

KEY PRIORITY ACTION PLAN - Learning environments and provision

UNCRC

Article 12 – Children have the right to express their views and be heard.

Article 23 – Children with disabilities have the right to support and inclusion.

Article 28 – Every child has the right to education.

Article 29 – Education should develop every child's ability, personality and talents to the fullest.

Article 2 – Rights apply to every child without discrimination.

Goal: To ensure consistently good teaching through purposeful and inclusive learning environments and provision that meets the needs of all individuals.

Rationale: The following areas have been identified through self-evaluation work and feedback from external partners:

- **Foundation Learning environments and practice**
- **Creating inclusive classrooms and practice**
- **Effective feedback and marking**

Success Criteria:

- In the early foundation phase classes, there will be highly effectively learning environments and practice to support the children's independence, engagement and learning.
- Most children's needs will be met through classrooms meeting the requirements set out in Meadowlane's Ordinarily Available Inclusive Practice document.
- Many children will be able to talk about how adults support their learning and progress through the feedback they provide.

Autumn	Spring	Summer

Leaders:

Actions	Personnel Involved	Budget / Resources (Human, time and physical)	Timescales	Self-Evaluation Activities	Self-Evaluation	Evidence
Pedagogy 1. To develop understanding of child-led pedagogy (including	FP Leader 1 x FP teacher	• FP lead and 1 x teacher (supply cover) for 12 days.	12 x sessions (full day) 7 & 8.10.2026	Learning walks Listening to learners with Learning Journals		

high-quality observations and planning) and Froebelian principles to improve teaching and learning in Early Years.	NR leading INSET FP teachers & HLTA CLH/RV/CT/SR NR leading CLH/FL/KM/+TA supply	- INSET sessions for Foundation Phase staff to share practice from Froebel training. 2 x training sessions led by NR for CLH, KM and FL working within Nursery and Reception on Schemas and Observations	26 & 27.11.2026 17 & 18.02.2027 17 & 18.03.2027 12 & 13.05.2027 23 & 24.06.2027 3 x sessions (1 hour) 7.12.2026 12.04.2027 28.06.2027 2 x 1.5 hour sessions 03.09.2026 04.09.2026	Lesson observations Planning audit		
Pedagogy 2. Environments to be improved to provide opportunities for curiosity,	FP Leader FP teachers FP TAs	School to be supported by a Foundation Phase Specialist within Cardiff	1 x session in the autumn term (date to be confirmed)	Learning walks Listening to learners with Learning Journals		

exploration and problem solving.		Council to enhance the learning environment to develop pupil engagement and independence in the setting (Anna-Maria). INSET time to visit cluster schools (cover at the end of the school day to release staff)	with Anna-Maria) 4 x twilight sessions 13.10.2026 17.11.2026 19.01.2027 09.03.2027	Lesson observations Planning audit Audit/review of school resources and condition of furniture		
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Pedagogy 3. Environments to provide open-ended resources to support creative and imaginative play with 'invitations to play', moments of awe and wonder in both indoor and outdoor spaces.	All teaching staff	• Training for developing the enabling adult and effective observations in early years. • To develop knowledge and understanding of high-quality learning environments through cluster work (CLIP).	2 x morning training sessions (date to be confirmed) 2 X feedback sessions for FP staff to be organised following training sessions (date to be confirmed) 4 x twilight sessions 13.10.2026 17.11.2026 19.01.2027 09.03.2027	Learning walks Listening to learners with Learning Journals Lesson observations Planning audit Audit/review of school resources and condition of furniture		
Pedagogy 4. For mathematical concepts to be intentionally	PS1/PS2/PS3	• INSET session for all staff • Time allocation	Training time to be organised	M&N Team: Learning walks		

woven into everyday experiences and play within the early years where children will experience access to a range of practical, hands-on resources to explore number, shape and pattern, both indoors and outdoors.		to M&N team to audit practical maths resources and equipment to support learning.				
Learning Environment 5. To develop environments that promote independence and choice. Learners made aware of their ownership of learning in environments that are well-	PS1 - RY/CT/DW/HH/SR/KC/CLH/FL/KM	Supply cover for staff to attend training	Risca Primary School training opportunities – dates to be confirmed 3 x sessions (1 hour) 7.12.2026 12.04.2027 28.06.2027	Learning walks		

organised, accessible and enable choice in their learning.						
Learning Environment 6. Improvements to environment throughout Foundation Phase with focus on creating welcoming shared entrances in all areas where information and support is displayed for caregivers, families and parents. All classes to improve environments to create a more homely feel using art, displays and natural	PS1 - RY/CT/DW/HH/SR/KC/CLH/FL/KM PS1/PS2/PS3	- INSET time to visit cluster schools (cover at the end of the school day to release staff) - INSET – whole school learning walk	INSET - planning 01.09.2026 02.09.2026 4 x twilight sessions 13.10.2026 17.11.2026 19.01.2027 09.03.2027 Training time to be organised	Learning walks		

materials. Displays to create an atmosphere where children and staff feel recognised and valued.						
Learning Environment 7. Ensure all classrooms meet the requirements set out in Meadowlane's Ordinarily Available in all Classrooms document.	All teachers	INSET time	01.09.2026	Learning walks Listening to learners		
Feedback & assessment 8. Improve children's progress through effective feedback, using child friendly verbal and written feedback.	All staff	Staff to revisit marking policy together in September 2026	Initial inset and ongoing	All AoLE Teams: Book Scrutiny Listen to Learners		

Feedback and assessment 9. Children to assess their own work using the support of success criteria in Literacy 'Big write' and during AOL days.	LLC Team with support from all teaching staff	N/A	Ongoing	Book Scrutiny Listen to Learners		
Feedback and assessment 10. Children to develop their independent maths and numeracy skills by providing them with steps to success.	M&N Team with support from teaching staff	1 day supply	Ongoing	Book Scrutiny Listen to Learners		
Feedback and assessment 11. Children to assess others work using given sentence stems and success criteria to	LLC Team All staff	N/A (Saved in: Assessment General Resources)	Ongoing	Book Scrutiny Listen to Learners		

support accurate feedback.						
ALN 12. Staff to be familiar with ALN and wellbeing needs in their classroom and wider school setting, including making reasonable adjustments to support all learners.	All staff with support from ALNCO	INSET time/PL time for TA	Ongoing	Listen to learners Classroom environment Learning walks		
ALN 13. More staff to be involved in the IDP process to ensure better understanding of ALN across the school	ALNCO to facilitate	Supply cost to cover Teachers as needed	Ongoing	ALN overview IDP		
Additional teaching improvements 14. Due to Building Blocks no longer being used, a new	Curriculum Lead and ALNCO	Leadership time	10/9/26	Book scrutiny Planning scrutiny		

planning format to be introduced to ensure curriculum coverage.						
15. Concrete resources to be used when teaching new mathematical concepts. Children to use concrete resources before recording in writing (when appropriate for each individual child).	M&N Team All Teachers	INSET	15.09.26	Listening to learners Book scrutiny Planning audit		
16. Teachers to continue planning a clear writing journey using the Success Criteria as a guide.	Teachers	N/A	Ongoing	Listening to learners Book scrutiny Planning audit		