expected outcomes in writing attainment targets (Year 4, 5, 6 and 9)</li> <li>• Extended writing opportunities evident through teacher planning, schemes of work, book scrutiny, lesson observations and listening to learners</li> <li>• Cluster extended writing portfolio supports the sharing of good practice</li> <li>• Raising standards in writing attainment target (Years 4, 5, 6 and 9)</li> <li>• MAT pupils experience a rich and challenging curriculum</li> </ul>
Wellbeing and attitudes to learning	<ul style="list-style-type: none"> <li>• Continue to develop attitudes to learning through (eg Growth Mindset and/or Habits of Mind approaches)</li> <li>• Strengthen pupil attitudes to learning through active engagement in decision making and pupil voice</li> <li>• Raise pupil aspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are ambitious, confident, capable and independent learners</li> <li>• Improvement in attendance, wellbeing and outcomes</li> <li>• Raised aspirations</li> </ul>
Teaching and learning experiences	<ul style="list-style-type: none"> <li>• Increase the creative teaching and learning experiences for all pupils to enhance the quality of writing</li> <li>• Continue to improve the quality of teaching and learning through partnership and the sharing of practice</li> <li>• Ensure that learners are encouraged to stretch themselves and develop resilience in problem solving while challenging themselves in their learning</li> <li>• Development of the effectiveness of peer feedback to motivate and challenge all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Visual literacy techniques support progression</li> <li>• Planning and assessment for learning strategies and are effectively shared between the phases, ensuring continuity in approach</li> <li>• Team teaching takes place with key stage 3 colleagues working and observing in key stage 2 and vice versa</li> <li>• High aspirations in all learners (eg sustained effort and resilience)</li> <li>• A wide range of teaching approaches are used to engage learners and instil a 'can do' attitude</li> <li>• Powerful peer feedback (peer feedback has a positive effect on motivation and achievement)</li> </ul>

Care, support and guidance	<ul style="list-style-type: none"> <li>Wellbeing interventions support transition (eg 'Helping Hands', Thrive and peer mentors)</li> </ul>	<ul style="list-style-type: none"> <li>Effective strategies/interventions support pupil confidence during the transition process</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>Increase leadership capacity through the introduction of a Deputy Headteachers' Forum</li> <li>Develop the leadership capacity of the Literacy Leads in each school in monitoring the impact of visual literacy strategies</li> <li>Ensure resources are efficiently shared between the primary and secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>Forum supports the sharing and gaining of expertise</li> <li>Schools provide continuing professional development (CPD) opportunities for colleagues</li> <li>Leadership facilitates raising standards in literacy</li> <li>Resources utilised to maximum capacity in order to benefit pupils and staff</li> </ul>

## Tîm Llangynwyd Strategaeth ar Dudalen (SOAP) 2017-2018

Maes gwella	Amcan	Canlyniadau disgwylidig
Safonau	<ul style="list-style-type: none"> <li>• Ymestyn cyrhaeddiad dysgwyr MATH o fewn Gwyddoniaeth</li> <li>• Ymestyn hyder a chyrhaeddiad dysgwyr o fewn Sbaeneg</li> </ul>	<ul style="list-style-type: none"> <li>• Cynnydd yn y lefelau uwch gwyddoniaeth</li> <li>• Trochi'r Sbaeneg ar draws fel yr ITM newydd i ddysgwyr</li> </ul>
Lles ac agweddau tuag at ddysgu	<ul style="list-style-type: none"> <li>• Datblygu llais y dysgwr a'u hannibyniaeth wrth ddysgu</li> </ul>	<ul style="list-style-type: none"> <li>• Dysgwyr yn hyderus wrth arwain eu dysgu ac yn eu gwaith</li> </ul>
Profiadau addysgu a dysgu	<ul style="list-style-type: none"> <li>• Ymateb i'r Siarter Iaith a PCAI, wrth gyflwyno seicoleg iaith</li> <li>• Mireinio a chysoni systemau asesu</li> </ul>	<ul style="list-style-type: none"> <li>• Twf yn y Gymraeg a'r ddefnydd o'r Gymraeg yn allgyrsiol</li> </ul>
Gofal, cymorth ac arweiniad	<ul style="list-style-type: none"> <li>• Gwella presenoldeb ac ymgysylltu â theuluoedd</li> </ul>	<ul style="list-style-type: none"> <li>• Dysgwyr yn bresennol ac yn ffynnu yn eu haddysg a'r cartref yn ymgysylltu'n fwy rhagweithiol yn addysg eu plant</li> </ul>
Arweinyddiaeth a rheolaeth	<ul style="list-style-type: none"> <li>• Treiddio cymwyseddau digidol ar draws gwricwlwm y clwstwr</li> <li>• Cynllunio a threiddio'r safonau arweinyddol newydd</li> </ul>	<ul style="list-style-type: none"> <li>• Safon a dealltwriaeth digidol staff a dysgwyr yn cynyddu a'r safonau yn cynnig gwell arweiniad i staff a chodi safonau</li> </ul>

### Team Maesteg SOAP 2017-2018

Improvement Area	Objective	Anticipated Outcome
Standards	<ul style="list-style-type: none"> <li>• Year 6 pupils and teachers develop 'Best of me' books.</li> <li>• Year 6 teachers and key stage 3 subject leads to participate in moderation activities</li> <li>• Year 2 teachers/foundation phase leaders to participate in 'development' days and moderation meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Year 7 teachers have a holistic knowledge of pupils' achievement attainment and progress on entry</li> <li>• Consistency in teacher assessment at foundation phase, key stage 2 and key stage 3</li> </ul>
Wellbeing and attitudes to learning	<ul style="list-style-type: none"> <li>• Headteachers to review schools' attendance policies</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance policies are consistent and compliant with local authority policy</li> </ul>
Teaching and learning experiences	<ul style="list-style-type: none"> <li>• Secondary school to share Pioneer work and knowledge about new curriculum with primary schools (eg headteacher cluster meetings and Year 6/Year 7 teachers joint planning days)</li> <li>• Secondary and primary schools to collaborate on enquiry-based project 'Dragon Hunters' to be undertaken by Year 6 and Year 7 pupils in the summer term</li> <li>• Year 6 and Year 7 pupils to participate in STEM (Science, Technology, Engineering and Mathematics) activities linked to the Caerau low carbon project (as part of the cluster 'Dragon Hunters' project)</li> <li>• Secondary school teachers to deliver 'challenge activities' in the primary schools</li> <li>• Year 6 pupils to visit secondary school to take part in 'challenges'</li> <li>• Year 5 and Year 6 pupils to take part in music development day at the secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop an understanding of 'Successful Futures' in preparation for implementation of the new 'Curriculum for Wales'</li> <li>• Provide pupils with quality teaching and learning experiences that support the 'Four Core Values'</li> <li>• Provide pupils with rich learning opportunities and meaningful contexts for learning</li> </ul>

<p>Care, support and guidance</p>	<ul style="list-style-type: none"> <li>• Year 6 pupils to take part in a three-day transition event (July 2018)</li> <li>• Secondary school to organise a series of 'social events'/extra-curricular activities to welcome Year 6 to the school</li> <li>• 'Vulnerable pupils' participate in Helping Hands' transition event ('Helping Hands' staff to receive additional training from the secondary school's 'Oasis' base)</li> <li>• Year 7 teachers to meet with Year 6 teachers to share information relating to individual pupils</li> <li>• Three primary schools participate in ACE (Adverse Childhood Experiences) pilot project and share training/experience with other cluster schools</li> <li>• Schools to adopt the 'My Concern' safeguarding package</li> </ul>	<ul style="list-style-type: none"> <li>• Effective transition of pupils from primary to secondary; schools provide pupils (including the more vulnerable pupils) with the care, support and guidance they need on transition</li> <li>• Secondary teachers have a greater understanding of Year 7 pupils on entry</li> <li>• Schools have a greater understanding of how to support pupils who have experienced trauma</li> <li>• Schools are meeting their safeguarding obligations and are adopting a tool that enables them to manage safeguarding and welfare concerns of its pupils</li> <li>• Schools have a comprehensive record/picture of their pupils that can be securely transferred to other schools</li> </ul>
<p>Leadership and management</p>	<ul style="list-style-type: none"> <li>• Headteachers to meet half termly to discuss cluster-related 'issues'/activities</li> <li>• Headteachers to agree future collaboration opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthening school-school working/collaboration</li> </ul>

### Team Pencoed SOAP 2017-2018

Improvement area	Objective	Anticipated outcomes
Standards	<ul style="list-style-type: none"> <li>• Improve achievement in boys' literacy at expected level +1</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise expertise at Pencoed Comprehensive School (which is a literacy Hub school)</li> <li>• Teacher meetings to share expertise across the cluster</li> <li>• Joint writing and sport project to engage boys and increase literacy achievement</li> <li>• Increase percentage of boys with ss110 + in National Reading Test</li> </ul>
Wellbeing and attitudes to learning	<ul style="list-style-type: none"> <li>• Wellbeing 3-18 strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed strategies for a range of wellbeing issues across all schools and all phases</li> <li>• Pupils make a positive transition as wellbeing support and processes are consistent</li> <li>• Higher levels of wellbeing impacts on standards achieved across all phases</li> </ul>
Teaching and learning experiences	<ul style="list-style-type: none"> <li>• To develop shared Growth Mindset strategies across the cluster</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing good practice and “what we know from research” to enable all schools to develop new strategies which impact positively on pupil learning</li> </ul>
Care, support and guidance	<ul style="list-style-type: none"> <li>• Wellbeing 3-18 strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed strategies for a range of wellbeing issues across all schools and all phases</li> <li>• Pupils make a positive transition as wellbeing support and processes are consistent</li> <li>• Higher levels of wellbeing impacts on standards achieved across all phases</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>• Improving the evidence base for self-evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>• Headteachers work together in cluster meetings. Share good practice to improve the quality of self-evaluation</li> </ul>

## Team Porthcawl SOAP

**2017-2018**

Improvement area	Objective	Anticipated outcomes
Standards	<ul style="list-style-type: none"> <li>• Improve the standards of writing with a particular focus on boys outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Increased outcomes in terms of national curriculum levels and key stage 4 outcomes in English</li> <li>• Increased outcomes for boys in national curriculum levels and key stage 4 outcomes in English</li> <li>• Specific focus upon boys' outcomes in the writing element of national curriculum assessments</li> </ul>
Wellbeing and attitudes to learning	<ul style="list-style-type: none"> <li>• Devise a strategy to track wellbeing and measure the impact of provision</li> </ul>	<ul style="list-style-type: none"> <li>• The development of wellbeing tracking</li> <li>• The development of evaluative outcomes with reference to wellbeing</li> <li>• Survey outcomes to gauge wellbeing provision impact</li> </ul>
Teaching and learning experiences	<ul style="list-style-type: none"> <li>• Increase and improve the length of, fluency and accuracy of writing</li> <li>• Improve the quality of teaching/learning through greater 'Team' collaboration, a focus upon the pedagogical principles from 'Successful Futures'</li> </ul>	<ul style="list-style-type: none"> <li>• The use of a variety of strategies to improve writing (eg visual literacy)</li> <li>• Team teaching across the schools to share best practice in the teaching of writing</li> <li>• Increased collaboration/team teaching to share best practice</li> <li>• Increased collaboration across the 'Team' to use greater consistency in practice</li> <li>• Sharing of pedagogical best practice to prepare for successful futures</li> </ul>
Care, support and guidance	<ul style="list-style-type: none"> <li>• Improve and extent the use of e-technique to secure better communication and greater family engagement.</li> <li>• Improve the L2L concept to capture learner views of their learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the variety of e-platforms available, evaluate and select one</li> <li>• Increased levels of family engagement</li> <li>• Increased opportunities for L2L to occur</li> <li>• Development of Hwb to capture L2L in respect of their learning experiences</li> <li>• Use of the Hwb L2L material to inform the school self-evaluation report</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>• Improve any aspect of 'Team' collaboration to secure fiscal benefits</li> <li>• Devise a team response to the Additional Learning Needs (ALN) Reform Bill and the</li> </ul>	<ul style="list-style-type: none"> <li>• An analysis of where 'Team' developments may accrue a fiscal benefit</li> <li>• Recycle any fiscal benefits to meet the objectives of the SOAP</li> </ul>

General Data Protection Regulation (GDPR)

- Devise various responses/changes/strategies to ensure the 'Team' response to the ALN Reform Bill and GDPR is appropriate