

# School Development Plan: 2022-2025

## Ysgol Gynradd Llandeilo



Headteacher: Mrs. Karen Towns Assistant Head: Mrs. Vicki Davies

Chair of Governors: Mrs. Catherine Bleasdale

School name/ Enw llawn yr ysgol	Rhif LIC	Iaith LIC	Address / Cyfeiriad
Ysgol Gynradd Llandeilo Llandeilo primary School	220	English	20 Rhosmaen Street, Llandeilo Carmarthenshire, SA19 6LU

Phone / Ffon	E-mail e-bost	Website / Safwe
01558 822498	<a href="mailto:karen.towns@llandeilo.ysgolccc.cymru">karen.towns@llandeilo.ysgolccc.cymru</a>	<a href="https://llandeiloprimaryschool.co.uk/">https://llandeiloprimaryschool.co.uk/</a>

## CONTENTS PAGE

SECTION	ASPECT	PG
Our School	<a href="#"><u>Our School Context and data</u></a>	3
	<a href="#"><u>School vision and Mission Statement</u></a>	6
	<a href="#"><u>Roles, Responsibilities and Resources</u></a>	9
Self-evaluation	<a href="#"><u>Grants</u></a>	11
	<a href="#"><u>SWOT Analysis - 2021-2022</u></a>	17
	<a href="#"><u>Reviewing the progress and impact of last year's SDP</u></a>	23
Priorities & Targets	<a href="#"><u>Overview of 2023-2023 priorities</u></a>	24
	<a href="#"><u>2022-2023 Priority 1</u></a>	25
	<a href="#"><u>2022-2023 Priority 2</u></a>	34
	<a href="#"><u>2022-2023 Priority 3</u></a>	43
	<a href="#"><u>2022-2023 Priority 4</u></a>	50
	<a href="#"><u>2022-2023 Priority 5</u></a>	61
	<a href="#"><u>2022-2023 Priority 6</u></a>	70
	<a href="#"><u>High level priorities and targets Year 2+3</u></a>	80
Appendices	<a href="#"><u>Log of Additional Professional Development (PL which is not part of SDP priorities)</u></a>	82

## SCHOOL CONTEXT AND DATA

Number of pupils of statutory school age Nifer o disgyblion o oedran ysgol statudol	201	% English as an additional language Canran y disgyblion sy'n siarad Saesneg fel iaith ychwanegol	7.73% (17 Pupils)
Number of pupils in nursery class Nifer mewn dosbarthiadau meithrin	19	% ALN register % ar y gofrestr ADY	20.9% (44 pupils)
% of pupils of statutory school age eligible for FSM Canran y disgyblion o oedran ysgol statudol sy'n gymwys ar gyfer prydau ysgol am ddim	25% (56)	% BAME	3.1% (7 pupils)
Whole school attendance % for previous academic year	85%	Financial position of the school	Surplus £61,000
Date of last ESTYN inspection Dyddiad yr arolygiad Estyn blaenorol	May 2015 Revisit 2016	Date of headteacher appointment Dyddiad y penodwyd y pennaeth	01-09-2008

### Leadership structure and qualifications / Strwythur yr UDRh a chymhwysterau

Staff member	Headteacher Pennaeth	Deputy Headteacher Dirprwy Bennaeth	Assistant Head Pennaeth cynorthwyol	ALNCO & TLR	Business Manager	TLR
Name	Karen Towns		Victoria Davies	Cerys Holker	Rachel James	
Leadership qualifications Cymhwysterau proffesiynol eg	B.Ed(hons) Early years Diploma NPQH Trauma Informed Diploma IOSH		BA Ed (QTS) Middle Leaders Senior Leaders Working towards Aspiring Heads Programme	B.Ed (Hons)	Level 4 Diploma Business and Professional Administration	



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

## 2022-2023 Class structure and contextual information

Year group	Staff	Number of pupils	FSM	CIN	LAC	EAL	Hwyrddylod wyr i'r Gymraeg	ALN	BAME	
Nursery PT	Mrs V Jones/ Mrs R Lemon	4				2				
Nursery FT		15	1							
Reception		19	6					2		
LH1/2J	Mr M Jones	19 (13/6)	3		1			4		
LH1/2M	Mrs S Miller	25 (16/9)	4			1		2	1	
LH3	Mrs A Beynon/ Mrs C Holker	30	9			5		5	1	
LH4/5J	Mrs J James	31 (20/11)	11		2	3		10	2	
LH4/5M	Mr J Moore	28 (13/15)	12		1	3		13	1	
LH6B	Mr M Butcher	24	5		1	2		5	1	
LH6W	Miss H Williams	25	5		1	1		6	1	
Cwtsh	Mrs L Williams Mrs R Snelgrove									
N.N & N	Mrs V Davies Mrs L Williams Ms Z Tudor									
ALN	Mrs C Holker									
<b>Total Number</b>		<b>220</b>	<b>56</b>		<b>6</b>	<b>17</b>		<b>44</b>	<b>7</b>	



Inclusive of PT & FT	Teachers (including Head & Assistant Head)	TA's	Admin	Caretaking	Cleaning (provided by SLA)	Lunchtime (covered by school staff)	Kitchen (Not employed by School)	Total
No. of Staff	FT - 8 PT - 4	15	2	1 (PT)	4	15 - TAs (Paid as lunchtime supervisors) Supported by SLT	(4)	30 (34 with Catering)



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
*Article 3 : Everyone who works with children should always do what is best for each child.*

# School Vision and Mission Statements / Gweledigaeth a Datagniad Cenhadaet

## Context

Headteacher in post 15 years  
 1 Teaching Assistant Head  
 10 Teachers — 4 PT — 6 Fulltime  
 1 HLTA — Behaviour Support  
 17 TAs  
 Business Manager & Admin  
 3 School Wellbeing Dogs — Rosie, Millie T & Millie D  
 Mixed Nursery & reception class — Morning and Afternoon sessions for Part Time Nursery.  
 Mixed classes throughout the school. — Except LHS & LHS  
 All have access to an outdoor area.  
 Nature, Nurture & wellbeing sessions once a week.  
 Nurture base class.  
 211 Pupils - 105 Boys, 106 Girls.  
 47 ALN    53 EFM    14 BAME

## Extra-Curricular Clubs

- Clwb Urdd
- Choir
- Quiz Club
- Sports club
- Netball
- Creative club
- Cartoon club
- Chess club
- Gardening

## Curriculum

At Llandeilo Primary School we learn through a Concept driven curriculum, that places pupils and their deeper thinking at the heart of learning.



Concept: **Thoughts, ideas and beliefs** drawn from a topic that transfer to new situations

We aim to provide rich, authentic learning experiences which are purpose and concept driven, encouraging our pupils to develop their integral skills and metacognition.

The definition of a rich, authentic learning experience is ...

*"An experience or challenge that involves **real-world problems** and that **mimics the work of professionals**; the learning involves the **presentation of findings to audiences**, sometimes beyond the classroom.*

*The learning involves **conceptual understanding, open-ended inquiry, thinking skills and metacognition**.*

*Learners work **co-operatively** to direct their own problem solving and/or learning."*

As learners, we are developing our Learning Assets to support us in becoming **Ambitious, Capable Learners, Ethical Informed Citizens, Healthy, Confident Individuals and Enterprising, Creative Contributors.**

## Community

Llandeilo Primary School is situated in the small market town of Llandeilo, Carmarthenshire.

Llandeilo is a semi rural location, with a large farming community. It is also on the commuter belt for larger cities, as it is near the M4 corridor.

Supporting the community is vitally important to us. Our 'Big Boys Box' based on the school site and run by staff and pupils, aims to support local families and reduce food waste.

All our learning has the community — local and wider — at its centre, giving our pupils a sense of belonging or



# Success with a Smile



<https://llandeiloprimaryschool.co.uk>

Llandeilo Primary School



Llandeilo Primary School  
 20 ~~Language~~ Street  
 Llandeilo  
 SA19 6ED  
 01558 822498  
~~01558 822498~~



@Llanpr

# Llwyddiant gyda Gwen

## Councils

- Teaching & Learning
- Sports Ambassadors
- Cŵw Cymraeg
- Mini PTA
- Digital Leaders
- Right Knights!
- Eco
- FairTrade



Eco-Schools Team



## Our Vision at Ysgol Llandeilo

We pride ourselves on putting all pupils and staff at the heart of a pupil based learning at Llandeilo Primary School. We encourage everyone to become thinkers who:

- Let inspiration and curiosity lead their learning.
- Make connections between their thinking, understanding and skills.
- Take action to make meaningful changes with the local community and wider world.
- Are influential in developing all aspects of school life
- Understand how health & nutrition impact on learner assets



It is a place where Healthy relationships support everyone to regulate emotions and feelings, create an environment of safety, connection and compassion at all times.

Real life experiences develop all learners to become Ambitious Capable Learners, Healthy Confident Individuals, Enterprising Contributors, and Ethical Informed Citizens to become the best that they can be, and seek the best in others.

### Our Mission Statement

Success with a Smile  
Llwyddiant gyda Gwên



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

## The Values we hold close:

Compassion & Empathy

Collaboration

Resilience

Acceptance & Respect

### How will we achieve this?

#### Mission: We want to be successful through:

Every pupil and member of staff can succeed at Llandeilo Primary. These successes won't look the same for everyone. We are individuals. Meeting the needs of all and ensuring they can contribute to our school and wider community, encouraging them to become conceptual, inquiry-driven thinkers who..

- Use inspiration and curiosity to lead their learning,
- Make connections between their thinking, understanding and skills,
- Take action to make meaningful changes in Llandeilo, Wales and the World,
- Become influential in developing all aspects of school life in Wales.
- Succeed in literacy and numeracy skills in both indoor and outdoor contexts.
- Develop empathy and positive attitudes to learning.
- Follow a concept driven inquiry-based curriculum, encouraging deeper thinking and retention of skills.
- Learn and teach life skills, such as growing foods in our allotments, cookery lessons, supporting food waste strategies and helping our community.

Emotional wellbeing is highly valued at Llandeilo Primary. Understanding behaviours and Trauma informed practices help us to support everyone in the school community, having a safe place during the school day and accessing emotionally available adults.

#### Vision: We want to achieve this through:

- Encouraging every member of our school community to learn new skills and knowledge.
- Developing leaders within every pupil and adult in the school community.
- Giving autonomy to encourage decision making and problem solvers.
- Taking up action research and projects to impact on personal and school-based outcomes.
- Recording learning in individual ways.
- Supporting National Mission statements E.G. 'No child should ever go hungry in Wales.'
- Developing our Welsh language skills.
- The Four Purposes and Our Inquiry Assets. [Inquiry Assets - 4 purposes.pdf](#)

## ROLES, RESPONSIBILITIES AND RESOURCES

Roles and Responsibilities of school staff.			
Name	Post	Responsibility	School Council Responsibility
Mrs. Karen Towns	Head Teacher	Strategic direction	Super Ambassadors
Mrs. Vicki Davies	Nature, Nurture & Nutrition Facilitator, Assistant Head	Teaching and Learning LLC	Teaching and Learning Council
Mrs. Rachel Lemon	Nursery/ Reception Teacher (0.6 fte)	Attitudes to Learning includes, The Empathy Lab, Health and Well-being and RSE	
Mrs. Victoria G- Jones	Nursery/ Reception Teacher (0.6 fte)	Health and Well-being and RSE	The Rights Knights
Mr. Mark Jones	Year 1/2 Teacher	Cymraeg	Criw Cymraeg
Mrs. Sophie Miller	Year 1/2 Teacher	DCF	Digital Leads
Mrs. Anna Beynon	Year 3 Teacher (0.8 fte)	Humanities and Environment	Eco
Mrs. Cerys Holker	ALNCO (0.6 fte) Year 3 Teacher (0.2 fte)	ALNCO	
Mr. Jonathan Moore	Year 4/5 Teacher	Maths Physical Education & Healthy Schools	Sports Ambassadors
Mrs. Jordan James	Year 4/5 Teacher	Numeracy and Fair Trade	Fair Trade Council
Mr. Morgan Butcher	Year 6 Teacher	Science & Concept-based Inquiry learning	Mini PTA Entrepreneurs
Miss Hannah Willans	Year 6 Teacher	Creative Development	Creative Crew
Mrs. Lynne Williams	Level 4 TA	Nurture Base Lead - Y Cwtch & Y Gegin	
Mrs. Rachel James	School Business Manager	School Budget, Site Manager, Attendance, Systems & processes	
Hale Hammanci	School admin. officer	Receptionist, Absence and Attendance assistant, Greeting parents, visitors,	



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
 Article 3 : Everyone who works with children should always do what is best for each child.

## Governing Body Membership

Name	Post	Date	GB member's area of responsibility
Mrs Karen Towns	Head teacher	01-Sep-07	Strategic direction
Mrs Catharine Bleasdale	Chair of Governors / LEA	06-Feb-21 to 05-Feb-25	Curriculum & Data & strategic direction
Mr. Colin New	Vice Chair of Governors (LEA)	12-Jul-19 to 11-Jul-23	Expressive Arts & Creative Development
Mrs. Victoria Davies	Staff (Teaching)	12-Feb-20 to 11-Feb-24	
Mrs. Karen Draper	Community	07-Oct-21 to 06-Oct-25	ALN & Inclusion
Dr Paula Senior	Parent	01-Feb-21 to 31-Jan-25	Science, & Concept based Inquiry
Mrs. Caroline Wright	Parent	20-Feb-22 to 19-Feb-26	Maths, Reasoning & Data and Numeracy
Dr Rosie Plummer	Community	27-Jun-20 to 26-Jun-24	Strategic Leadership
Mrs. Sian Collins	Community	25-Jun-20 to 24-Jun-24	English, Literacy, Languages & Attitudes to learning
Mrs. Lynne Williams	Staff (Non-teaching)	12-Feb-20 to 11-Feb-24	
Mr. Neil Paton	Parent	09-Feb-22 to 08-Feb-26	DCF
Clr Edward Thomas	LEA	27-May-19 to 26-May-23	Humanities
Mr. Gordon Kilby	Additional Community	01-Sep-21 to 31-Aug-25	
Mrs. Lucy Evans	Parent Governor	19-Nov-22 to 18-Nov-26	Health & Wellbeing and RSE

## Grants

Budget source Amount	Purpose- Terms	Actions	Impact
<p>FP Grant £58,500 Progression step 1&amp;2</p>	<p>Improve literacy and numeracy from baseline</p>	<ul style="list-style-type: none"> <li>Grant is used to ensure Teaching Assistants support the teaching of literacy and numeracy skills across the curriculum</li> <li>Teaching assistants are used to teach individual and small groups of pupils to accelerate their learning.</li> </ul>	<p>Provision in the Foundation phase is effective in developing pupil's early key skills - numeracy and literacy as a result of the number of support staff providing the high-quality provision</p> <p>Nearly all pupils in the Foundation Phase make strong progress from their baseline.</p> <p>By Year 2 most pupils develop ideas sensibly and have a sound grasp of punctuation, nearly all pupils develop excellent listening skills.</p> <p>Many pupils in the Early years make sound progress in their numeracy skills and are confident when using mathematical language</p>
<p>Grant Gwella Addysg (EIG) £12,143</p>	<p>Please be reminded of the overall principle regarding EIG: In delivering the Curriculum for Wales, we continue the need to focus on the four enabling objectives around which this grant is structured:</p> <ul style="list-style-type: none"> <li>Developing a high-quality education profession;</li> <li>Inspirational leaders working collaboratively to raise standards</li> <li>Strong and inclusive schools committed to excellence, equity and well-being; and</li> </ul>	<p>Pupil science workshop</p> <ul style="list-style-type: none"> <li>Mad scientist</li> <li>Orienteering resources</li> <li>Incentives rewards</li> <li>Cartoonist Art club</li> <li>Staff Training</li> <li>Concept inquiry</li> <li>Elizabeth Jarman - Communication Friendly Spaces</li> <li>Trauma informed - Carol Harper</li> <li>Lingo Tots - French - Year 6</li> <li>Outdoor learning resources</li> <li>Sporting resources to support physical literacy and orienteering.</li> </ul>	<p>The whole school pedagogy is based on concept-based inquiry. Pupils record their inquiries in a range of different ways. As a result, their independent creative thinking and choice is developing well</p> <p>The classroom environment redesign has positively impacted on calm environments, impacting positively on learning. It also allows the choice for pupils to work in areas of the class that suit their independent learning styles. Outdoor learning opportunities have given staff evidence that pupils who find accessing formal teaching styles thrive</p>



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.

Article 3 : Everyone who works with children should always do what is best for each child.



	<ul style="list-style-type: none"> <li>• Robust assessment, evaluation and accountability arrangements supporting a self-improving system</li> </ul>		<p>outdoors and are able to access the learning and show excellent outcomes. Pupils and staff developing new strategies for AFL.</p>
<p>Grant Amddifadedd Pupil Development Grant (PDG) £58,650 <a href="#">PUPIL DEVELOPMENT GRANT link for SDP.docx</a></p>	<p>Provide support for staff with understanding Growth mindset &amp; metacognition Intervention for Literacy &amp; numeracy &amp; support with diagnostic tracking systems</p>	<ul style="list-style-type: none"> <li>• Dyslexia programs</li> <li>• Employ 2 TA's to support pupils with additional needs</li> <li>• Nurture base intervention</li> <li>• Empathy Lab</li> <li>• Nessy for spelling <a href="https://www.nessy.com/en-gb">https://www.nessy.com/en-gb</a></li> <li>• Bug Club for reading &amp; Power Maths</li> <li>• <a href="https://www.pearsonschoolsandcolleges.co.uk/primary">https://www.pearsonschoolsandcolleges.co.uk/primary</a></li> <li>• Upbeat music through the year</li> <li>• <a href="https://upbeatmusicandarts.co.uk/">https://upbeatmusicandarts.co.uk/</a></li> <li>•</li> <li>• Parkour for physical &amp; cognitive development <a href="http://www.my-e-motion.co.uk/">http://www.my-e-motion.co.uk/</a></li> <li>• Hannah Cartwell - Outdoor learning experiences</li> <li>• Kayaking for developing self-confidence and motivation</li> <li>• Music Futures Cymru to provide class sessions in 'Rock school'</li> <li>• Additional reading books Bug Club</li> <li>• Costs for transport to take pupils out of school to experience real life authentic contexts</li> <li>• Resources for outdoors and develop the classroom environment following Elizabeth Jarman training <a href="https://elizabethjarman.com/">https://elizabethjarman.com/</a></li> <li>• Employ 1 TA</li> <li>• Classroom resources - numeracy</li> </ul>	<p>Dyslexia programme has increased nearly all reading ages. Develops pupils' confidence and self-esteem. Pupils enjoy school more, and overall attendance increases. Nearly all behaviour has significantly improved and there is a reduction in the number of exclusions. Parent-child relationships improved with all families who access nurture. Connections/Relationships between teachers and pupils have improve and having the base in school has helped create a whole school nurturing ethos. High quality training for staff and the Head Teacher - TISKUK &amp; Emotional coaching. Using SMART MOVES assessment, pupils' physical development has improved since attending Parkour <a href="http://www.my-e-motion.co.uk/">http://www.my-e-motion.co.uk/</a></p>
<p>Grant Amddifadedd £12,600 EYPDG</p>		<ul style="list-style-type: none"> <li>• Family and community engagement.</li> <li>• Resources for developing physical literacy, literacy, numeracy, Early language.</li> </ul>	<p>High quality staff, who have pursued quality training, have supported families and pupils of new part-time nursery pupils.</p>



Early years		<ul style="list-style-type: none"> <li>• Developing outdoor provision</li> <li>• Staffing for EY.</li> <li>• Transition activities for parents and pupils - staff time. Part time staff - ND &amp; NB</li> <li>• Purchase of books, story sacks and language resources.</li> </ul>	<p>Many pupils make good progress from part time to full time nursery.</p> <p>Most pupils develop mark making skills successfully.</p> <p>Many pupils make sound progress when using their numerical skills outdoors.</p> <p>Nearly all pupils develop strong gross motor skills by balancing on planks, pedaling, and carrying loose parts.</p>
<p>Grant Dysgu Proffesiynol / Proff Learning Grant (PLG)</p> <p>£4,473</p>	<p>To support and improve the professional development of staff.</p> <ul style="list-style-type: none"> <li>• Releasing and covering staff to be involved in collaborative professional learning and collaborative planning - at a school level, and across clusters and networks.</li> <li>• Incentivising and rewarding staff to investigate the implications of the new curriculum for their own teaching and assessment practice - at individual level, by funded release for critical enquiry or professional learning.</li> <li>• Creating roles and posts dedicated to the mission, and especially to supporting colleagues, departments and whole schools through critical enquiry, change management and schools as learning organisations activities.</li> <li>• Development of the role of a school or cluster level professional learning coach.</li> </ul>	<ul style="list-style-type: none"> <li>• Kath Murdock - inquiry</li> <li>• My Confide</li> <li>• My Concern</li> <li>• Learning Partnership - Journals</li> <li>• Synergies coaching</li> <li>• Governors Cymru (CPD for Governors)</li> <li>• Claire Warden - Floor books,</li> <li>• Learning Journals</li> <li>• Rachel French</li> <li>• Noodle training courses Food Hygiene, safeguarding, First Aid</li> <li>• Trauma informed practices TISUK</li> <li>•</li> </ul>	<p>My Concern has enabled all pupil/parent safeguarding concerns to be logged in a central place which enables DSP to build a picture of each individual pupils' concerns.</p> <p>All staff have engaged fully in continuous professional learning to ensure their practice is critically informed and up to date.</p> <p>The impact of staff training has developed pupils across the school to learn in a conceptual way, develop learner assets in a calm environment with a wide range of experiences in real life context, develop thinking and creative skills of our pupils.</p>
LAC £5,621	Value per child, Amount & formulae to be confirmed	<ul style="list-style-type: none"> <li>• Lynne's (L4 TA) time twice a week</li> </ul>	Pupils have accessed a wide range of provision such as: Drawing & talking



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

Actual spend £15,000			Lego based therapy, Thinking detectives We use specialist social & emotional assessments to provide individual targets Boxall
MEAG £1,300  EAL & Gypsy Travellers	Working collaboratively with colleagues to raise the achievement of ethnic minority children.  . Equity - removal of barriers to accessing the curriculum, improving life chances including a focus on language acquisition.  Ensuring minority ethnic/EAL/WAL learners have access to all aspects of the curriculum and school life.	<ul style="list-style-type: none"> <li>EAL - Little Whispers story telling equipment</li> <li>Reading books for EAL pupils</li> <li>Release time for EAL lead to meet with EAL support teacher.</li> <li>Release Business Manager to work with EAL families.</li> </ul>	All EAL pupils have made strong progress from their starting points. Progress data is available (being completed June 23) School recognised for good practice in supporting EAL pupils through provision and practice by LA.
LEAG (ALN) <small>Local Authority Education Grant</small>  £3,575		<ul style="list-style-type: none"> <li>Cerys H as ALNCO - part funding.</li> <li>Purchase of Dyslexia Gold programme.</li> </ul>	See Dyslexia data with ALNco.  ELSA support programme run by ALNco has supported pupils with emotional needs.
ALP (RRRS) £16,109.26	School will appoint Qualified Teaching Assistants to support pupils to accelerate pupil progress	<ul style="list-style-type: none"> <li>Teaching assistants will be based in classrooms to support groups of pupils to accelerate progress - EC, PF, NB</li> </ul>	
NPEP £3,500	Inquiry, research to support the implementation of the new curriculum pedagogy.	<ul style="list-style-type: none"> <li>Mr. Butcher is to lead the staff through the design of Llandeilo Primary's new curriculum. He will research inquiry-based pedagogy, work with staff, pupils, parents &amp; Governors</li> </ul>	
Creative Lead School £4,500 released out of £10,000	Lead Creative Schools Grant £10,000 (To be split across 2 years) to be used to supplement resources, creative practitioners and experiences that engage creativity in the curriculum	<ul style="list-style-type: none"> <li>To enhance creativity within the curriculum by providing learners with real-life contexts.</li> <li>During the project, we aimed to set up a Year 6 podcast, that would allow children to share their meaning of "cynefin", their culture and the diversity of culture in those around them.</li> </ul>	The experience provided children with real-life contexts for the application of their skills, as well as the training needed to continue this project moving forward. It is the intension of staff and children to continue to record their

		<ul style="list-style-type: none"> <li>The project took place during our Expressive Art inquiry, which linked to visual and auditory forms of art and expression.</li> <li>We aimed to target children's written and spoken literacy, as well as developing our bilingualism and Welsh identities.</li> </ul> <p>Project lead by Miss H Willans.</p>	<p>podcast discussing topical issues, news as well as celebration achievements and sharing life in school. Through the Cynefin Podcasts children improved their creative writing skills and script writing skills, with a clear difference between writing before and after. Across most learners, we saw and heard a higher level of vocabulary, as well as deeper thinking into their ideas and expression.</p>
NREI £3,000	<p>Schools contributing towards the Well-being, Equity and Inclusion aspect for the NR:EI resource. (National resource for HWB)</p> <p>Capture activity in school contributing to equity and inclusion across the school</p>	<ul style="list-style-type: none"> <li>Equality play list</li> </ul>	<p>Sharing good practice</p> <p>See finished playlist</p>
Emotional coaching £1000	<p>Emotion coaching is about helping children to become more aware of their emotions and to manage their own feelings, particularly during instances of misbehavior.</p> <p>Attend the training over the academic year.</p> <p>Present to staff to share the knowledge of emotional coaching.</p> <p>Rachel S to train other TAs when qualified</p>	<ul style="list-style-type: none"> <li>Removing barriers to school</li> <li>Supporting Emotional school base avoidance pupils to remain in school.</li> <li>Support families to engage with school</li> <li>Improved attendance for pupils in the nurture base</li> <li>Strategies to support pupils to regulate emotions.</li> </ul>	<p>Removing barriers to school</p> <p>Supported Emotional school base avoidance pupils.</p> <p>Supported families to engage with school.</p> <p>Improved attendance for pupils in the nurture base</p> <p>Strategies have supported pupils to regulate emotions.</p>
Physical Literacy £750	<p>Physical Literacy Programme</p> <ul style="list-style-type: none"> <li>Whole school approach</li> <li>Upskill of all staff</li> <li>Build confidence and competence in pe and school sport delivery.</li> <li>Improved Physical Literacy of pupils.</li> </ul>	<p>Physical Literacy Programme</p> <ul style="list-style-type: none"> <li>Whole school approach</li> <li>Upskill of all staff</li> <li>Build confidence and competence in pe and school sport delivery.</li> <li>Improved Physical Literacy of pupils.</li> <li>Linked/in-line with new curriculum.</li> </ul>	<p>Yet to be assessed</p>



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

	<ul style="list-style-type: none"> <li>• Linked/in-line with new curriculum</li> <li>• Twilight training for all staff</li> <li>• Mentoring support to all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Twilight training for all staff</li> <li>• Mentoring support to all staff</li> </ul>	
--	---	---	--

## SWOT analysis / headlines from SER Summer

		STRENGTHS	AREAS FOR IMPROVEMENT
IAI	<p>Things the school does well. Characteristics and/or activities that are unique/innovative to the school. Aspects we wish to share and celebrate.</p>		<p>Areas in which the school could be working much more effectively in, or things which the school could be doing better.</p>
	<p><u>Maths:</u></p> <ul style="list-style-type: none"> <li>• Most pupils make good progress. Many pupils are on target for their expected level (see data on rationale)</li> <li>• All teachers believe that most pupils are more confident, fully engaged and have increased in independence in applying in maths.</li> <li>• Positive pupil voice comments were given during walk &amp; talk. Most pupils highlighted that they have subject enjoyment, positive attitudes to learning, rediscovered enjoyment of subject, developed independence, enjoyed the structure of lesson and books and the questions are challenging.</li> <li>• Through further pupil voice, a Forms questionnaire about Power Maths completed by 125 KS2 pupils, shows that many pupils (79%) feel they have improved at maths this year. Many pupils (71%) feel more confident.</li> <li>• During the year, Math's lead (J Moore) has and continues to share good practice on the use of diagnostic data analysis. Using the national test data to identify gaps in learning and focus for improvement in provision and progress.</li> </ul>	<p><u>Writing, Standards (Extended &amp; creative) and Engagement and Motivation in writing (following the Covid Pandemic)</u></p> <ul style="list-style-type: none"> <li>• Following covid, many pupils have returned with a negative attitude towards writing. They lack enthusiasm and motivation to write, especially at length.</li> <li>• Many pupils are unable to sustain attention, listening and concentration for extended periods of time.</li> <li>• Most pupils are reluctant to redraft, refine and improve the quality of writing.</li> <li>• Many pupils struggle with the physical act of writing, having declined in presentation, letter formation and stamina to physically write at length.</li> <li>• Many pupils are inaccurate in their spelling, showing difficulties transferring phonetical and discrete learning into their writing practice.</li> <li>• There is limited evidence of a range of different extended and creative writing genres being provided.</li> </ul>	
	<p><u>Outdoor learning experiences</u></p> <ul style="list-style-type: none"> <li>• ODL experience have impacted significantly on outcomes in maths and numeracy, E.G measuring, temperature, predicting, number etc.</li> <li>• ODL has given all pupils the opportunity to apply skills in authentic contexts. Many pupils have shown an ability to transfer and apply these skills. A minority of pupils show better performance of these skills in the outdoors than when class based.</li> </ul>	<p><u>Welsh - Oracy, reading, writing:</u></p> <ul style="list-style-type: none"> <li>• A minority of pupils are not on target to achieve the expected level in Welsh Oracy.</li> <li>• Although the monitoring has shown that the standard of Welsh reading was at an appropriate level across the school, it is still obvious that confidence and enthusiasm to read in Welsh continues to be a concern.</li> </ul>	
			<p><u>DCF -Excel, collaboration (lower school), mapping</u></p>



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
 Article 3 : Everyone who works with children should always do what is best for each child.

		<ul style="list-style-type: none"> <li>• Delivery of the DCF is not consistent across the school. There is a need to develop and embed opportunities for children to apply their digital competence skills needs further.</li> <li>• Within Year 4/5 greater coverage was seen and this was reflected in pupil progress and standards. For example, Strand 4 was covered effectively; consequently the impact on pupils is that all pupils have become more confident within this strand. All pupils are engaged in computational thinking activities; problem-solving skills have improved; and pupils are becoming more resilient.</li> <li>• Monitoring shows that all pupils are being taught appropriate skills. However, there isn't enough coverage as not all learning opportunities are evidenced.</li> <li>• Pupils' files need to be updated more regularly with evidence of completed digital work.</li> <li>• A minority of staff lack confidence in areas of ICT/ DCF skills themselves, therefore need development and support to teach high quality and effective DCF sessions and skills to lead to improved pupil progress.</li> </ul>
IA2	<p><u>Attitudes to learning and behaviour:</u></p> <ul style="list-style-type: none"> <li>• Most pupils behave well across the school and show respect for other people and the school environment.</li> <li>• Many pupils are developing an understanding of the four purposes.</li> <li>• Most pupils use the 'Train a Brain' techniques they have been taught to influence their growth mindset and attitudes towards their learning.</li> <li>• In lessons and around the school, most pupils are confident to share their opinions in a respectful and appropriate manner and approach their work with increasing independence.</li> <li>• Most pupils engage with new, unfamiliar experiences and ideas and show a good pupils' level of interest in their work.</li> </ul>	<p><u>Perseverance &amp; Resilience:</u></p> <ul style="list-style-type: none"> <li>• Following covid, a majority of pupils have declined in their motivation, perseverance and resilience. These pupils can find it difficult to maintain focus and attention. They can also struggle to persevere in their learning when they face a challenge or difficulties.</li> </ul>

Innovative practices

- School leaders have worked hard to establish and embed a culture of inquiry, innovation and exploration.
- Many staff have engaged with provided or individual inquiry to inform their practices.
- A few members of staff (2) piloted innovative practice during the summer term with regards to curriculum change - conceptual based inquiry learning. Following a positive impact upon nearly all pupils in their classes, they will disseminate and train others on this practice for the coming year (2022-23).
- All teachers are able to provide a broad curriculum rich in skills, knowledge and authentic contexts.
- Nearly all teachers and support staff take very good advantage of the effective outdoor area.

Use of assistive technology

- All teachers have improved in confidence and understanding of how to use technology to support as a scaffolding tool - assistive technology. This is down to the active research and innovation of the AOLE lead and her collaboration to lead and support staff.
- AOLE lead, Sophie Miller has been recognised for sector leading practice and shared this good practice, presenting in Partneriaeth training/ networking meeting regarding Assistive technology.
- Most pupils (specifically those with ALN) are able to use the assistive technology strategies and tools they have been taught to access their learning, ensuring their needs are met and supported.

Assessment and Feedback

- Many teachers show good use of AFL strategies and feedback to pupils. However, a minority require improvement.
- Assessment, marking and feedback is not consistent and impactful on standards across the school.
- In line with CfW, assessment, marking and feedback is in need of review and improvement.
- Around half of pupils were able to discuss their targets and how to improve upon or progress within their learning.



	<p><u>Outdoor learning – Nurture Nature Nutrition</u></p> <ul style="list-style-type: none"> <li>• All pupils are encouraged to value the importance of a healthy body and a healthy mind as part of the everyday curriculum. This is enhanced further through our outdoor learning and Nature, Nurture and Nutrition programme (PPA provision).</li> <li>• The effective use of the outdoors and development of 'Y Cegin' for regular nutrition and cooking sessions has been shared with other schools through a case study, Partneriaeth presentation and through networking and schools visiting.</li> <li>• All pupils have access to a broad curriculum, with a rich range of experiences and authentic purposes.</li> <li>• Pupils make good progress in a range of cross curricular skills, reinforcing and applying learnt skills and knowledge.</li> </ul>	
IA4	<p><u>Nurturing Wellbeing and Interventions</u></p> <ul style="list-style-type: none"> <li>• A few children can find it challenging to access mainstream provision full time. In order to support all pupils' emotional, health and social needs a nurture provision has been created called the 'Cwtch'. This allows pupils, parents and carers to engage positively with the school and benefit from the opportunities we offer.</li> <li>• All pupil who have accessed the 'Cwtch' have made good progress in their individual needs, allowing them to access mainstream classes and provision.</li> <li>• SMILE time - All pupils access a whole school provision called SMILE time. During this session all children's individual needs are met in a small group. All pupils have made progress from their initial starting point within their targets.</li> </ul>	<p><u>ALN</u></p> <ul style="list-style-type: none"> <li>• Very few staff have a good understanding and grasp of the New ALN Bill and the transformation that needs to take place.</li> <li>• All staff need to further develop understanding of a Person-Centered Planning approach, One Page Profiles, PCP meetings and Support sequences.</li> <li>• All classroom staff need to take ownership of PCP meetings and Support Sequences.</li> </ul>



	<p><u>Pupil voice – Rights of the Child</u></p> <ul style="list-style-type: none"> <li>All pupils are exposed to and aware of 'The rights of the child' through a robust calendar of events and assemblies/ sessions.</li> <li>Most pupils are confident to share their thoughts and opinions in a respectful and appropriate manner.</li> <li>All pupils, including those from different groups, such as those eligible for free school meals, RADY, ALN are encouraged to take on responsibilities and to contribute to the school and wider community. An example of this would be the variety of school councils they are encouraged to join.</li> <li>All pupils within a class are given a role and responsibility.</li> </ul>	
	<p><u>RADY program</u></p> <ul style="list-style-type: none"> <li>Taking part in the RADY programme has led to all teachers and TAs being more aware of disadvantaged pupils and what they can do to make the learning more equitable.</li> <li>Many RADY pupils have made good progress in their learning through the 'upleveling' process. Where progress has been limited, other factors have impacted upon this, e.g. absenteeism, ALN. These factors have been identified and appropriate support implemented.</li> </ul>	
IA5	<p><u>Developing school leaders</u></p> <ul style="list-style-type: none"> <li>The leadership team promotes and embeds the practices of the SLO model well.</li> <li>All staff and stakeholders are involved in many school decisions, as appropriate.</li> <li>All staff receive high quality professional development which supports and impacts upon school development priorities and the needs of our pupils.</li> <li>The leadership team have a strong culture of developing and sharing leadership roles among staff at all levels.</li> </ul>	<p><u>SELF Evaluation &amp; School Improvement.</u></p> <ul style="list-style-type: none"> <li>Although Self-Evaluation processes have improved, further development is needed to ensure leaders maintain a clear focus on the impact of its provision on pupil progress. Currently, many leaders focus upon provision over progress.</li> <li>Leaders need to further develop self-evaluation processes to ensure they involve all staff and AOLE leads, as well as a wide range of partners, including pupils and parents. Currently, around half of AOLE leads contribute to SI and SER processes.</li> <li>When conducting and capturing SER information, all leaders need to further develop the robustness of how staff gather and analyse high quality first-hand evidence of standards and provision.</li> <li>Many staff find it challenging to speak or write quantifiably, when contributing to reports and monitoring frameworks.</li> </ul>



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

	<p><u>Financial management</u></p> <ul style="list-style-type: none"> <li>The headteacher, business manager and governing body have a comprehensive oversight of the school's finances.</li> <li>They use additional funding well to support vulnerable pupils.</li> </ul>	
	<p><u>Local and National Priorities</u></p> <ul style="list-style-type: none"> <li>A strength of the school is to address local and national priorities well E.g., food poverty, implementation of new curriculum.</li> <li>A 'Bocs Bwyd' initiative has been introduced within the school with both staff, community and pupil involvement. This initiative is used to develop knowledge of nutrition, food poverty and waste.</li> <li>We are well established in our journey for CfW. Innovative practices, with robust reflection for continued improvement of curriculum practices, inline with the vision for CfW.</li> </ul>	
	<p style="text-align: center;"><b>OPPORTUNITIES</b></p> <p>Times, conditions, situations, resources, positions, external factors, people etc the school can use and take advantage of to improve its provision</p>	<p style="text-align: center;"><b>THREATS</b></p> <p>External factors which could have a limiting effect on the school and its quality of service now or in the future</p>
	<ul style="list-style-type: none"> <li>Our community offers a range of facilities for us to access for our pupils. We use Dinefwr park for pond dipping, nature walks, bug hunts, researching Newton house &amp; the castle etc.</li> <li>Volunteers support the pupils with reading, outdoor learning, on school trips, arts and crafts, etc.</li> <li>Action Research- Four staff have completed NPEP &amp; NR; EI research projects. Staff are excellent at researching the why and how elements of introducing new pedagogy or areas of learning they lead on.</li> <li>Local, National and International networking with National educational experts such as Rachel French &amp; Elizabeth Jarmin</li> <li>Local authority support - ESA supporting leadership, progress elements of SIP, property maintenance team supporting works in line with DDA requirements for our pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Staffing - Statement pupils, The financial implications</li> <li>Age of the school building and site. It is difficult for classes to have free flow of indoor/outdoor due to the layout of the building, however we are very resourceful and develop the site well to support learning</li> <li>WESP - increase the number of teaching staff to teach through the medium of Welsh (there is a professional development program run by the LEA to support the teaching of Welsh) We are involved in training some staff during the school day</li> </ul>

## REVIEWING THE IMPACT OF LAST YEARS SDP 2021 - 2022

Priority	Impact Did we meet our targets? What was the impact? If not fully met, explain why.	Evidence	RAG progress
Priority 1	Raise standards in basic skills to support progress in pupils' independence across all AOLEs • LLC - Maths - DCF - Welsh (Linked to Priority 1)	See position statement Cymraeg - <a href="#">Welsh - Leader AOLE Position Statement Llandeilo - Welsh Cymraeg.docx</a> Maths - <a href="#">Maths - Leader AOLE Position Statement Llandeilo - Math&amp;Num April2021.docx</a> DCF - LLC -	LLC
			M&N
			DCF
			Cym
Priority 2	Attitudes towards learning - Resilience, perseverance and empathy.	See position statement <a href="#">AOLE Rachel L 1A2 May Position Statement 2021.docx</a>	
Priority 3	To develop rich learning experiences within the CFW. (Linked to Priority 2)	See position statement	
	High quality, whole school access to universal provision, in pupils targeted areas of learning to make accelerated progress.	See position statement	
Priority 4	Tracking, monitoring and the provision of learning support.	See position statement	
Priority 5	Develop the roles and responsibilities of AOLEs and middle leaders. (Linked to Priority 3)	See position statement	



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
 Article 3 : Everyone who works with children should always do what is best for each child.

## OUR SDP PRIORITIES 2022-2023

Overview of SDP priorities 2022-2023		By July 2023, we will have ...
Priority 1	Improve engagement and opportunities for pupils to use their extended and creative writing skills.	
Priority 2	Improve pupils computational thinking digital skills.	
Priority 3	To embed provision of Person Centered Practices to ensure that all pupils with Additional Learning Needs make good progress in line with their stage of development.	
Priority 4	Develop and embed approaches to Conceptual-Based Enquiry learning to develop pupils' interest and wider skills, promoting deeper understanding.	
Priority 5	Further develop the schools leadership capacity, to include middle leaders within a comprehensive self-evaluation programme.	
Priority 6	*Strengthen provision to secure systematic progression in pupils Welsh oracy and reading skills. *Priority added January 2023 following monitoring and self-evaluation.	

Priority 1	Improve engagement and opportunities for pupils to use their extended and creative writing skills.			
Who is leading this project?	Staff	Mrs Rachel Lemon/ Mrs Vicki Davies	Governing Body	Mrs Sian Collins
Where are we now? Based on our self-evaluation		Targets & Success Criteria We will know we have succeeded when: * Met * Developing		Key Sources of Evidence
<p>See Rationale Statement <a href="#">Rationale Statement LLC.docx</a></p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>Standards and progress in Writing within Year 6. Many pupils (28%) are projected to achieve the expected stage of the Progression Step in Writing.</li> <li>Most pupils are able to write in a variety of non-fiction genres to a good standard.</li> <li>The majority of books have evidence of Poetry, persuasive writing, story writing and recount writing.</li> <li>Most pupils working within Progression Steps 2 and 3 use short burst writing strategies and apply this in their inquiry-based learning.</li> <li>There are positive attitudes in the use of their learning journals, demonstrating creativity and pride.</li> <li>Pupils are given immediate oral feedback on their work and respond appropriately.</li> <li>Most Literacy books evidence effective scaffolding and 'warm tasks' to develop pupil's writing to 'hot task' level.</li> </ul>		<p><u>Provision</u></p> <ul style="list-style-type: none"> <li>Improve the approach to monitoring so that there is regular and informed input to teachers.</li> <li>All teachers will have a rigorous approach to teaching basic skills routinely and progressively. Consistent use of Vw Thomas (Yr3/4/5) and Letters and Sounds (N-2)</li> <li>All pupils will write with real purpose and with age, stage appropriate stamina.</li> <li>All staff have high expectations of pupils' potential.</li> <li>All leaders will ensure there is explicit and knowledgeable teaching of writing skills, appropriate to pupil's current ability.</li> <li>All teachers inspire opportunities that motivate pupils to extend themselves.</li> <li>The school provide a range of authentic purposes for pupils.</li> <li>CHATT results demonstrate a progress in pupil's attention and listening.</li> <li>Identified pupils or groups of learners have access to appropriate resources in order achieve ambitious progress (scaffolding, assistive tech)</li> </ul> <p><u>Progress &amp; Pupils</u></p> <ul style="list-style-type: none"> <li>All pupils have made progress.</li> <li>All pupils develop a 'can do' confidence.</li> <li>A portfolio of pupil's work demonstrates that there is an assessed variety of creative and non-fiction writing pieces from across the Learning Hubs.</li> <li>All pupils demonstrate high expectations of themselves.</li> </ul>		<ul style="list-style-type: none"> <li>Data analysis - starting points</li> <li>MAPP targets for ALN Smile Time pupils - set up for individual progress</li> <li>Learning walks</li> <li>Book look</li> <li>Pupil progress discussions</li> <li>Comparison looks - records of progress</li> <li>Pupil surveys</li> <li>Pupil discussions</li> <li>Chatt assessment sheets</li> </ul>



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

<ul style="list-style-type: none"> <li>• Most Literacy books record QR codes of Pie Corbett 'Talk for writing' recital, showing developing of oracy.</li> <li>• FP 'Llyfr Llwydio' show a range of writing and with independence.</li> </ul> <p><u>Areas for Improvement</u></p> <ul style="list-style-type: none"> <li>• Improve the basic skills for all children through discrete teaching. - Link to Sophie</li> <li>• Improve pupil's engagement and motivation in writing across the curriculum.</li> <li>• Increase the range and quality of extended writing.</li> <li>• Ensure standards in extended writing are improved through quality teaching and assessment.</li> <li>• To increase pupil's responsiveness through a programme of attention &amp; listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic skills are secured for all pupils so that they develop their independence in writing for extended time and purpose.</li> <li>• Pupils will feel enthused and motivated to write in this personalised and creative approach.</li> <li>• Pupils will be 'Strong Learners' who use their 'Learner Assets' to support them to become better learners.</li> <li>• Levels of attention and listening in pupils will have developed within all classes.</li> </ul>	
--	--	--

Action Plan	By whom?	Start	End	Notes on Progress  IMPACT OF ACTION!	Est. Cost / Source eg SB,PDG etc	Source of evidence if applicable	RAG-A	RAG-Sp
Step 1: Preparing (Seeking advice, viewing good practice, professional development)								
Observation of Anna Beynon - Good Practice regarding Phonics Teaching by myself to inform ways forward.	R Lemon	Oct 2022	Oct 2022	All staff observed AB teaching phonics.	PPA Cover Cost	Powerpoints for supporting Phonics on one Drive	Green	Green
Research into extended writing - what is it? What does it look like? Effective programmes of teaching.		September 2022	Dec 2022	Not started.	£		Red	Red
Staff training - Inquiry -based learning with Morgan Butcher, Kath	Kath Murdoch	Oct 2022	Oct 2022	All pupils record their work in their personal learning	£2,400	Course Notes	Green	Green

Murdoch and Dr Claire Warden for learning journals. Discussions and decisions regarding what this looks like for our pupils.				journals. All KS2 classes have writing beurnes with materials that support the learning journal process.		Class Learning Journals		
Liaise with SM regarding the use of assistive tech to support learners and the use of film to engage and motivate writers.	Sophie Miller R Lemon	Oct 2022	December 2022	Some pupils in Key Stage 2 classes use assistive tech to promote independence and remove barriers for learning.	PPA Cover Cost	Monitoring form - Learning Walk		
<b>Step 2: Action Plan</b> (Activities & strategies to make improvement happen)								
All teaching staff to observe Anna Beynon - Good Practice (Phonics) - Viv Thomas and use of asynchronous digital resources.	R Lemon A Beynon	Oct 2022	Nov 2022	Staff are able to identify strategies	PPA Cost	Planning		
To create and deliver training to all teaching staff on rigorous basic skills teaching - alongside VD with regards to reading as they are both linked.	R Lemon V Davies	January 2023	January 2023					
Meet with staff every half term regarding pupil progress. Assess a Top, middle and bottom & variety of groups of learners' pieces of writing from each year group. (linked to calendar Dates in column.)	V Davies	January 25th 2023 Feb 15th 2023 April 12th 2023 July 5th 2023	Jul 2023	Discussions are identifying pupils who are not making significant progress/ making limited progress from their starting point. Strategies being discussed and put in place.	PPA Cost	Progress data spreadsheet Pupil's books.		



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

Organise or arrange staff training around opportunities for extended writing ensuring PL develops all staff to be able to teach effectively. Liaise with LA advisor for support. Create a whole school vision and ethos for What is the whole school approach is. Follow up with buddy system/ critical friends to support and develop practice.	V Davies	January 2023	March 2023	Allowed staff to be aware of SIP priorities and the reason behind them. Set high expectations for pupils and standards of Teaching & Learning. Shared sequence of teaching & Learning.	PPA Cost	Presentation Notes		
Ensure Mid -term planning to include an opportunity for at least one piece of extended writing each term.	R Lemon/ V Davies	January 25th 2023  Feb 15th 2023  April 12th 2023  July 5th 2023	Jul 2023	Teachers aware of planning expectations. Genres mapped across a two-year cycle to ensure exposure to all appropriate writing Genres and extended writing opportunities.	PPA Cost	See planning overview		
Provide each pupil with personal dictionaries/ spelling books. The words they request in their learning that week are the words they learn at home.	R Lemon	Nov 2022	Nov 2022		£50	Monitor to ensure pupils are using consistently		
Introduce language rich opportunities to the staff so they can use within	R Lemon	Oct 2022	Nov 2022	Not started	PPA Cost			



transition times throughout the school day.								
With all staff, develop classroom environments and use of transition times to support vocabulary and language development. E.g. displays, transition times, outdoor games. (Link with MJ)	R Lemon	Dec 2022	Jan 2023	Not started	PPA Cost			
Arrange training on 'Learner assets;' and how we can develop pupils to become 'Strong learners.' & monitor how this impacts on progress and standards.	M Butcher R Lemon	Oct 2022	Dec 2022		PPA Cost	Presentation notes. Teacher information cards. Continue to monitor to ensure teachers are planning this.		
Implementation of 'Gwaith Campus' (High expectations,) in all classes - sharing documents with staff.	R Lemon	Dec 2022	Dec 2022	Not started.	PPA Cost			
To monitor the impact of the provision and opportunities for writing and progress of our pupils so that we have a current and overall picture of the quality of teaching and learning for these pupils.	R Lemon	Jan 25th 2022  Feb 15th 2023  April 12th 2023  July 5th 2023	Jul 2023	See monitoring reports.	PPA Cost  Monitoring session (Monday pm) AOLE time	Monitoring reports		



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

Monitor staff, gather feedback from teachers regarding writing and reading.	V Davies	March 2023	March 2023	<a href="#">Staff Feedback Forms Summary</a> Informed of strengths and areas for support for staff. Identified ways forward to support the improvement of teaching and learning. Feedback to staff during cpd twilight Training organised to support PL.	AOLE Time	Forms feedback		
Create a portfolio of 'assessed' pieces of a variety of genres of writing.	V Davies	April 2023	June 2023		AOLE time	See portfolio		
Following research into support in developing writing, purchase of online training resource for 'The Write Stuff' by Jane Considine. VD to complete this training online as and when she is able to.	V Davies	April 2023	Sept 2023	Yet to be completed.	AOLE Time, Management time, Own time			

#### Provision for addressing the Professional Learning needed against this priority

- Continue to work closely with LLC governor
- Professional learning opportunities for staff.
- Pupil and staff questionnaire.

#### Impact of Professional Learning

- Kath Murdock - Power of Inquiry - INSET - It will impact the practical implementation of a CBI. Writing application
- Clair Warden - Floor books - INSET - It will support the development of Inquiry Journals, expectations, standards, and documentation of learning.
- Staff meetings - collaborative assessment of writing from all Progression Steps.

#### Working with Community

How will you work with pupils, parents and the wider community to achieve this priority?

Twitter, Facebook and My School app link

Sound of the fortnight sent home - Rainbow learning Hub.

Spelling books going home for pupils to learn weekly across Progression Steps.

Link with GB representative - learning walks and discussions.

**STEP 3: REVIEWING AND EVALUATING PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA**

Date	Monitoring Activity Undertaken (Ensure this aligns to SEM calendar)	Dates of monitoring	<p>IMPACT ASSESSMENT - What <i>impact</i> has this had on standards and provision?                      Colour Code Staff input eg <i>Headteacher, Deputy Headteacher, Governor, AOLE Lead</i>                      Teacher - classroom - progress - What does it look like? What has changed? <b>SO WHAT?!</b></p>
Autumn Term	Learning Walk  Talking to pupils		<p><u>Milestone 1</u>                      All pupils are motivated to write within their Learning Journals.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• Speaking to pupils about their journals has shown that nearly all pupils are excited and enthusiastic to complete 'work' in their journals. (Presentation on journals shared with Ysgol Dewi Sant - Includes quotes from pupils. <a href="#">Journalling at Llandeilo Primary presentation</a> )</li> <li>• All staff have seen an improvement in pupil's motivation and enthusiasm to write and create work in their journals.</li> <li>• During our family open morning, all children were enthusiastic to share their journals with their parents/ carers. All parents/carers asked were impressed by the journals and the creativity the pupils were able to use.</li> <li>• However, writing is of a short burst nature, rather than extended.</li> </ul> <p><u>Next step:</u></p> <ul style="list-style-type: none"> <li>• To further develop pupils' stamina and the opportunities for extended writing within journals. Is this enthusiasm mirrored in their writing books? How do we encourage this further?</li> <li>• Implement physical literacy opportunities and develop staffs awareness to support the pupils in developing and strengthening core/ key muscles to support physical writing stamina.</li> </ul> <p>All teachers will have a rigorous approach to teaching basic skills routinely and progressively. Consistent use of Viv Thomas (Yr3/4/5) and Letters and Sounds (N-2)</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• All teaching and TA staff observed AB in teaching effective phonics using the Viv Thomas/ Letters &amp; Sounds approach. All teachers have identified how they could implement these strategies into their practices to support their pupils.</li> </ul> <p><u>Next step:</u></p>



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
 Article 3 : Everyone who works with children should always do what is best for each child.

				<ul style="list-style-type: none"> <li>Continue to monitor and evaluate the impact upon spelling and phonics standards. Speak to pupils about how they feel about their spelling and how they feel they could be supported more and spelling could be more engaging and exciting.</li> </ul>
Spring Term	<p>Learning Walk</p> <p>Work scrutiny</p> <p>Talking to pupils</p> <p>Staff feedback</p>			<p><u>Milestone 2</u></p> <p>All leaders/ teachers will ensure there is explicit and knowledgeable teaching of writing skills, appropriate to pupil's current ability.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>Through book scrutiny, staff discussions and staff questionnaire feedback it is apparent that all staff are at different levels of confidence when it comes to teaching writing skills. A minority of staff need reinforcement and further training in the 'sequence' of teaching writing.</li> <li>Through book scrutiny, many children do not transfer learnt skills and the same levels of expectation and standard of writing in their journals compared to their literacy books.</li> </ul> <p><u>Next step:</u></p> <ul style="list-style-type: none"> <li>VD to conduct in-house PL training to support all staff have the same expectations when teaching writing and that they follow the 'sequence' of writing to ensure progression of skills.</li> <li>Include in training the ways to support all learners, develop and encourage high standards in writing across the curriculum.</li> </ul> <p>The school provides a range of authentic purposes for pupils.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>All pupils are provided with a rich curriculum through concept-based inquiry learning. Each term culminates in a performance of understanding and taking action. These performances of understanding allow pupils to write for different purposes, applying learnt skills in different contexts for different audiences.</li> </ul> <p><u>Next step:</u></p> <ul style="list-style-type: none"> <li>Ensure pupils are given the opportunity to revisit previous learnt skills in the following term to ensure writing independently, embedding skills and writing for a variety of purposes and contexts.</li> </ul> <p>Identified pupils or groups of learners have access to appropriate resources in order achieve ambitious progress (scaffolding, assistive tech)</p> <p><u>Evaluation</u></p>

			<ul style="list-style-type: none"> <li>• Most pupils are able to access their learning with increased independence and at appropriate levels for their stage and ability. A few pupils still require support when accessing supporting material to stay on target, attain and use devices appropriately.</li> <li>• Nearly all classes seen use scaffolding and assistive technology well to support learners. However, this isn't always consistent. Some classes/ teachers use it more consistently and better than others.</li> </ul> <p><u>Next step:</u></p> <ul style="list-style-type: none"> <li>• As part of PL staff meeting, reinforce the need and ways of meeting the needs of and supporting all learners.</li> <li>• Encourage staff to work together to share their practice and to support others.</li> </ul> <p>All pupils have made progress.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• From discussions with staff and analysis of progress data during Pupil progress meetings, nearly all pupils have made progress within their writing. However, this progress can vary from limited progress, to expected progress, to significant progress. Individual pupils and ways forward discussed as part of the meeting.</li> </ul> <p><u>Next step:</u></p> <ul style="list-style-type: none"> <li>• Continue to monitor the progress of all learners. Identify groups of learners' progress and possible factors of influence.</li> <li>• Create portfolio of assessed pieces to support and verify assessments.</li> </ul> <p>Pupils will be 'Strong Learners' who use their 'Learner Assets' to support them to become better learners.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• Most classes (6 out of 8) had their Learning Assets explicitly on display.</li> <li>• Many pupils were able to talk about the learning assets during our discussions. They are beginning to be able to identify their strengths and targets within the learning assets.</li> <li>• One class in particular showed excellent awareness and understanding of their learning assets and how to self-assess themselves against the criteria.</li> </ul> <p><u>Next step:</u></p> <ul style="list-style-type: none"> <li>• Feedback to staff, ensuring that all teachers display the learning assets explicitly in their learning environment.</li> <li>• Revise learning assets (following feedback) to ensure they are in child speak and support progression.</li> <li>• Share learning assets with other stakeholders - parents.</li> </ul>
--	--	--	--



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

Summer Term				<u>Milestone 3</u>
-------------	--	--	--	--------------------

Priority 2	Improve pupils digital skills with a focus upon computational thinking.			
Who is leading this project?	Staff	Mrs. Sophie Miller	Governing Body	Mr. Neil Paton
Where are we now? based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when: * Met * Developing			Key Sources of Evidence
<p>See Rationale Statement <a href="#">Rationale Statement DCF.docx</a></p> <p><u>Strengths</u> <u>Pupils Progress</u></p> <ul style="list-style-type: none"> <li>Positive attitude (from Pupils) towards developing IT/DCF skills</li> <li>The strand 'Producing' is the most consistent strand being covered by all classes.</li> </ul> <p><u>Provision</u></p> <ul style="list-style-type: none"> <li>Upper KS2 have continued to develop and use a wide variety of digital programs to share their ideas and display their work.</li> <li>The use of Assistive Technology is being developed and further embedded in KS2.</li> <li>Variety of coding equipment/programs being introduced - Scratch, Microbits (Lending equipment when possible) - Upper KS2 covered all strand 4 last year.</li> </ul>	<p><u>Provision</u> To increase staff confidence and competence in the computational thinking strands with a particular focus within PSI and PS2.</p> <p>We will know we have been successful when:</p> <ul style="list-style-type: none"> <li>All staff will demonstrate confidence in delivering computational thinking through the introduction of the mini-inquiry.</li> <li>All Foundation Phase staff will demonstrate increased confidence and expertise to ensure all pupils skills improve. As a result, PSI and PS2 children will be able to use digital devices more competently and independently.</li> <li>All staff will have accessed relevant training to support developing confidence. TA training needed</li> <li>All pupils will have regular access to computational thinking through range of discrete and cross-curricular experiences. Next Step - Use mini-inquiry skills to develop independent application skills</li> <li>Data will demonstrate that pupils are progressing from their starting point over time - Looking at through the year - Looked at fully July 23</li> </ul>			<ul style="list-style-type: none"> <li>Monitoring - Termly look at mapping/evidence excel sheet</li> <li>Termly analysis of Building blocks</li> <li>Learning walk to get insight into digital learning</li> <li>Twitter look #lanprdc</li> <li>HWB files scrutiny and speaking to pupils</li> <li>Questionnaires to staff and pupils.</li> </ul>

- Online platforms established - Teams used in each class for homework last year - Also its use is being developed in classes in KS2 to aid assessment and encourage the use of assistive technology.
- Teachers understand and appreciate the need to develop learner's digital skills - shared vision.
- Digital Leaders Council is established each year.
- Coding club recommenced in Oct 2022

#### Areas to improve

- Increase standards - See rationale statement Particularly in PSI and PS2.
- Increase consistency in delivery of the DCF - more opportunities and further evidence in pupils documented.
- Continue to increase staff confidence in delivering the DCF, in particular the computational thinking strand.

- Planning will demonstrate that DCF skills are being taught regularly. This will also be evident when looking at the DCF mapping/evidence tool.
- Through effective planning and formative assessment, all staff will identify gaps quickly and use it to inform future planning.
- All staff have high expectations of pupils potential.
- All teachers ensure provision supports ALN pupils to access their curriculum.
- All learning environments are digital rich - language, knowledge, resources.

#### Progress

To improve standards in each progression step - More pupils to achieve the expected stage within the progression step.

- Nearly all pupils make significant progress against previous learning. Where they do not, appropriate support and strategies have been put in place.
- Overall Target - Most/Nearly all to be working within appropriate Progression Step. The other pupils will make progress against themselves.

Y1 and Y4 - Many or above to be working at 'Emerging' stage or above.

Y2 and Y5 - A minority or above to be working at 'Developing' stage or above.

Y3 and Y6 - A minority or above to be working at 'Secured' stage or above.

- All pupils will use appropriate terminology to increase their understanding, reflect on and evaluate their work.
- All pupils will be able to talk about the skills they have developed confidently and in detail, using appropriate language independently.
- All 'Digital leaders' will model language and support their peers.



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

Action Plan	By whom?	Start	End	Notes on Progress  IMPACT OF ACTION!	Est. Cost / Source eg SB,PDG etc	Source of evidence if applicable	RAG
<b>Step 1: Preparing</b> (Seeking advice, viewing good practice, professional development)							
Further develop my role of DCF co-ordinator - Read Estyn case studies, attend courses (identify possible coding courses available)	Mrs S Miller	Sept 22	Ongoing	Improved my own subject knowledge and information has been shared with staff to develop their skills and confidence		Personal action research notes	Yellow
Learning walk - To provide baseline view for the year - speak to pupils and staff - Insight into what pupils can do/have knowledge of. October - <a href="#">Monitoring report sheet ICT-DCF.docx</a>	Mrs S Miller	13 Oct 22	13 Oct 22 Shared with staff 10/10/22 Shared with staff 24/10/22 Organise by December 22 Ongoing throughout the year	Given myself as a coordinator an insight into learners' skills and amount of DCF work in files - Helped to provide actions going forward to improve DCF standards across the school.		Monitoring Forms	Green
Share 'Mapping/Evidence' excel tool with staff - Staff can identify gaps and note where evidence can be found	Mrs S Miller	Shared Oct 23		Teachers are able to see clearly and quickly what strands and skills they have covered. This helps to inform future planning and states clearly where evidence can be found.		Emails/Correspondence DCF SharePoint Folder	Green
Create 'Mapping' document for the year linked to Concept Based Inquiry umbrellas to help ensure coverage	Mrs S Miller	Shared Oct 23		This sets out clearly what strands of the DCF are to be covered each term - Therefore, it helps to ensure there is full coverage of the strands over the course of the year		Emails/Correspondence DCF SharePoint Folder	Green



Seek to speak to another school within the area to view good practice - Planning and delivery Liase with LA lead.	Mrs S Miller		Email sent			School Visit?	
Speak to Rachel L and identify ways in which we can work together to improve standards in the DCF as well as literacy (Spelling and Creative Writing)	Mrs S Miller Mrs R Lemon	Organise meeting 1 <sup>st</sup> December				Meeting Notes	
Attending DCF co-ordinator events	Mrs S Miller	24 Nov 22 (Other dates to be confirmed)		Improves my own subject knowledge and ensures I have relevant up to date information.			
Step 2: Action Plan (Activities & strategies to make improvement happen)							
Monitor mapping/evidence tool every half term and analyse data on Building Blocks.	Mrs S Miller	Oct 22	Term 1 - 19/12/22 Term 2 - 27/03/23	This ensures that the tools are being used consistently and effectively. I get a termly insight into data which can be fed back to staff (Not just leaving to analyse at end of year) so that we can put things in place during the year.		Building blocks Mapping Tool	
Send out questionnaire to pupils to gather their views on IT/DCF.	Mrs S Miller	Send out by 10/01/23 Re-do June 2023	Analyse by 20/01/22 Analyse again by July 2023	This questionnaire enables me to get an insight into the views of the children so that their voice is heard, and views are listened to going forward.		Microsoft Forms	
Create 'Digital Language' posters for each progression step	Mrs S Miller	Nov 22	Shared 27/03/23	Improves staff confidence in the terminology to model to the learners - Learners hear the appropriate terminology that we			



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

				want them to start using more independently which develops their skills.			
Speak to staff regularly to check on their delivery of the DCF to identify any difficulties/barriers.	Mrs S Miller	Oct 22	Ongoing			Monitoring Form Meeting Notes	
Plan overview for mini-inquiry focused on WM6 - Computation thinking	Mrs S Miller	Nov 22	April 23 Shared 29/03/23	This supported all staff and improved staff confidence in the delivery of the mini-inquiry		Planning Document	
Conduct learning walks to gather information on digital rich classrooms and digital learning opportunities being offered and staff confidence January - <a href="#">Monitoring report sheet ICT-DCF Jan 23.docx</a> May -	Mrs S Miller		March 23	I was able to get an insight into the opportunities being offered, I was able to reflect on the use of terminology being used and how competent the learners were using the digital devices available		Learning Walk	
Deliver further training to staff, specific to strand 4 following myself attending training (Findings from staff questionnaires show confidence is least in this area)	Mrs S Miller	Oct 22	Training with teachers 29/03/23	This supported all staff and improved staff confidence in the delivery of the mini-inquiry		Course Notes Meeting Notes	
Liaise with LA lead for DCF to seek further advice on schools to visit for good practice and further training.	Mrs S Miller		Email sent				
<b>Provision for addressing the Professional Learning needed against this priority</b> <ul style="list-style-type: none"> <li>• Further training required for Mrs S Miller - Computational thinking, which will then be shared with staff</li> <li>• Whole school training - Teachers and TA's focused on Strand 4 - Data and computational thinking and Strand 2.</li> <li>• Identify good practice and share with staff - In addition share information on how APP's/programs can be used effectively.</li> </ul>							
<b>Impact of Professional Learning</b>							

- Increased confidence and expertise in staff, which will result in pupils also becoming more confident. Consequently, there will be increased opportunities to use digital technologies in a variety of ways.

### Working with Community

How will you work with pupils, parents and the wider community to achieve this priority?

By speaking with pupils to gather their views and listen to their opinions to improve this area.

Digital Leaders to continue to share their expertise in classes and support their peers.

Digital marketplace to be organised to showcase digital learning across the school to parents and newsletter produced.

## STEP 3: REVIEWING AND EVALUATING PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA

Date	Monitoring Activity Undertaken (Ensure this aligns to SEM calendar)	IMPACT ASSESSMENT - What <u>impact</u> has this had on standards and provision? Colour Code Staff input eg <i>Headteacher, Assistant Headteacher, Governor, AOLE Lead</i> <b>Teacher - classroom - progress - What does it look like? What has changed? SO WHAT?!</b>
Autumn Term	Baseline Monitoring - Discussion with pupils with their HWB files (October 2022)	<p><u>Milestone 1</u> - All teachers have begun modelling appropriate digital language with all pupils and have created a digital rich environment.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>Teachers have continued to work on creating digital rich classrooms so that learners are provided with rich digital opportunities.</li> <li>Through the allocation of more Chromebooks, Y6 have a Chromebook each and Y3-Y5 have 1:2 ratio.</li> <li>A pupil voice questionnaire has identified that all pupils believe they use technology either daily or a few times a week.</li> <li>Teachers have begun modelling appropriate digital language by ensuring they focus on explaining the skills they are learning to do and not just what the task is, so that pupils can communicate these skills more confidently to others. This was noticeable during monitoring as many children understood the terminology I used in my questioning.</li> </ul> <p><u>Next step</u></p> <ul style="list-style-type: none"> <li>A vocabulary sheet will be shared with each class going forward in order to ensure there is a visual reminder in class and to increase its use.</li> </ul>



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.

Article 3 : Everyone who works with children should always do what is best for each child.

		<p>All teachers are using the DCF mapping tool to inform their planning and identify any gaps and signpost others to where evidence can be found. This is also shown through the planning on Building Blocks, the mapping tool and evidence in children's portfolios.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• Most teachers have started to use the mapping tool. This is evident in the excel document. This is having an impact as it is helping ensure that pupils get a broad range of experiences focusing on a variety of skills. The focus during the Autumn Term was Producing and Data</li> <li>• Nearly all classes have covered a variety of 'Producing' skills and most have covered a variety of 'Data' skills.</li> </ul> <p><u>Next step</u></p> <ul style="list-style-type: none"> <li>• To work more closely with Nursery/Reception to support them in providing a digital rich environment appropriate to their age group, brainstorming ideas on appropriate regular activities that can take place to help them cover DCF skills.</li> </ul> <p>Digital leaders are beginning to influence their peers by modeling language and skills.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• Nearly all Digital Leaders attended coding club, and this has had an impact with many having increased their knowledge and confidence in sharing this knowledge with their peers back in class.</li> <li>• During our meetings we have focused upon online safety but have also discussed creating vocabulary sheets to share with classes, which is one of our next actions. In addition, we have the aim of meeting more regularly and consistently. We will be meeting every 3 weeks (which has been timetabled), and more regularly when needed (for example now every week leading up to Internet Safety Day).</li> </ul>
Spring Term	Learning Walk with focus on discussion with learners looking at their HWB files (Jan 2023)	<p><u>Milestone 2</u></p> <p>All pupils will use some appropriate terminology to increase their understanding, reflect on and evaluate their work.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• All learners have demonstrated a good understanding of the vocabulary used with them and understood questions asked using that vocabulary, this demonstrates that learners are exposed to rich digital vocabulary.</li> <li>• During monitoring in January, nearly all understood all the terminology I used with them but many did not use enough appropriate terminology themselves. This feedback was shared with staff. Digital vocabulary</li> </ul>

posters were shared in March to then assist staff modelling and confidence further, and display to learners the language they are expected to use.

- Following discussions and feedback from staff on the development of terminology since September, all staff have seen an improvement and have been far more aware of modelling its use and encouraging the children to use it.
- However, even though the learners have an understanding of the terminology, many are still not using it independently.

#### Next step

For all staff to continue to model appropriate digital vocabulary - Ensure digital vocabulary posters are visible in class and referred to regularly.

All Digital leaders confidently support their school community in a variety of authentic contexts - In the classroom, Safer Internet Day

#### Evaluation

- All digital leaders took part to create a video for Safer Internet Day which they shared during the Safer Internet Day assembly - [https://www.youtube.com/watch?v=Ug4\\_TzS3ZEGUCRtgHRR5k9N3smm2SzBKjnuOnLAtieBUMEdSQVhRMDdGwVdZUkkyMDQ4WjJNTTEOTC4u](https://www.youtube.com/watch?v=Ug4_TzS3ZEGUCRtgHRR5k9N3smm2SzBKjnuOnLAtieBUMEdSQVhRMDdGwVdZUkkyMDQ4WjJNTTEOTC4u)
- It was also shared during the assembly that the digital leaders are there to help and assist in the classroom so learners know others they can turn to for advice. Digital leaders are known to learners in the classroom and have been developing their skills to assist others.
- In digital leader meetings we have gone through the use of assistive technology, created digital vocabulary posters together and also developed skills in using Microsoft Forms.
- The digital leaders have also worked together to create a QR code for KS2 so that if anyone has any online safety concerns, they can fill in the Microsoft forms and send it to me. This will help highlight any common online safety concerns which can inform classes planning.  
[https://forms.office.com/Pages/ResponsePage.aspx?id=Ug4\\_TzS3ZEGUCRtgHRR5k9N3smm2SzBKjnuOnLAtieBUMEdSQVhRMDdGwVdZUkkyMDQ4WjJNTTEOTC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=Ug4_TzS3ZEGUCRtgHRR5k9N3smm2SzBKjnuOnLAtieBUMEdSQVhRMDdGwVdZUkkyMDQ4WjJNTTEOTC4u)

#### Next step

- Agree date for a 'Digital Market Place' to take place to show parents how technology is used in school. Possibly link up with PC Tristan to incorporate an 'Online Safety element. Digital Leaders to lead event.

All teachers are using the DCF mapping tool to inform their planning and identify any gaps and signpost others to where evidence can be found. This is also shown through the planning on Building Blocks, the mapping tool and evidence in children's portfolios.



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.

Article 3 : Everyone who works with children should always do what is best for each child.

		<p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>All teachers have added data about their DCF coverage to the document. This is being used to identify gaps when planning. Gaps to consider for Summer term - RLH (Producing), LH1/2 (Producing - Evaluating and Improving), LH3 (Producing - Evaluating and Improving/Online Safety), LH4/5 (Digital Rights), LH6 (Interacting and Collaborating - Communication)</li> <li>In feedback following monitoring in January, the mapping tool was shared with staff again and the importance of updating it more regularly, was highlighted.</li> <li>However, feedback from teachers about it was very positive and most found it helpful.</li> </ul> <p><u>Next step:</u></p> <ul style="list-style-type: none"> <li>I will ensure dates are added to the school calendar for when I will be evaluating the excel document and doing a data look each academic year to ensure it is being updated regularly and consistently.</li> </ul> <p>All pupils make progress in relation to their previous learning. Is it to the expected level?</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>Strand 2: Y1 - Most working at 'Emerging' Stage, Y2 - Many working at 'Developing' stage, Y3 - Minority working at 'secured' stage, <u>Y4 - Half working at 'Emerging'</u>, Y5 - Minority working at 'Developing' stage, Y6 - Minority working at 'secured' stage.</li> <li>This is at the expected level for nearly all classes as set out at the start of the year after looking at the data for the previous year, which shows progress is being made. Y4 are not hitting the target of 'Many' achieving 'Emerging or above' at PS3.</li> <li>Strand 3: Y1 - Many working at 'Emerging' Stage, Y2 - Half working at 'Developing' stage, <u>Y3 - Very few working at 'secured' stage</u>, <u>Y4 - Half working at 'Emerging'</u>, Y5 - Around half working at 'Developing' stage, <u>Y6 - Few working at 'secured' stage</u></li> <li>Half of the year groups are at the expected level as set out at the start of the year after looking at the data for the previous year, which shows some progress is being made. Y3, Y4 and Y6 are not hitting the target set out at the beginning of the year.</li> </ul> <p><u>Next step:</u></p> <ul style="list-style-type: none"> <li>Investigate reasons why target is not being met in some classes - Have discussions with teachers. Identify any possible barriers.</li> </ul>
Summer Term		<u>Milestone 3.</u>

	<p>All teachers show developed confidence and expertise in teaching DCF skills, in particular within computational thinking.</p> <p><u>Evaluation</u></p> <p><u>Next step:</u></p> <p>All pupils will be able to talk about the skills they have developed confidently and in detail, using appropriate vocabulary independently.</p> <p><u>Evaluation</u></p> <p><u>Next step:</u></p> <p>All pupils make progress in relation to their previous learning. Is it to the expected level?</p> <p><u>Evaluation</u></p> <p><u>Next step:</u></p>
--	--

<b>Priority 3</b>	<b>To embed provision of Person Centred Practices to ensure that all pupils with Additional Learning Needs make good progress in line with their stage of development.</b>			
Who is leading	Staff	Mrs. Cerys Holker Mrs Karen Towns	Governing Body	Mrs. Karen Draper
Where are we now? based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when: * Met * Developing			Key Sources of Evidence
See Rationale Statement  <u>Areas of Strength</u>	<u>Provision</u> <ul style="list-style-type: none"> <li>All staff have a clear understanding of the Person Centred Planning approach and how to use it effectively.</li> <li>All staff are able to support pupils in the completion of detailed One Page Profiles.</li> <li>Pupils are able to access the curriculum following an understanding by staff of their needs.</li> <li>All classroom staff are confident and able to take ownership in the creation and implementation of 'Support Sequences'.</li> </ul>			<ul style="list-style-type: none"> <li>PCP tools - documentation</li> <li>MAPP targets for ALN Smile Time pupils - set up for individual progress</li> <li>Learning walks</li> </ul>
<ul style="list-style-type: none"> <li>Robust systems for identifying pupils with ALN</li> <li>'Smile Time' intervention is developing within classes to provide targeted intervention to all pupils.</li> <li>Significant progress has been made towards the new ALN Bill</li> </ul>				



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.



<ul style="list-style-type: none"> <li>• Early assessments and teacher knowledge are used to identify pupils and support required.</li> <li>• New MAPP system (which replaces IEPs) records progress against individual targets.</li> <li>• Strong collaboration between stakeholders and organisations</li> <li>• Reasonable adjustments are seen in class - for example, classroom environmental, sensory adjustments.</li> <li>• Strong well-being practices across the school</li> <li>• Assistive technology is used effectively to support access to the curriculum for all including EAL pupils</li> <li>• Unicef 'Rights of the child' are included as part of daily school life</li> <li>• ASD Schools award</li> <li>• Trauma informed awareness throughout staff.</li> </ul> <p><u>Areas to develop</u></p> <ul style="list-style-type: none"> <li>• Further Staff understanding of Person Centered Planning approach</li> <li>• Use and develop further One Page Profiles</li> <li>• Classroom staff taking ownership of PCP meetings / Support Sequences</li> </ul>	<ul style="list-style-type: none"> <li>• All staff ensure that identified pupils are at the centre of the planning process and all pupils feel at the heart of the support process and feel listened to.</li> <li>• Classroom staff are transferring mandated year groups to new ALN system using PCP approach as first stage of graduated approach</li> </ul> <p><u>Progress</u></p> <ul style="list-style-type: none"> <li>• All pupils are making progress in relation to their starting points, taking account of each pupil's individual needs</li> <li>• Staff know how to support pupils to achieve targeted outcomes in literacy and numeracy.</li> <li>• All pupils can be involved in the completion of detailed OPPs.</li> <li>• All pupils are involved in PCP approaches</li> <li>• All staff are working with pupils, parents and relevant agencies to effectively support the pupil at the centre of the support process.</li> </ul>	<ul style="list-style-type: none"> <li>• Book look</li> <li>• PSP plans - staff understanding</li> <li>• Pupil progress discussions with staff</li> <li>• Comparison looks - records of progress</li> <li>• Pupil and parental surveys</li> <li>• Pupil discussions</li> <li>• Support sequences</li> </ul>
--	---	---

Action Plan	By whom?	Start	End	Notes on Progress  IMPACT OF ACTION!	Est. Cost / Source eg PDG etc	Source of evidence if applicable	RAG
-------------	----------	-------	-----	--	----------------------------------	----------------------------------	-----

Step 1: Preparing (Seeking advice, viewing good practice, professional development)



Meeting with ALN governor	CH KT KD	10 11 22	November, January and May	½ day time	Governor report	
ALNCo attends as much ALN LA training as possible (Beginning a Masters in ALN)	CH	Oct 22	July 23 MA underway	WG funded (Masters)	Training records / certificates	
Pupil and teacher survey re views about Smile Time (intervention system)	Pupils and staff	Summer '22 and Autumn '22	Teacher surveys - October and May Need to conduct pupil survey	N/A	Survey results	
ALN pupils - identification systems in place - use of September scores data, staff meeting to identify and cross reference against teacher centre.	CH and all staff	Ongoing	Concern pupils identified, Smile Time intervention provision made, PCP meetings to decide support, TC provision mapping begun	N/A	See ALN systems	
NPEP project - evaluating the effectiveness of our interventions provisions and systems	CH	Sept '22	July '23	Provided Funding	NPEP project - Trinity Saint David University	
<b>Step 2: Action Plan</b> (Activities & strategies to make improvement happen)						
Gather baseline of teaching staff's understanding of OPPs, PCP approach and support sequences, through discussions and surveys	CH	November	Discussions taken place through staff meetings - in house training, Staff meetings led by ALNCo re PCP approach, support sequence training (with advisory teacher) and IDP training.	1 day time	Qualitative info gathering.	PCP & Support sequences discussion staff meeting
Plan staff training / CPD to address areas of misunderstanding / lacking knowledge	CH / SLT	Create plan wk beg 28 11 22	ALN staff meetings have taken place regularly, (Continue to be alert to transformation areas in need of training)	ALNCo time	Value added	ALN staff meeting regular time planned - address needs as arise with plan to cover key elements of ALN transformation



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

Gather selection of examples of OPPS to moderate together; share examples good practice	CH and all staff	Wk beg 12 12 22	Wk beg 12 12 22  N.B. New approach decided: PCP meetings gather detailed OPP info with several stakeholders; but for non-ALN pupils; decision made to journal OPPs so can be referred and added to; edited on a more regular basis.	Staff meeting time	Meeting and feedback notes	ALN gov visit planned 25 1 23 - arrange for then
Pupil voice discussion	CH	Wk beg 12 12 22	<del>Wk beg</del> <del>12 12 22</del>  Pupil voice monitoring featured in May ALN monitoring.	ALNCo time	Pupil voice notes	Not done Autumn - move to Spring
One-page profiles - training to improve them; time given then repeat moderation.	CH and all staff	January	<del>By Feb half term</del>  Decision made by June - to begin creation of OPPs end academic year; ready for transition.	PPA and staff meeting	OPPs - moderation notes	
Provide the necessary training for staff re PCP meetings and support sequence meetings	CH	Through February / March staff meetings	Through February / March staff meetings  Training provided through ALNCo.	Staff meeting time	Meeting minutes / training presentations	
Staff begin to hold PCP meetings; supported initially by ALNCo for identified pupils and families; using appropriate PCP tools to support identified individuals - start to transfer pupil over to new ALN system	CH and all staff	April	April  Well under way and with good understanding	Cover for classes for meeting times	PCP tools info gathered	
Post training survey to find difference in understanding	CH	May	May	ALNCo time and 30 mins - staff to complete	Survey responses	

Parent and pupil survey / discussions - child at centre / feeling listened to/ aspirations / positivity re school / information sharing	CH, parents and pupils	June	June - TBA	ALNCo time to create survey and meet with pupils	Survey responses
One page profile feature in school reports.	All teaching staff	July	July - TBA / TBC	Class time to work with pupils and report writing time.	School reports - updated one page profiles

#### Provision for addressing the Professional Learning needed against this priority (What CPD is needed)

- ALNCo to attend any further PCP training and disseminate to school staff
- Teachers to receive CPD training
- Use PCP training tools and information from Porth
- Moderation - One page profiles

#### Impact of Professional Learning

- Professional learning will impact on learners and their families by teachers applying understanding on PCP approach to better support them.
- Information from PCP meetings can be used to inform organisational planning.

#### Working with Community

How will you work with pupils, parents and the wider community to achieve this priority?

- Parent and stakeholder surveys
- Newsletters - Twitter, flyers
- Continue multi-agency working
- PCP approach - involves stakeholders

### STEP 3 : REVIEWING AND EVALUATING PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

Date	Monitoring Activity Undertaken (Ensure this aligns to SEM calendar)	IMPACT ASSESSMENT – What <u>impact</u> has this had on standards and provision? Colour Code Staff input eg <i>Headteacher, Assistant Headteacher, Governor, AOLE Lead</i> Teacher – classroom – progress – What does it look like? What has changed? <b>SO WHAT?!</b>
Autumn Term	Baseline – understanding Discussion Survey Assess selection of OPP examples Discussions with pupils.	<p><u>Milestone 1</u></p> <p>Staff have a developed understanding of person-centred principles through relevant training that addresses gaps in knowledge.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>All teachers received Person Centred Principles training during staff meeting- highlighted awareness of the approach and explained the PCP tools and their uses. Impact – development of staff knowledge</li> <li>Yet to be put into practice by teachers (Autumn term).</li> <li>Support sequence meetings between teachers and parents planned for Spring '23 therefore each ALN pupil timetabled for PCP meeting. – All teachers have started to develop support sequences for their identified pupils.</li> <li>Many staff involved in previous PCP meetings. Impact – they can use experience of involvement to lead their own meetings.</li> <li>ALNCo has developed understanding of gaps to address through further training, through discussion</li> </ul> <p>One-page profiles are moderated throughout the school. Staff have better understanding of how to write each section to make a difference to learners.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>One-page profile moderation yet to happen – rearranged for January ALN governor visit as task</li> </ul>
Spring Term	Repeat OPP monitoring SLT – quality of training delivered	<p><u>Milestone 2</u></p> <p>Person-centred planning meetings are being called and run by classroom staff. These identify support required. Support sequences written by teachers to detail universal, inclusive provision available. All stakeholders understand their shared accountability for supporting the pupil.</p> <p><u>Evaluation</u></p>

		<ul style="list-style-type: none"> <li>• Person centered meetings have happened - all pupils in mandated year groups with emerging needs have a support sequence created by class teachers with parental / stakeholder involvement. Increased understanding of universal provision.</li> </ul> <p>One-page provides are of good quality and consistent across the school.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• OPPs created for IDPs etc of good quality - not yet established for all pupils across the school. New approach is being considered.</li> </ul>
Summer Term	Discussions with pupils / parents	<p><u>Milestone 3</u></p> <p>PCP approach embedded - child is at the centre of decisions.</p> <p>One page profiles inform school reports, providing quality, personal information.</p>



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

Priority 4	Develop and embed approaches to Conceptual-Based Enquiry learning to develop pupils' interest and wider skills, promoting deeper understanding.			
Who is leading this project?	Staff	Mr. Morgan Butcher Mrs. Vicki Davies	Governing Body	Mrs Catharine Bleasdale
Where are we now? based on our self-evaluation		Targets & Success Criteria We will know we have succeeded when: <b>* Met</b> <b>* Developing</b>		Key Sources of Evidence
<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>Developing and evolving the Curriculum for Wales over the last 5 years has ensured that all pupils show confidence in voicing what and how they learn, having an impact upon Teaching and Learning (pupil voice / pupil choice).</li> <li>As a school, we have developed a secure curriculum, underpinned by the Curriculum for Wales, that ensures a balanced and broad range of learning and experiences that are concept driven.</li> <li>Nearly all staff are forward thinking and adaptable to change.</li> <li>All staff have embarked on directed action research.</li> <li>Nearly all pupils are articulate and can share their thoughts and understandings about their learning.</li> <li>Nearly all pupils are motivated to document their learning in a journal format. Nearly all pupils can recall their learning throughout their journal.</li> <li>Pupils strive to create an 'end product' that documents and applies their process in learning and has a positive impact on the local and wider community.</li> </ul>		<p>To increase pupil engagement and agency in their learning and provide opportunities to develop the full range of skills, particularly communication, collaboration and thinking skills:</p> <p>We will know we have succeeded when:</p> <ul style="list-style-type: none"> <li>All teaching and learning staff design learning environments in and outdoors the classroom that facilitate pupil engagement, creating a classroom culture of curiosity and inquiry.</li> <li>All teaching and learning staff plan and deliver a variety of rich learning tasks that purposefully develop and apply the cross-curricular foundations, impacting upon communication, collaboration and thinking skills throughout an inquiry.</li> <li>All pupils are emotionally and intellectually invested in their learning.</li> <li>All pupils can confidently articulate what they are learning now and what they have previously learnt.</li> <li>All pupils are enthusiastic about leading their learning by asking questions and sharing observations which informs future planning.</li> <li>All pupils develop increased confidence within the four purposes and Learning Assets to develop as effective communicators, collaborators, and thinkers. (<a href="#">Hyperlink</a>)</li> <li>All pupils use the Cross-Curricular Responsibilities to enhance their learning in an inquiry.</li> </ul>		<ul style="list-style-type: none"> <li>CPD: <ul style="list-style-type: none"> <li>Kath Murdock - Power of Inquiry - INSET</li> <li>Concept-Based Inquiry in Action - Rachel French - Book</li> <li>MB action research of practical implementation of CBI</li> </ul> </li> <li>Monitoring file</li> <li>Conversations with pupils, parents, and governors</li> <li>Work Scrutiny</li> <li>Looking 4 Learning - Learning walks</li> <li>Staff discussions - staff meetings</li> <li>Pupil Progress meetings</li> </ul>

<ul style="list-style-type: none"> <li>From learning walks, teachers are applying their understandings of a concept-based inquiry by using the thinking routines documented in their collaborative planning.</li> </ul> <p><u>Areas for Improvement</u></p> <ul style="list-style-type: none"> <li>Despite the successes of our curriculum development, there are still few pupils that are not fully engaged and find it challenging to engage in their learning.</li> <li>Few pupils find it challenging to make connections in their learning, collaborate with others and communicate effectively to enhance their skills and understandings.</li> <li>To support the consistent implementation of the Concept-Based Inquiry pedagogy throughout the school.</li> <li>To further enhance teaching and learning staff's questioning skills to provoke and extend conceptual thinking.</li> <li>To increase development and application of the cross-curricular foundation skills, to develop priority 1.</li> </ul>	<p>To scaffold pupils' development of conceptual thinking and the formation of generalisations:</p> <p>We will know we have succeeded when:</p> <ul style="list-style-type: none"> <li>All teaching and learning staff confidently use the thinking routines document to select appropriate routines that are relevant to the pupils' phase of inquiry.</li> <li>All teaching and learning staff model and use a repertoire of questions which provoke thinking. All teaching and learning staff also allow thinking and reflection time for pupils to respond.</li> <li>All pupils answer conceptual questions by making connections in their learning and forming and testing generalisations.</li> </ul>	
--	---	--

Action Plan	By whom?	Start	End	Notes on Progress  IMPACT OF ACTION!	Est. Cost / Source eg SB,PDG etc	Source of evidence if applicable	RAG - A	RAG - Sp
<b>Step 1: Preparing</b> (Seeking advice, viewing good practice, professional development)								
Professional Inquiry into the Concept-Based Inquiry pedagogy.	M Butcher	25 <sup>th</sup> July 2022	Approx. 21 <sup>st</sup> July 2022	MB has begun the NPEP and will be collecting and analyzing data during the Spring Term <b>Impact:</b> Inquiring the impact a concept-based		NPEP project		Research completed - MB writing up findings



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

				pedagogy has on pupil engagement to inform and develop current practices.				
Collect pupil voice regarding learning environments and engagement in learning.	V Davies All staff All pupils	7 <sup>th</sup> May 2022	30 <sup>th</sup> May 2022	Pupil voice collected <b>Impact:</b> Identified trend in decreasing engagement in learning across the school. Findings used to develop a Concept-Based Inquiry pedagogy.		Questionnaire responses.		
Collect parent, guardian and community voice on education, life-long learning skills, and possible learning opportunities.	K Towns V Davies M Butcher Parents, guardians, and the community.	2 <sup>nd</sup> August 2022	1 <sup>st</sup> September 2022	Open morning and community question completed. Continue to collect information of skills from members of the community to enhance authentic learning experiences. <b>Impact:</b> Results shows the community have a low understanding of CBI. Therefore, open morning provided to ensure community are included in the development of CBI.		Questionnaire responses		
Professional development - 'Concept-Based Inquiry in Action' (Rachel French & Carla Marschall).	All teachers	6 <sup>th</sup> June 2022	1 <sup>st</sup> September 2022	Online CPD completed. <b>Impact:</b> Findings utilized to enhance CBI pedagogy development. Sharing good practice with staff during regular meetings.		Certificate of completion		
Professional development - 'Power of Inquiry' (Kath Murdock).	V Davies M Butcher	1 <sup>st</sup> October 2022	31 <sup>st</sup> October 2022	All teaching staff attended INSET. <b>Impact:</b> Findings reviewed and utilized to form 'Learning Assets' and 'Inquiry Practices'.				



Review of current Teaching and Learning policy.  Review of current Homework policy due to change of curriculum and pedagogy.	V Davies M Butcher	1 <sup>st</sup> October 2022	31 <sup>st</sup> October 2022	MB and VD continue to meet regularly to develop policy in-line with the developments of the CBI pedagogy in school.				
<b>Step 2: Action Plan (Activities &amp; strategies to make improvement happen)</b>								
Collate a range of Thinking Routines, in relation to each phase of inquiry, to create a document to support teacher's planning.	M Butcher	2 <sup>nd</sup> September 2022	7 <sup>th</sup> November 2022	Thinking Routines provided to teaching staff. <b>Impact:</b> Staff feedback states this has effectively supported their planning and implementation of a CBI.	MB PPA.	Thinking Routines document  Staff questionnaire feedback		
Professional development of Concept-Based Inquiry at Llandeilo Primary School led by M Butcher.	M Butcher All teaching and learning staff.	2 <sup>nd</sup> September 2022	21 <sup>st</sup> December 2022	On-going professional development for staff. Training added to school calendar for the academic year. <b>Impact:</b> Staff feedback states this has effectively supported their planning and implementation of a CBI.	Weekly staff meetings.	Staff meeting notes. Presentation handout.		Continue to take place for teachers.
Establish a forum where all teaching and learning staff engage in regular professional learning and discussion regarding the initial implementation of Concept-Based Inquiry pedagogy. Identifying good practice and challenges.	All teaching and learning staff.	2 <sup>nd</sup> September 2022	21 <sup>st</sup> December 2022	On-going professional development for staff. Training added to school calendar for the academic year. <b>Impact:</b> Staff feedback states this has effectively supported their planning and implementation of a CBI.	Weekly staff meetings.	Staff meeting notes.		Continue to take place for teachers.
Support a habit of professional inquiry where teachers regularly monitor and identify the impact of their practice. Staff will share their findings during staff meetings.	All teachers.	2 <sup>nd</sup> September 2022	21 <sup>st</sup> December 2022	On-going professional development for staff. Training added to school calendar for the academic year.	Weekly staff meetings.	Staff meeting notes.		Monitoring completed for Spring. Continue to monitor.



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

				Impact: Staff feedback states this has effectively supported their planning and implementation of a CBI.				next term
Professional development - The Power of Inquiry INSET (Kath Murdock)	All teachers	26 <sup>th</sup> September 2022	26 <sup>th</sup> September 2022	All teaching staff attended INSET. Impact: Findings reviewed and utilized to form 'Learning Assets' and 'Inquiry Practices'. Increase in teacher confidence in Inquiry-based learning.				
MB and VD to meet to review the Teaching and Learning and planning policies. Review how 'The Power of Inquiry' professional development will impact our pedagogy - seek views from staff.	V Davies M Butcher All teachers.	28 <sup>th</sup> September 2022	28 <sup>th</sup> September 2022	Creation of Learning Assets. Continue to review planning policies. Impact: Explicit development of 4 purposes and greater awareness with pupils.	Cover for MB.	Teaching & Learning and Planning policy. Meeting notes		
Teaching and learning staff to establish how our pupils will develop the four purposes in our school and throughout the curriculum. Implement the 'Learning Assets' across the school.	All teaching and learning staff.	1 <sup>st</sup> September 2022	21 <sup>st</sup> December 2022	Implementation of Learning Assets across the school. Continue to monitor and review. Impact: Explicit development of 4 purposes and greater awareness with pupils.	Staff meeting Implementation during class teaching.	Learning Assets		
Looking for Learning wander - VD focus Standards & Progress. MB focus on CBI implementation. Lesson observations & speaking to pupils.	V Davies M Butcher	10 <sup>th</sup> October 2022 (Repeat Half Termly)	14 <sup>th</sup> October 2022	Monitoring completed - see report. Impact: MB and VD provided feedback to teachers to enhance provision and improve standards.	Cover for MB. Management / Monitoring time for VD.	Monitoring Report		

Share our Concept-Based Inquiry pedagogy with parents, guardians, governors, and the community via an information pack and open mornings.	M Butcher V Davies All Teaching and Learning staff	21 <sup>st</sup> November 2022  <i>Repeat Termly:</i> March 2023  June 2023	21 <sup>st</sup> November 2022  <i>Repeat Termly:</i> March 2023  June 2023:	First open morning completed. <b>Impact:</b> Parents and community developing a greater understanding of CBI within the school.	MB PPA to create information pack	Information pack Feedback forms		
All pupils evaluate their Learning Assets to monitor progress and impact towards the success criteria. Use feedback to further support pupils.	All pupils	17 <sup>th</sup> October 2022  <i>Repeat Termly</i>	5 <sup>th</sup> June 2023  <i>Repeat Termly</i>	Pupils in PS3 evaluated their learning assets. Continue to monitor each term. <b>Impact:</b> Greater awareness from pupils and collection of baseline data.	Teaching time to complete evaluation.	Questionnaire responses.		Learning asset reflects on cards now being used in journals.
<p>Provision for addressing the Professional Learning needed against this priority</p> <p>MB to provide weekly staff training - CBI</p> <p>MB and VD to develop the use of questioning with staff to support a CBI</p> <p>MB and VD to develop the use of self-reflection and evaluations within pupils using the Learning Assets.</p>								
<p>Impact of Professional Learning</p> <ul style="list-style-type: none"> <li>• <b>Concept-Based Inquiry in Action</b> - Rachel French - Book <ul style="list-style-type: none"> <li>○ All Teaching and learning staff will use a range of thinking routines to create a classroom culture of inquiry.</li> <li>○ All pupils will enhance their conceptual thinking and develop and apply their literacy, numeracy, and digital competency skills purposefully within their learning.</li> </ul> </li> <li>• <b>Kath Murdock - Power of Inquiry</b> - INSET: <ul style="list-style-type: none"> <li>○ All teaching and learning staff will value curiosity in their classrooms and use their role to ask questions to develop pupil thinking.</li> <li>○ All pupils will use their curiosity to enhance their thinking, ask provocative and informed questions and share their voice to lead their learning.</li> </ul> </li> <li>• <b>Clair Warden - Floor books</b> - INSET: <ul style="list-style-type: none"> <li>○ All teaching and learning staff will model the expectations and standards of effective documentation of thinking, questions, reflections, and learning.</li> </ul> </li> </ul>								



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

- All pupils will enhance their creativity to document their learning purposefully. All pupils will be engaged in their journaling and will apply their literacy, numeracy, and digital competence skills.
- Elizabeth Jarman - Learning Environments - INSET:
  - All teaching and learning staff will create adaptable and purposeful learning environments that inspire pupils' learning, curiosity, independence, and wellbeing.
  - All pupils will select areas of the classroom to enhance their learning, curiosity, and wellbeing.
- MB - Action research - CBI in LH3/4:
  - All Teaching and Learning Leadership will have a greater understanding of inquiry-based learning and understand the value of a concept-based approach. All Teaching and Learning staff will develop in confidence to plan and implement a concept-based inquiry approach.

All pupils will have a variety of learning of experiences that lead to a deeper understanding.

### Working with Community

How will you work with pupils, parents and the wider community to achieve this priority?

Open Mornings/ Afternoons

Parent and Pupil Questionnaire

Parent information - NcfW, CBI pedagogy

Make learning assets available for parents.

## STEP 3 : REVIEWING AND EVALUATING PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA

Date	Monitoring Activity Undertaken (ensure this aligns to SEM calendar)	IMPACT ASSESSMENT - What <u>impact</u> has this had on standards and provision? Colour Code Staff input eg Headteacher, Assistant Headteacher, Governor, AOLE Teacher - classroom - progress - What does it look like? What has changed? SO WHAT?!
Autumn Term		<p><u>Milestone 1</u> (Realistic progress towards the success criteria)</p> <p>All teachers have designed adaptable and engaging classroom areas, regularly evaluating each area's suitability and impact on learning.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>● All teachers have designed their learning environments with the support from INSET (Elizabeth Jarman).</li> </ul>

All teachers begin to use the Thinking Routines document to plan rich learning tasks. All teachers will be actively researching the implementation and impact of the Concept-Based Inquiry pedagogy in their classrooms, sharing good practice and challenges in weekly staff meetings.

#### Evaluation

- All teachers have been provided with the Thinking Routines document.
- Teacher feedback shows all teachers believe the document has effectively supported the planning and implementation of a CBI pedagogy in their classroom.
- Regular staff meetings, with a focus on CBI, have provided opportunities for teachers to share good practice and feedback. Nearly all teachers have provided their feedback.

All teachers will focus on 'Cultivating Curiosity' and 'Questioning' practices in their classrooms.

#### Evaluation

- MB and VD shared these practices with teachers and monitored the implementation (see monitoring form).
- All teachers have been provided with strategies to support their questions, however, few teaching staff can ask questions that promote in-depth thinking.

#### Next steps

- Staff training to further develop consistent and effective questioning practices to be used by all teaching staff.
- MB and VD to conduct Mike Gershon Training in Spring Term regarding AFL and effective questioning.

All pupils will begin to develop curiosity, observation and questioning skills, evidenced in their Inquiry Journals.

#### Evaluation

- All pupils now document their learning in an Inquiry Journal. MB and VD to continue to monitor how pupils document their learning and how said learning is assessed.

All pupils have experienced forming generalisations and applying their learning and skills, scaffolded by teachers. With support and scaffolding, pupils can recall their learning and experiences and make connections.

#### Evaluation

- All pupils have completed their first Concept-Based Inquiry during the Autumn Term.
- All pupils have evidenced their generalisations in their Inquiry Journals. MB, VD and teachers monitor the support required for pupils to make connections within their learning.

#### Next steps:

- Teachers to feedback to MB and VD their experiences when generalizing with pupils.



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

		<ul style="list-style-type: none"> <li>• MB to conduct staff training regarding generalising and how to scaffold pupil's thinking, during Spring Term.</li> </ul>
Spring Term		<p><u>Milestone 2</u> All teachers have developed confidence in planning rich learning tasks and build upon their experiences and knowledge from the previous inquiry.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• All teachers have planned a second CBI. All teachers believe they have increased their confidence and understanding of conceptual teaching and learning.</li> <li>• Around half of teachers have significantly increased their confidence.</li> </ul> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> <li>• MB to provide teachers 1:1 support when planning, preparing, and delivering their Summer Term inquiries. Such as meeting with them to plan generalisations, selecting appropriate thinking routines, and providing guidance.</li> </ul> <p>All teachers use their findings from the previous inquiry to inform their practice in the next inquiry - adapting thinking routines to the pupils in their class.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• Around half of teachers have adapted thinking routines to effectively develop the learning, thinking and skills of the pupils in their classes.</li> <li>• A minority of teachers find it difficult to identify the next steps for pupils, scaffold conceptual thinking and craft learning experiences to develop their learning.</li> </ul> <p><u>Next Step</u></p> <ul style="list-style-type: none"> <li>• MB to provide teachers 1:1 support when planning, preparing, and delivering their Summer Term inquiries. Such as meeting with them to plan generalisations, selecting appropriate thinking routines, and providing guidance.</li> </ul> <p>All teachers will continue to develop the 'Cultivating Curiosity' and 'Questioning' practices and begin to implement the 'Grow Learning Assets' and 'Collaborate' practices in their classrooms.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• All teachers have continued to cultivate their pupils' curiosity. Teachers in PSI &amp; 2 have 'phased' the learning assets in to ensure younger pupils have a secure understanding of them.</li> <li>• Most teachers question pupils to provoke their thinking.</li> <li>• A minority of teachers effectively question pupils to extend their thinking and develop conceptual thinking.</li> </ul> <p><u>Next steps:</u></p>

		<ul style="list-style-type: none"> <li>• MB to attend Mike Gershon training regarding AFL and questioning. MB to share effective questioning strategies during staff meeting in Summer Term.</li> <li>• MB to provide teachers 1:1 support when planning, preparing, and delivering their Summer Term inquiries. Such as meeting with them to plan generalisations, selecting appropriate thinking routines, and providing guidance.</li> </ul> <p>All pupils will have developed curiosity, observation, and questioning skills, evidenced in their Inquiry Journals. Most pupils will form generalisations with greater independence, with few pupils generalising independently.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• Nearly all pupils are curious in their learning. Many pupils have developed their questioning skills, as a result of their curiosity and engagement. Most pupils require scaffolding when making connections in their learning.</li> </ul> <p>Most pupils can effectively recall their learning and experiences and make connections.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• Many pupils can recall their learning throughout an inquiry, from the beginning to the end.</li> <li>• Many pupils are beginning to make connections between what they learn. This is evident through their generalisations in their Inquiry journals and was observed when speaking with learners during the monitoring session.</li> <li>• Majority of teachers require support the scaffold pupils making connections in their learning and the development of 'case studies' within the 'search' phase.</li> </ul> <p><u>Next step:</u></p> <ul style="list-style-type: none"> <li>• MB to provide teachers 1:1 support when planning, preparing, and delivering their Summer Term inquiries. Such as meeting with them to plan generalisations, selecting appropriate thinking routines, and providing guidance.</li> </ul>
Summer Term		<p><u>Milestone 3</u></p> <p>All teachers can confidently craft an inquiry using resources and documentation to support them. All teachers have reflected upon their experiences and progression as an 'Inquiry teacher' and identify their ways forward to enhance their practice.</p> <p><u>Evaluation</u></p> <p><u>Next step:</u></p> <p>All teachers' teaching is underpinned by the Inquiry Practices.</p> <p><u>Evaluation</u></p> <p><u>Next step:</u></p>



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

All pupils can confidently apply their curiosity, observation, and questioning skills, and evidence this creatively in their Inquiry Journals. Few pupils will form generalisations with greater independence, with most pupils generalising independently.

Evaluation

Next step:

All pupils can effectively recall their learning and experiences and make connections.

Evaluation

Next step:



Priority 5	Further develop the school's leadership capacity, to include middle leaders within a comprehensive self-evaluation programme.				
Who is leading this project?	Staff	Mrs Vicki Davies Mrs Karen Towns	Governing Body	Mrs Karen Draper	
Where are we now? based on our self-evaluation		Targets & Success Criteria We will know we have succeeded when: * Met * Developing		Key Sources of Evidence	
<p>See Rationale Statement <a href="#">Rationale Statement Self Evaluation Oct 2022.docx</a></p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>A team that is supportive and collaborates well.</li> <li>All staff are dedicated to improve their practice to impact upon pupils and their progress.</li> <li>All staff have embarked on action research to inform developments within their AOLE</li> <li>The school has a clear vision, that is shared by all.</li> <li>Very proactive, supporting yet challenging governing body.</li> </ul> <p><u>Areas for Improvement</u></p> <ul style="list-style-type: none"> <li>Strengthen leaders roles and knowledge of standards within monitoring tasks.</li> <li>Supporting staff to contribute effectively to reports and monitoring frameworks.</li> <li>Strengthen leaders monitoring skills, so it becomes more focused.</li> </ul>		<p><u>Provision</u></p> <p>We will know we have succeeded when:</p> <ul style="list-style-type: none"> <li>A clear, effective and robust monitoring timetable is in place and is adhered to by all staff involved in this process</li> <li>All leaders have a clear understanding of their responsibilities, roles and accountability and fulfil this role</li> <li>All leaders have a more robust impact upon the standards of Teaching &amp; Learning through: <ul style="list-style-type: none"> <li>Regular, purposeful, effective monitoring of standards, provision and progress with a focus upon pupils' skills development and knowledge. This will be time efficient.</li> <li>Regular discussions with staff regarding pupil progress in their areas and responsibilities and as a class teacher.</li> <li>Identification of Strengths and weaknesses through SWOT analysis, followed with a robust action plan</li> <li>Identifying CPD needs of all staff and providing appropriate opportunities</li> </ul> </li> <li>All leaders collaborate and support colleagues to ensure continuity and progression throughout the school</li> </ul> <p><u>Pupils &amp; Standards</u></p> <ul style="list-style-type: none"> <li>Nearly all pupils make at least expected progress.</li> </ul>		<ul style="list-style-type: none"> <li>CPD:</li> <li>Monitoring file</li> <li>Conversations with staff, pupils, parents and governors</li> <li>Work Scrutiny</li> <li>Looking 4 Learning - Learning walks</li> <li>Staff discussions - staff meetings</li> <li>Pupil Progress meetings</li> <li>Performance Management</li> <li>Governor presentations</li> <li>Data analysis</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

<ul style="list-style-type: none"> <li>To become more time efficient and effective in Self Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>All staff can identify good practice that has impacted positively upon pupil progress within their area - Baseline - case study (linked to Performance management).</li> <li>All teachers provide high quality teaching and learning in all areas of the curriculum. This is possible due to the support and development of colleagues.</li> <li>All teachers have a robust awareness of the progress of ALL groups of learners within their classes and their AOLE.</li> </ul>							
Action Plan	By whom?	Start	End	Notes on Progress  IMPACT OF ACTION!	Esti. Cost / Source eg SB,PDG etc	Source of evidence if applicable	RAG-A	RAG-Sp
Step 1: Preparing (Seeking advice, viewing good practice, professional development)								
Seeking advice from 'Buddy' school in regards to AOLE expectations.	K Towns V Davies	July '22	July '22	Advice received from Llanrhyddian primary. Impact: Supporting the review of AOLE policy and ways forward to support all leaders.		Notes		
Reading of Estyn supplementary guidance documents	K Towns V Davies	July'22	Ongoing	Increased awareness of what to monitor.	1 evening			
Attending Estyn briefing session - 10.10.22	K Towns V Davies	Oct '22	Oct'22		Am session	Notes		
Speaking to staff regarding the support they would benefit from.	V Davies	Jun'22	Ongoing	Identified areas staff felt they needed further support in. IMPACT: able to support to the individual.	Staff meeting	Microsoft Form		
Active research - Reading of Clarity by Lynne Sharnett. Also watching YouTube clips and listening to podcasts.	V Davies	Sept'22	Ongoing		Use of own time.			

Step 2: Action Plan (Activities & strategies to make improvement happen)							
Arrange meeting with 'Core' AOLE leads to discuss their roles and the needs of monitoring this term/year (Phased - will complete with other AOLE leads in next half term)	V Davies	Sept'22	Sept'22	Clear direction on how to move forward.	Nil		
Meet with staff to discuss their input into the SIP - how to complete their priority and action plan. How do we make it effective and measurable?  Also complete with non SIP staff to complete Action Plans  Coaching sessions with consultant (K Draper and C Davies) to support SIP and Action plan writing and monitoring.				Developing staff's knowledge and awareness of how to complete leadership roles and paperwork. Identifying improvements.			
Create Monitoring reports documents and distribute to staff, explaining how to be used and supported.	V Davies	Oct'22	Oct'22	Created monitoring forms for 'Core' areas. Shared with staff - used during monitoring week. <b>IMPACT:</b> Staff more focused upon what they are looking for and looking at both progress and provision.	Nil		
Create robust monitoring timetable - to include all evaluation and monitoring events and procedures - e.g performing assessments, collating data, pupil progress meetings, monitoring weeks for AOLE leads.	K Towns V Davies C Holker	Oct'22	Oct'22	<b>IMPACT:</b> All staff aware of when monitoring will take place and what staff will be focusing upon. Staff able to monitor against priorities.	Monitoring day		



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

<p>Create separate AOLE monitoring timetable, stating actions and purposes of monitoring for the coming year.</p> <p>Share with staff.</p> <p>Review PPA timetable - How can we include cover for monitoring activities?</p>	V Davies	Oct'22	Oct'22	<p>PPA timetable reviewed. Re arranged to ensure more effective and to allow for one afternoon a week to be dedicated to covering staff whilst they monitor.</p> <p>Monitoring timetable created and shared with staff.</p> <p>IMPACT: All staff have the opportunity to observe and evaluate pupils learning in their AOLE. Further details still needed in Leaders monitoring timetable</p>	½ Monitoring Day			
<p>Review AOLE lead policy to ensure robust procedures and actions. Share with staff during session.</p>	V Davies	Oct'22	Oct'22	<p>AOLE policy reviewed and shared with staff on sharepoint</p> <p>IMPACT: Staff aware of their roles, responsibilities and expectations.</p>	½ day management			
<p>Training on Building Blocks from a 'Monitoring' point of view - data collation, monitoring planning.</p>	V Davies S Miller	Nov'22	Nov'22	<p>IMPACT: All staff able to monitoring coverage, planning and progress data using the BB platform to inform their monitoring.</p>	Staff meeting			

<p>Coaching/ mentoring on how to monitor effectively and how to create a summative report following a monitoring activity</p> <p>Encourage all staff to use provision &amp; progress separate when writing reports and evaluations, to develop staff knowledge.</p> <p>Regular meetings and collaboration to support and develop each other.</p>	<p>K Towns V Davies K Draper</p>	<p>Oct'23</p>	<p>Ongoing</p>	<p>KD spent the day with SDP leaders to coach with creating SDP targets and action plan.</p> <p>Another morning spent with VD to develop flow of SDP. (11,11,22)</p> <p>VD worked with other staff to refine SDP (WB 14.11.22)</p> <p><b>IMPACT:</b> Staff's understanding of self-evaluation clearer and more focused. Staff more aware of the language they should be using and to ensure their targets and success criteria are more robust.</p>	<p>KD's twilight costs</p>			
<p>Create a CPD calendar to allow all leaders to share knowledge, information and professional developments for all staff.</p>	<p>V Davies</p>	<p>Nov'22</p>	<p>Nov'22</p>		<p>1 day management</p>			
<p>Shadow AOLE leads during a monitoring session to ensure continuity of standards and robust monitoring</p>	<p>K Towns V Davies R Lemon</p>	<p>Nov'22</p>	<p>Ongoing</p>		<p>Nil</p>			
<p>Fortnightly workshops to develop all staff in leading AOLE and</p>	<p>K Towns V Davies K Draper</p>	<p>Jan'23</p>						
<p>Tight Performance Management programme to review staff's progress in developing their AOLE (Objective 2).</p> <ul style="list-style-type: none"> <li>• Timetable to review and monitor.</li> </ul>	<p>K Towns V Davies</p>	<p>Oct'23 April'23 June'23 July'23</p>	<p>July'23</p>	<p><b>IMPACT:</b> All staff aware of targets and ways forward to succeed and develop professionally.</p>	<p>Conducted during management days</p>	<p>Performance management documents</p>		



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

				Clear path and time frame for improvement.	and AOLE time.			
--	--	--	--	--	----------------	--	--	--

**Provision for addressing the Professional Learning needed against this priority**  
 VD leading this priority as part of Aspiring Heads Programme - support given by mentor and trust group.  
 In House Training - Monitoring procedures - VD  
 Coaching opportunities  
 Utilising the experience of GB members - K Draper and C New to support senior and middle leaders.

**Impact of Professional Learning**  
 All AOLE will develop into robust leaders who are effective in supporting pupil progress. Their knowledge of their AOLE and the progress they can identify will improve. Monitoring will become more reliable and efficient.

**What is the impact of the training -**

**Working with Community**  
 How will you work with pupils, parents and the wider community to achieve this priority?  
 Meeting with GB members to monitor AOLE  
 Inviting GB along to learning walks  
 Sharing SIP on school website/ app  
 Inviting Teaching & Learning council to be aware of and support actions being implemented and to evaluate priorities.  
 LEA Review of Teaching & Learning

**STEP 3: REVIEWING AND EVALUATING PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA**

Date	Monitoring Activity Undertaken (Ensure this aligns to SEM calendar)	IMPACT ASSESSMENT - What impact has this had on standards and provision? Colour Code Staff input eg Headteacher, Assistant Headteacher, Governor, AOLE Lead Teacher - classroom - progress - What does it look like? What has changed? SO WHAT?!
Autumn Term	<ul style="list-style-type: none"> <li>Performance Management review.</li> <li>Review monitoring documents</li> </ul>	<p><u>Milestone 1</u>            A clear, effective and robust monitoring timetable is in place and is adhered to by all staff involved in the process.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>A monitoring timetable has been developed; however, it needs refining and finalising. Aspects have been put into the timetable but finer, specific details need to be added and then shared with all staff.</li> </ul>

- Discussions with all staff

- All staff and governing bodies are aware of the robust monitoring schedule.
- The school's monitoring template has been developed to ensure consistency, clarity and expectations.
- All staff have monitored their subject at least once and recorded their finding using the monitoring template developed. AOLE leaders are beginning to develop their area strengths and areas for development.
- A majority of AOLE leads are beginning to 'close the gap' by actioning on their findings to secure improvement.

#### Next Steps

- Ensure all staff complete the Actions section of the monitoring template to enable them to action on their findings to secure improvement.

All teaching staff have conducted monitoring activities, becoming more time efficient and focused on the outcome.

#### Evaluation

- PPA timetable altered to allow for an afternoon slot of monitoring for each staff member once a term. All staff have an improved view of their AOLE - views of provision and pupil voice. Most are aware of the strengths and weakness and ways forward.
- Following staff workload review, to support staff and SER procedures a trial of staff receiving AOLE/ ALN time on a Friday pm will support staff in completing monitoring processes and supporting self-evaluation processes. However, further development is needed on becoming time efficient.

#### Next Steps

- Monitor the impact of the added AOLE time and Monitoring time allowance.

All staff feel confident in the monitoring process and completing documents to support self-evaluation.

#### Evaluation

- All staff have found the monitoring resources supportive in completing their reviews of AOLE and SIP targets, allowing them to be more focused.
- However, most staff still require support with the language they use and insuring they are focusing upon progress and not just provision.
- Triangulation in all areas is not always a strength. Further development needed.
- Quality assurance and feeding back to KT & VD and feeding into SER processes is not robust enough.

#### Next Steps

- CD (school ESA) to conduct PL session with all teachers to support effective monitoring processes.



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

		<p>All staff have identified the CPD needs of staff to support improvement.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>Many staff have identified the CPD needs through appropriate monitoring and discussions. Those needs that have been highlighted have been worked into the Staff meeting rota for staff development by AOLE leads or appropriate online learning or outside support sourced.</li> </ul> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> <li>Monitor the implementation and impact of CPD led by staff. Ensure all staff have the opportunity to share their feedback and necessary training.</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>CPD calendar review</li> <li>Listening to learners and learning walk</li> <li>Work scrutiny</li> <li>Performance Management Review</li> </ul>	<p><u>Milestone 2</u></p> <p>All leaders have held or arranged CPD to support identified areas for improvement.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>Most leaders have identified the CPD needs of all staff through their monitoring. Most leaders have conducted CPD sessions with staff to support the improvement of areas of teaching and learning. The positive impact of these sessions has been seen when monitoring teaching &amp; learning, with all teachers taking on board the key messages. A few staff still need further support to improve further in some areas.</li> </ul> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> <li>Continue to ensure leaders identify CPD needs of all staff, including support staff.</li> </ul> <p>All leaders have implemented strategies for making improvements, monitoring impact upon provision and standards.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>Through baseline monitoring, all leaders have identified areas for improvement and ways forward. Most leaders have implemented strategies for making improvements.</li> <li>All leaders continue to monitor their AOLE. However, many still focus upon provision rather than provision, standards, and progression.</li> </ul> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> <li>Work with all leaders to develop awareness and focus for identifying standards and progress during monitoring exercises.</li> </ul> <p>Most pupils make at least expected progress. Where a few do not, this is identified and appropriate support put in place.</p> <p><u>Evaluation</u></p>



		<ul style="list-style-type: none"> <li>• As many leaders focus more upon provision than progress and standards, they have not monitored pupil progress in terms of data.</li> <li>• However, many leaders have had discussions with staff regarding pupils attitudes and mindset towards learning, motivation and observed progress within AOLEs.</li> <li>• Maths &amp; Literacy leads use the data and test assessments well to identify progress, gaps and areas for improvement.</li> </ul> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> <li>• Work with all leaders to support identification of progress and how this can be measured and tracked as appropriate.</li> <li>• Further develop assessment processes, particularly in non-core AOLEs.</li> </ul> <p>All staff have had their PM review following a rigorous programme and format.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• Two cycles of Performance management completed. Performance management timetable, targets and expectations shared with all staff. All staff are aware of how they need to improve to succeed in their targets.</li> <li>• Review sessions completed and progress assessed on SC grid following monitoring processes.</li> <li>• All teachers have made progress within the objectives. However, for some this progress is limited.</li> <li>• Areas identified for further development are Obj 1: Identifying good practice and measuring progress within their AOLE and Obj 2: Quality questioning to promote deeper thinking in pupils.</li> <li>• All teachers have been given targets to improve on by the end of the school year - before the next review in June.</li> <li>• All teachers have had support to identify CPD needed, and actions put in place to support this.</li> </ul> <p><u>Next Steps</u> CD (school ESA to support further with this)</p> <ul style="list-style-type: none"> <li>• Ensure all teachers are supported appropriately to develop in targeted areas.</li> <li>• Review sessions arranged and expectations for the next session shared with teachers.</li> </ul>
Summer Term		<p><u>Milestone 3</u></p> <p><u>Evaluation</u></p> <p><u>Next Steps</u></p> <p><u>Evaluation</u></p> <p><u>Next Steps</u></p> <p><u>Evaluation</u></p> <p><u>Next Steps</u></p> <p><u>Question prompts</u></p>



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

	<p>Have pupils made progress in all AOLEs across the year?</p> <p>Can AOLE leads use self-evaluation findings, together with other information, to devise relevant priorities and actions for improvement?</p> <p>Do AOLE leads contribute effectively to the School Evaluation processes, reporting accurately on pupils' experiences, knowledge and skills?</p>
--	---

<b>Priority 6</b>	<b>*Strengthen provision to secure systematic progression in pupils Welsh oracy and reading skills.</b>				
	<b>*Priority added January 2023 following monitoring and self-evaluation</b>				
Who is leading this project?	Staff	Mr. Mark Jones	Governing Body	Mrs. Sian Collins	
Where are we now? based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when: <b>* Met</b> <b>* Developing</b>			Key Sources of Evidence	
<p>See Rationale Statement <a href="#">Welsh Cymraeg Rationale Statement Llandeilo.docx</a></p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Positive attitudes to Welsh, the ethos and culture in the school and community</li> <li>Awarded the Bronze Siarter Iaith and aiming for our Silver Award.</li> <li>Immersion of pupils in Welsh culture within the community such as Urdd Eisteddfod &amp; Menter Bro Dinefwr</li> <li>Urdd Club as part of Extra Curricular activities.</li> <li>All staff follow a structure for the planning of Welsh.</li> </ul>	<p><b>Provision</b></p> <ul style="list-style-type: none"> <li>All teachers will provide pupils with a variety of reading materials to entice pupil interest in reading Welsh literature</li> <li>All classrooms have a consistent reading environment, which will be enhanced with quality reading materials appropriate to age and stage.</li> <li>All teachers provide a phonic rich environment and implement appropriate schemes creatively.</li> <li>All staff celebrate each other and pupils on regular basis for their increasing use of Welsh.</li> <li>Criw Cymraeg will have a more prominent role in helping promote and encourage the use of the Welsh language in and around the school, along with supporting in house and local Welsh events.</li> <li>Provide all pupils with real life context of immersing themselves in Welsh culture through Welsh events including the Urdd and Eisteddfod.</li> </ul>			<p>Monitoring - Learning Walk, talk to pupils and staff, use governor &amp; parents' questionnaires.</p> <p>Welsh development team from the local authority supporting FP staff in stage one in learning language initiative. Two KS2 teachers learning Welsh &amp; this will impact on pupil's oracy</p> <p>Data analysis - baseline</p> <p>Book Look -</p>	

<ul style="list-style-type: none"> <li>A well developed and conscientious Cwm Cymraeg.</li> <li>Planning within curriculum emphasizes Welsh heritage and culture.</li> <li>Incidental Welsh heard regularly across the school by staff and pupils.</li> <li>Co-ordinator is passionate and ambitious to progress in this area.</li> </ul> <p><u>Area to improve</u></p> <ul style="list-style-type: none"> <li>To further develop the Welsh Language oracy skills of a minority of staff across the school.</li> <li>Align progression and planning within the CfW</li> <li>Further development of the Welsh language through quality reading and oracy provision.</li> <li>To develop teacher's expertise and confidence in the use of the Welsh language.</li> <li>To improve the use and impact of Welsh speaking staff.</li> <li>To increase pupil's responsiveness through a programme of attention &amp; listening.</li> <li>To build further on the good practice of incidental Welsh as highlighted to us by Tem Dablygu.</li> </ul>	<p><u>Progress</u></p> <ul style="list-style-type: none"> <li>All pupils access a variety of Welsh texts with interest.</li> <li>Monitoring evidences an increased engagement (Faire Levers) in Welsh reading.</li> <li>All pupils demonstrate their developing comprehension skills through discussing their text, applying their taught language.</li> <li>All pupils show an increased awareness and application of their Welsh phonic skills through their literacy work.</li> <li>All staff are consistent in their use of language patterns across the school, and it is heard at every opportunity.</li> <li>All pupils demonstrate the use of Welsh language patterns in their day to day conversations.</li> <li>Professional learning and support shows all staff and pupils have made progress.</li> <li>Pupils can turn to the Cwm Cymraeg to support their use of the Welsh language and join in with Welsh events.</li> <li>Pupil enjoyment in taking part in local Welsh events and being a part of a big project that impacts not only themselves, but also the school and local communities.</li> </ul>	<p>Cwm Cymraeg Meetings;</p> <p>External Agencies support and involvement.</p>
--	--	--

Action Plan	By whom?	Start	End	Notes on Progress  IMPACT OF ACTION!	Est. Cost / Source eg SB,PDG etc	Source of evidence if applicable	RAG Autumn	RAG Spring
<b>Step 1: Preparing</b> (Seeking advice, viewing good practice, professional development)								
Work in partnership with Tim Dablygu Athrawon & Menter Bro Dinefwr along with contacting external agencies including local authority in asking for support	Mr. M Jones	Sept'22	Dec'22	Strong established links between school and	N/A	Emails / Correspondence.	Yellow	Green



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

and advice in ways to promote the use of Welsh language within our pupils and staff.				external agencies to help better the school.				
Developing my role as AOLE lead for Welsh by reading Estyn Supplementary Guidance, Estyn case studies, attending courses, Keeping up to date with National and Local priorities such as WESP. Identifying key questions and areas for further development within the teaching of Welsh throughout the school. Identifying key areas for further development of the use of the Welsh language and support all staff in the transition of WESP.	Mr. M Jones	Septi'22	Dec'22	A better understanding and up to date knowledge of Welsh related issues and events that affect our school. A better understanding of teacher needs in relation to WESP.	PPA Cover Twilight session.	Co-Ordinator folder.		
Learning walk to monitor reading areas within classes and library areas, speaking to pupils and staff. Visit classes to get teacher and pupil feedback and use of the Welsh language.	Mr. M Jones	Oct'22	Dec'22	A better understanding of pupil reading abilities. A consistent approach to Welsh reading areas in all classes.	PPA Cover	Monitoring forms. Learning Walks.		
Visit Welsh school next door to observe the teaching of Welsh phonics. - <b>March Update</b> - Tric a Chlic course attended - Twilight session planned to update and disseminate newly learnt information and skills to all staff. <b>April Update</b> - Twilight session provided to all staff.	Mr. M. Jones	Oct'22	Dec'22	A better understanding of how Welsh phonics is taught and ideas magpie and trialed in own classes.	PPA Cover	Visiting a school.		
DATA - Gather and collate Welsh data from Building Blocks / Teacher assessment. Using Building Blocks to collate and analyze Welsh data and identify target areas / year groups for further development. <b>April Update</b> - All classes to have completed a Tric a Chlic Baseline - Reassessment to be completed by start of July.	Mr. M. Jones Mrs V.Davies	Oct'22	Dec'22	A baseline is created as a means to compare pupil impact on all future data analysis.	PPA Cover / SMT availability	Building Blocks		

Step 2: Action Plan (Activities & strategies to make improvement happen)									
Create and send out a questionnaire to staff, pupils, governors and parents as a means to gather thoughts, opinions and general feedback on the Welsh language, teaching Welsh and the use of the Welsh language in schools.	Mr M Jones	Oct'22	Jan'23	A better understanding on views and opinions on the Welsh language as a whole and identify key areas for further development.	PPA	'FORMS' Welsh lead folder			
Audit current Welsh reading resources ie phonic schemes, reading materials, resources. Seek advice from LA advisors. - Planned work with Mari Owen and/or Iona Llyr on suitable provision and purchase as appropriate. <b>March Update</b> - Tric a Chlic scheme already in school and teacher access to all online resources. <b>April Update</b> - Resources and links shared with all staff	Mr M Jones Class Teachers.	Oct'22	Dec'22	An insight of what provisions are currently available to all pupils and staff as means to effective Welsh lessons. Identify areas that need further developing.	PPA Cover	Welsh lead folder. Emails Online research for resources / provisions.			
In preparation for whole school Twilight session on phonics, transition activities and Welsh reading areas, research how to create an effective and engaging reading environment within the classroom. Researching regarding transition times including Welsh songs, patterns and phrases. Visit Teilo Sant (Welsh School) to observe a phonics lesson in how they teach children to read and write (Llythrennau a Synnau) - <b>Update</b> - March - Tric a Chlic Course attended.	Mr. M Jones	Oct'22	Jan'23	A consistent approach across the school in activities to help transition. Along with a consistent Welsh reading area in all class. A better understanding of how Welsh phonics is taught and ideas magpie and trialed in own classes.	PPA Cover	Welsh lead folder. Online research			
Hold twilight training session with all staff on creating an effective, engaging literacy rich reading environment, transition times and creative use of phonics programme (Tric a clic).	Mr. M Jones All staff	Jan'23	March'23	This will support all teachers to plan for using their transition times creatively.	Twilight	Twilight session			



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

<p><b>March Update</b> - Tric a Chlic training course attended, awaiting twilight slot to disseminate information to staff.</p> <p><b>April Update</b> - Tric a Chlic training provided to all staff including access to all resources.</p>				implementing a consistent approach to phonics				
<p>Staff discussion to identify 'MAT' Welsh speaking pupils to ensure progress and continued development. Identify effective staff and provision to support these pupils.</p> <p><b>Update</b> - Urdd Club provided to all pupils including MAT and Urdd participants throughout Spring '23 term.</p>	Mr. M Jones Mrs C Thomas	Oct'22	Jan'23	MAT pupils will be supported through further intervention to support, enhance and aid their ready established Welsh skills.	TA / PPA Cover	Learning Walk Teacher discussion.		
<p>Supporting staff to develop their own use of the Welsh language. E.g developing and providing supporting resources, use of assistive technology, training re pronunciation, language patterns</p> <p><b>March Update</b> - Tim Datblygu Athrawn are piloting a 10 week Welsh course to adults in KS2 (similar to that with Fph staff last year) <b>April Update</b> - x2 members of staff piloting the KS2 Welsh training in June 2023.</p>	Mr. M. Jones Mrs C Thomas Mrs S Miller Digital Leaders	Oct'22	Jan'23	Work alongside Digital Leaders / Co-Ordinators to aid and promote the use of tech to support pupils in the use of the Welsh language.	Council Meetings PPA Cover	Building Blocks data An organised visit to the school.		
<p>Monitoring - Listening to readers, learning walk, talking to pupils &amp; staff, work scrutiny, data upload and analysis.</p> <p>Monitoring 1 - November 2022 Monitoring 2 - January 2023 Monitoring 3 -</p>	Mr. M Jones SMT	Oct'22	Ongoing	A consistent monitor of pupil progress in Oracy and Reading.	PPA Cover	Monitoring Data analysis Book Look		
<p>Developing pupil and parental engagement through use of social media.</p>	Mr. M Jones Mrs C Thomas	Oct'22	March'23	Encourage parents to support children in the use of the Welsh language through watching online videos	Open morning PPA Cover	Workshop Videos available to view across the school's online		

	Digital Leaders Miss S Miller			provided by the school. Possible Welsh workshop to entice parents to take up the Welsh language.		social media platforms.		
Increase pupils enjoyment and participation of Welsh extracurricular activities that include the local national Urdd Eisteddfod. <b>March Update</b> - Urdd Club provided to all pupils throughout the Spring Term. Pupils competing in the Urdd recitals. Whole school event days - St David's Day / Dydd Mwsig Cymru / Mr Urdd Visit / Santes Dwynwen.	Mr M Jones Mrs C Thomas	Jan'23	April '23	Pupils are exposed to an enhanced, rich, real-life context of Welsh culture, giving them a sense of 'Cenefin' belonging.	Lunchtime clubs. Weekends	Photos / Video evidence of pupils taking part. Also shared on social media.		
<b>Actions for the further term:</b> The breadth of pupils' experiences will be enhanced through real life contexts from working on a unified project working with local schools and community.								
<b>Provision for addressing the Professional Learning needed against this priority</b> <ul style="list-style-type: none"> <li>FP staff training for language acquisition as provided by Tim Dadblygu Athrawwr</li> <li>Whole school starter iaith training - updating on where we are and identifying ways forward and areas for further development.</li> <li>Provide regular staff training and opportunity for drop-in sessions.</li> <li>Advice CPD training to staff when appropriate</li> </ul>								
<b>Impact of Professional Learning</b> <ul style="list-style-type: none"> <li>A positive whole school approach, working together in unison, with a commitment and a sole purpose to help achieve raising standards in Welsh.</li> <li>Through team effort, the Cwm Cymraeg, staff and pupils helped the school gain the Starter Iaith Bronze Award and are already hard at work, working towards the Silver Award.</li> <li>Teacher confidence in teaching, using and applying the Welsh language.</li> </ul>								
<b>How will you work with pupils, parents and the wider community to achieve this priority?</b> <ul style="list-style-type: none"> <li>Establish and enhance community links, in particular Menter Bro Dinefwr and Tim Dadblygu Athrawwr to support teachers and pupils in the use of the Welsh language in and around the school with a particular focus on areas outside of the classroom.</li> </ul>								



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.



- Contacting Menter Bro Dinefwr to enquire if they offer Welsh training to children / parents / staff to help enhance their knowledge of the Welsh language.
- Organise a 'clonc a coffi' morning, inviting parents to chat and learn Welsh basic words, phrases and conversations.
- Provide parents with short Welsh videos created by pupils / criw cymraeg that support parents with Welsh phrases uploaded and shared across our social media platforms.

**STEP 3: REVIEWING AND EVALUATING PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA**

Date	Monitoring Activity Undertaken (Ensure this aligns to SEM calendar)	IMPACT ASSESSMENT - What <u>impact</u> has this had on standards and provision? Colour Code Staff input eg <i>Headteacher</i> , <i>Assistant Headteacher</i> , <i>Governor</i> , <i>AOLE Lead</i> <b>Teacher - classroom - progress - What does it look like? What has changed? SO WHAT?!</b>
Autumn Term		<p><u>Milestone 1</u> All staff have received twilight training in the use of Tric a Clic, transition times and the setting up of a rich reading environment.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• Although a twilight training session has not currently been provided, teachers have been provided with a link to access the Tric a Chlic website that provides them with resources including reading materials to aid their lessons with pupils.</li> <li>• Just from accessing the Tric a Chlic website, around half of staff feel confident in providing their pupils with efficient and effective phonological sessions designed to improve their reading and writing. Many teachers found the website to have many positive resources to support them and pupils but unsure and unfamiliar in their potential and full use.</li> </ul> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> <li>• Provide the twilight session, gather feedback on how teachers and pupils have gotten on with the Tric a Chlic website, and identify ways forward.</li> </ul> <p>All staff have created a rich reading environment within their classrooms.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• All classes have a reading corner that includes both English and Welsh reading materials. QR posters have been provided to display in the reading areas that take pupils, via a QR code, to videos of Welsh stories being read thus promoting and exposing pupils to the Welsh language and encouraging them to listen and speak more of the language. Upon monitoring classrooms and discussions with pupils, it is evident that although</li> </ul>



		<p>Welsh provision is provided to all pupils, very few pupils are using them for their own interest and enjoyment, citing they find it difficult in understanding the text.</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> <li>• Ensure that there are a variety of Welsh fiction and non-fiction books available for all pupils including pamphlets, comics and leaflets appropriate to pupils age and ability.</li> </ul> <p>Criw Cymraeg have a more prominent presence in encouraging all pupils to use the Welsh language in and around the school.</p> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• With a small number of Criw Cymraeg members, providing a strong presence to encourage all pupils to use the Welsh language proves to be challenging. More members are needed along with a strong commitment and positive enthusiasm towards the Welsh language. The Criw Cymraeg have attempted to encourage a small minority of pupils to become members of the Urdd.</li> </ul> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> <li>• Encourage all Criw Cymraeg members to be members of the Urdd and to compete in a variety of competitions; and to attend Urdd related after school clubs. Recruit more members to the Criw Cymraeg and build on enthusiasm and passion towards the Welsh language and its impact on the school through promoting and showcasing authentic real-life scenarios of pupils succeeding in extra-curricular skills, along with promoting the Urdd sporting competitions, particularly football, that will entice further interest.</li> </ul>	
Spring Term		<p><u>Milestone 2</u></p> <ul style="list-style-type: none"> <li>• All staff have received twilight training in the use of Tric a Clic.</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• Tric a Chlic training provided by Tim Datblygu Athrawon, attended by AOLE Welsh Lead - ready to disseminate new information, skills and how to run effective T&amp;Ch lessons to staff as part of a twilight session. Update: Tric a Chlic training provided by Welsh AOLE lead to all staff as of 19<sup>th</sup> April 2023.</li> </ul> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> <li>• Pencil in a twilight session date for Summer Term for all staff. Ensure that all staff access the Tric a Chlic website to obtain relevant information. Update: Tric a Chlic training provided to all staff as of 19<sup>th</sup> April 2023.</li> </ul> <p>All staff have increased confidence in providing phonic-rich activities and teaching &amp; learning.</p> <p><u>Evaluation:</u></p>	



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

		<ul style="list-style-type: none"> <li>Through use of the Tric a Chlic website, resources and books, many pupils are starting to get a better understanding of the phonological language of Welsh reading language books when pronouncing unfamiliar words.</li> </ul> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> <li>All staff to ensure that Tric a Chlic sessions are taught every week, that flash cards and supporting reading materials are used effectively.</li> </ul> <p>All pupils have increased interest and engagement in reading Welsh materials.</p> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>Many classes have reading corners that home Welsh reading material, but very few pupils access them due to little interest in the materials provided. Upon speaking to the children, it would appear that pupils find the materials difficult to understand and read. The introduction and continued support of Tric a Chlic will hopefully help and support all pupils interest and enjoyment of reading Welsh materials.</li> </ul> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> <li>Ensure all classes have access to a variety of Welsh reading materials including Tric a Chlic books and supporting materials to aid their phonological decoding of words, phrases and sentences. Ensure that all classes have weekly Tric a Chlic sessions to support pupil understanding of Welsh phonics, which will not only support their reading but also their writing ability.</li> </ul> <p>Pupil immersion of the Welsh language.</p> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>A small number of pupils have become members of the Urdd and have competed in the Urdd Eisteddfod second language recitals. A small number of pupils have entered the Urdd creative competitions. Pupils have been exposed to and participated in Welsh events including Mr Urdd visit, Santes Dwynwen, Dydd Miwsig Cymru and Dydd Gwyl Dewi Sant in house eisteddfod. Update: PS3 pupils supported in the Urdd project through creating, alongside local artists and schools, a Welsh mural along with promotional material which was displayed at the National Eisteddfod promoting Welsh myths, legends and stories.</li> </ul> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> <li>Whole school approach to Prosiect Urdd '23</li> </ul>	
Summer Term		<p><u>Milestone 3</u></p> <p>All staff have implemented the Tric a Chlic scheme of work.</p>	

		<p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>Teachers provide pupils with weekly Tric a Chlic sessions focusing on the phonological language through the use of flash cards and supportive, appropriate reading materials. Feedback from staff has proven to be positive in that the scheme helps boost own confidence in delivering effective Welsh phonological lessons, to support pupils with their understanding and use of the language. A Tric a Chlic baseline was completed at the end of April 2023, and will be re-evaluated at the end of June to evaluate its effectiveness through pupil progress.</li> </ul> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> <li>Evaluate pupil progress and identify areas for improvement and ways forward. Speak with teachers and pupils to collate feedback on the Tric a Chlic scheme. Identifying positive and negative aspects of delivering Tric a Chlic sessions.</li> </ul> <p><u>Evaluation:</u></p> <p><u>Next Steps:</u></p>	
--	--	--	--



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

## HIGH LEVEL PRIORITIES & TARGETS : Year 2+3

Year 2 - 2023 - 2024				
Learning	Wellbeing and attitudes to learning	Teaching and Learning experiences	Care, Support and Guidance	Leadership and Management
<ul style="list-style-type: none"> <li>Further develop pupils' extended writing skills for a range of purposes and audiences.</li> <li>Improve the progress that all pupils make in their Welsh language development.</li> <li>Reading - Guided reading and teaching of higher order skills - Resourcing of this to support CBIL. (Added May 2023 following monitoring)</li> <li>To strengthen summative assessment programmes to identify gap and diagnose ways forward.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop the pupils understanding of their personal learning targets and what they need to do in order to improve their work.</li> <li>Strengthen Learning Assets - pupils understanding, application.</li> </ul>	<ul style="list-style-type: none"> <li>Provide regular opportunities for pupils to apply and consolidate their literacy skills, in particular extended writing, across the curriculum.</li> <li>Strengthen the provision to secure systematic progression in pupils' Welsh language skills - training of staff.</li> <li>Strengthen questioning and assessment in line with CBIL (Concept Based Inquiry Learning).</li> <li>Ensure that the quality of teachers' feedback targets the</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen the provision for monitoring and improving pupils' attendance, particularly for those eligible for free school meals - punctuality.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen monitoring processes to focus more sharply on the quality and impact of teaching.</li> <li>Further strengthen engaging with the widest school community to ensure Effective and open relationships are built and sustained with parents, carers and the widest local community.</li> </ul>

		next steps in pupils' learning effectively.		
Year 3- 2024 - 2025				
Learning	Wellbeing and attitudes to learning	Teaching and Learning experiences	Care, Support and Guidance	Leadership and Management
✓	<ul style="list-style-type: none"> <li>✓ Learning Assets</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Metacognition - Feedback</li> <li>✓ Questioning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Further embed ALN bill</li> <li>✓ Developing pupil's role in Self-Evaluation processes. .</li> </ul>	<ul style="list-style-type: none"> <li>✓ SLO - Aspect</li> </ul>



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.  
Article 3 : Everyone who works with children should always do what is best for each child.

## ADDITIONAL PROFESSIONAL DEVELOPMENT 2022-23

Professional Development <i>(viewing good practice, training, professional development, engaging in Professional enquiry, collaboration with other schools)</i>	Who?	Start	End	Est. Cost	Source
Elizabeth Jarman					
Dr Clare Warden					
Kath Murdoch - Inquiry based learning					
Rachel French					
Journalling					
Staff have done a variety of e learning courses which we can evidence					