

Cynllun Datblygu'r Ysgol *School Development Plan*

2022-2023

Fersiwn wedi'i Ddiweddaru / *Version Updated: 21/06/2023*



Ysgol Panteg, Heol Yr Orsaf, Tre Griffith, Pont-y-Pŵl, Torfaen, NP4 5JH ☐

01495 762581 ☎

head.ysgolpanteg@torfaen.gov.uk ☐

www.ysgolpanteg.cymru ☐

Pennaeth | Head: Dr. Matthew James Dicken, MA(Ed), PGCert, BA(Hons)

Sail a Diben Ein Datblygiad a Gwelliant / *The Foundation and Aims of Our Development and Improvement*

Sail gref ar gyfer safonau academaidd a lles
A firm foundation for academic and wellbeing standards

Dysgwyr angerddol
Fired up learners

Lledaenu gornelion a pharatoi disgyblion ar gyfer bywyd
Expanding horizons and preparing children for life

Darparu profiadau a chyfleoedd cyfoethog
Rich learning experiences and opportunities

Bachu ar gyfleoedd arloesi
Grasping chances for innovation

Ymfalchïo yn ein Cymreictod, iaith, hunaniaeth a threftadaeth
Loving our Welshness, language, identity and heritage

Cynnu tân dwerder, chwilfrydedd a chymhelliant
Lighting the fire of bravery, curiosity and motivation

Cenhedaeth gref sy'n agor drysau
A strong mission that opens doors

Teulu caredig ac uchelgeisiol
Kind and ambitious family



Cefndir yr Ysgol / *The School's Background*

Agorodd Ysgol Panteg ei drysau ym mis Medi 2010 ar y safle wreiddiol ar Stryd Rhydychen yn Griffithstown gyda 36 o blant. Plannodd y plant hyn 36 o fylbiau cennin pedr sy'n cael eu cynrychioli gan y 36 cenhinen bedr ar fathodyn yr ysgol. Wrth i'r ysgol dyfu lleolwyd Ysgol Panteg ar ddau safle yn Griffithstown a Kemys Fawr, Sebastopol. Ers mis Chwefror 2017, rydym wedi ein lleoli ar ein safle bresennol ar Heol yr Orsaf. Ar hyn o bryd mae gennym dros 400 o ddisgyblion yn hannu o ardal Pont-y-Pŵl, Griffithstown, New Inn a Sebastopol. Mae'r disgyblion yn mwynhau ac yn profi addysg gyfrwng Cymraeg a chyfoeth o brofiadau cyffrous. Ein amcanion yw:

- Creu amgylchedd croesawgar a diogel lle mae plant, staff a'r rhieni'n hyderus ac yn llawn cymhelliant;
- Sicrhau bod pob plentyn yn teimlo ei fod yn cael ei gynnwys, ei werthfawrogi a'i barchu waeth beth fo'u gallu, rhyw, anabledd, ethnigrwydd, crefydd, cefndir teuluol, diwylliant neu iaith y cartref;
- Annog plant i wneud eu gorau glas, gan sicrhau bod y heriau addysgu'n gwella sgiliau a hunan-hyder plant;
- Rhoi amser i blant siarad am eu dysgu ag oedolion ac i blant eraill;
- Darparu profiadau dysgu sy'n meithrin creadigrwydd, brwdfrydedd a chwilfrydedd plant;
- Darparu profiadau dysgu sy'n meithrin hunan-barch a helpu plant i ddatblygu perthnasoedd cadarnhaol ag eraill yn yr ysgol ac yn y gymuned ehangach;
- Helpu plant i ddatblygu i fod yn ddinasyddion dibynadwy, annibynnol a chadarnhaol;
- Ein nod yw sicrhau bod pob plentyn yn ein gadael yn unigolion hyderus yn credu ynddo'i hun ond yn dangos parch at eraill a ffurfio a chynnal perthnasoedd ag eraill plant ac oedolion.

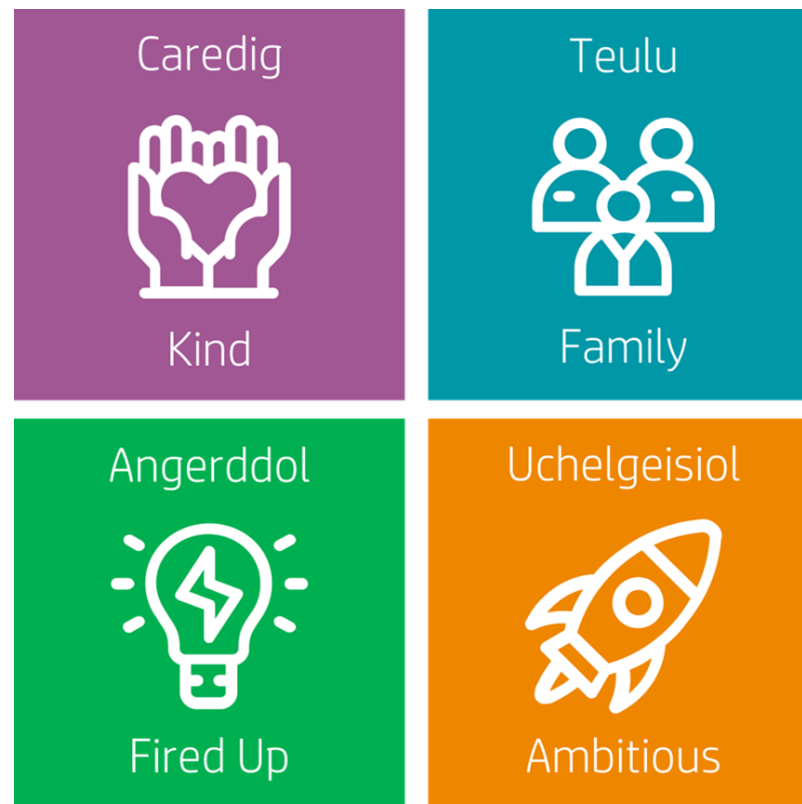
Ysgol Panteg opened its doors in September 2010 on the original site on Oxford Street in Griffithstown with 36 children. These children planted 36 daffodil bulbs which are represented by the 36 daffodils on the school badge. As the school grew Ysgol Panteg was then situated on two sites in Griffithstown and Kemys Fawr, Sebastopol. Since February 2017, we have been located on our fantastic site on Station Road. At present we have over 400 pupils coming from the Pontypool, Griffithstown, New Inn and Sebastopol area all enjoying and experiencing Welsh medium education and a wealth of exciting experiences. Our aims are:

- To create a welcoming and secure environment where children, staff and parents are confident and motivated;
- To ensure that all children feel included, valued and respected regardless of their ability, gender, disability, ethnicity, religion, family background, culture or home language;
- To encourage children to do their 'very best', ensuring that the teaching challenges each and every child to enhance their skills and self-confidence;
- To give children time to talk about their learning to adults and other children;
- To provide learning experiences which foster children's creativity, enthusiasm and curiosity;
- To provide learning experiences which foster self-esteem and help children to develop positive relationships with others both within the school and in the wider community;
- To help children develop into reliable, independent and positive citizens;
- Our aim is to ensure that every child leaves us as a confident individual, believing in themselves and showing respect and concern for others.

Pedwar Panteg / *The Panteg Four*

Yn sail i bwrpas ein hysgol, fel yr amlinellir yn ein arwyddair ('Meithrin Meddyliau Craff'), mae pedwar bloc adeiladu – dyma ein gwerthoedd. Fel ysgol, rydym am fyw ac anadlu'r pedwar gwerth craidd hyn a dal ein hunain atynt fel ein nodau a'n dyheadau. Gyda'n gilydd mae'n rhaid i ni ymrwymo i fod yn **garedig** wrth ein gilydd ac yn **deulu** cyd-gefnogol. Rhaid inni ymrwymo i fod yn **angerddol** gyda chymhelliant i ddysgu a sicrhau lles pob aelod o'n cymuned. Rhaid i ni fod yn **uchelgeisiol** a mynnu ar disgwyliadau uchel ar gyfer y gymuned hon, yr ysgol hon a phob unigolyn.

Underpinning our school's purpose, as outlined in our motto ('Meithrin Meddyliau Craff' – 'Nurturing Sharp Minds'), there are four building blocks – these are our values. As a school, we want to live and breathe these four core values and hold ourselves to them as our aims and aspirations. Together we must commit to being **kind** to one another and a co-supportive **family**. We must commit to being fired up with motivation for learning, the Welsh language and ensuring the wellbeing of all members of our community. We must be **ambitious** and hold high expectations for this community, this school and each and every individual.



Caredig



Kind

Yn Ysgol Panteg, rydyn ni'n garedig sy'n meddwl:

- rydyn ni'n gefnogol;
- rydyn ni'n dangos parch tuag at bawb a phopeth sydd o'n cwmpas;
- rydyn ni'n gwrtais;
- rydyn ni'n feddylgar;
- rydyn ni'n empathetig;
- rydyn ni'n gwranddo ar ein gilydd;
- rydyn ni'n trin pawb yn deg;
- rydyn ni'n dangos ymrwymiad at bobl eraill a'u cynnwys;
- rydyn ni'n deall bod pawb yn werthfawr;
- rydyn ni'n gofalu am ein hunain ac eraill;
- rydyn ni'n dathlu ein gwahaniaethau, ein cryfderau a'n unigolrwydd.

At Ysgol Panteg, we are kind which means:

- we are supportive;
- we show respect for everyone and everything around us;
- we are polite;
- we are thoughtful;
- we are empathetic;
- we listen to each other;
- we treat everyone fairly;
- we show commitment to others and include them;
- we understand that everyone is valuable;
- we look after ourselves and others; we celebrate our differences, strengths and individuality.

Teulu



Family

Yn Ysgol Panteg, rydyn ni'n deuluol sy'n meddwl:

- rydyn ni'n ofalgar o eraill a'n hunain;
- rydyn ni'n gynnes tuag at ein gilydd;
- rydyn ni'n ymfalchïo yn ein Cymreictod a'n hiaith;
- rydyn ni'n cyfrannu at y gymuned ehangach;
- rydyn ni'n deall bod gan pob person llais a'r hawl i gael i'w clywed;
- rydyn ni'n cydweithio ac yn deall gyda'n gilydd gallwn gorchfygu unrhyw her;
- rydyn ni'n magu hyder trwy rhyngweithio;
- rydyn ni'n cymuned cyd-ddibynnol hapus ac angerddol;
- rydyn ni'n gyfeillgar a chroesawgar.

At Ysgol Panteg, we are a family which means that:

- we are caring of others and ourselves;
- we are warm towards each other;
- we take pride in our Welshness and our language;
- we contribute to the wider community;
- we understand that every person has a voice and they have the right to be listened to;
- we work together and understand together we can overcome almost any challenge;
- we build confidence through interacting and working together;
- we are a happy and 'fired up' interdependent community;
- we are friendly and welcoming.

Angerddol



Fired Up

Yn Ysgol Panteg, rydyn ni'n angerddol sy'n meddwl:

- rydyn ni'n meddu ar tân yn ein boliau dros ein hiaith, ein haddysg a theulu Panteg;
- rydyn ni'n parchu bod pawb yn wahanol ac yn unigryw;
- rydyn ni'n benderfynol fe fydd tegwch i bawb ar bob achlysur;
- rydyn ni'n herio stereoteipiau;
- rydyn ni'n benderfynol bydd pawb yn llwyddiannus;
- rydyn ni'n frwd ac yn awyddus i cyd-lwyddo ym mhob maes ag ymdrechwn;
- rydyn ni'n mwynhau dysgu ac yn dysgwyr gydol oes.

At Ysgol Panteg, we are 'fired up' because:

- we have a fire in our hearts for our language, our education and the family of Panteg family;
- we respect everyone as different and unique;
- we are determined that there will always be fairness for all;
- we challenge stereotypes;
- we are determined that everyone will be successful;
- we are passionate and keen to achieve success in all areas we strive for;
- we enjoy learning and are lifelong learners.

Uchelgeisiol



Ambitious

Yn Ysgol Panteg, rydyn yn uchelgeisiol sy'n meddwl:

- rydyn ni'n herio'n hunain i wella;
- rydyn ni'n dangos gwydnwch wrth ddelio gyda sefyllfaoedd anghyffredin neu anodd;
- rydyn ni'n cymryd balchder yn ein gwaith;
- rydyn ni'n mentro yn ein dysgu ac yn trio pethau newydd, arloesol;
- rydyn ni'n benderfynol i ddyfalbarhau gyda ein gwaith nes ein bod ni'n llwyddo;
- rydyn ni'n gweithio'n annibynnol gan feddwl dros ein hunain;
- rydyn ni'n gweithio fel rhan o dimoedd a theulu ehangach Panteg;
- rydyn ni'n ymwybodol o'n targedau ac yn gweithio arny'n nhw yn rheolaidd.

At Ysgol Panteg, we are ambitious which means:

- *we challenge ourselves to improve;*
- *we show resilience in dealing with unfamiliar or difficult situations;*
- *we take pride in our work;*
- *we take sensible risks in our learning and try new, innovative things;*
- *we are determined to persevere with our work until we succeed;*
- *we work independently and think for ourselves;*
- *we work as part of a team and wider Panteg family;*
- *we are aware of our targets and consistently work on them.*

Gwybodaeth Demograffig a Chydestunol yr Ysgol / *The School's Demographic and Contextual Information*

	Meithrin / <i>Nursery</i>	Derbyn / <i>Reception</i>	Blwyddyn 1 / <i>Year 1</i>	Blwyddyn 2 / <i>Year 2</i>	Blwyddyn 3 / <i>Year 3</i>	Blwyddyn 4 / <i>Year 4</i>	Blwyddyn 5 / <i>Year 5</i>	Blwyddyn 6 / <i>Year 6</i>	Cyfanswm / <i>Total</i>
Carfan / <i>Cohort</i>	57	45	52	55	65	53	51	47	425
Gwrywaidd / <i>Male</i>	56.14% 32	51.11% 23	46.15% 24	50.91% 28	36.92% 24	47.17% 25	52.94% 27	53.19% 25	48.94% 208
Benywaidd / <i>Female</i>	43.86% 25	48.89% 22	53.85% 28	49.09% 27	63.08% 41	52.83% 28	47.06% 24	46.81% 22	51.06% 217

Blaenoriaethau Datblygu'r Ysgol, 2022-2023 / School Development Priorities, 2022-2023

Blaenoriaeth Ddatblygiad 1 / Development Priority 1

Datblygu Sgiliau Meddwl Critigol Plant

trwy fewnoli Athroniaeth i Blant ar draws yr ysgol, mireinio ansawdd trafod, a datblygu sgiliau metawybyddol sy'n addas o ran cam nid oedran.

Develop Children's Critical Thinking Skills

by implementing Philosophy for Children across the school, refine the quality of discussion, and developing stage-appropriate metacognitive skills.

Yn gysylltiedig â 1.1. Dysgu: Safonau a Chynnydd mewn Dysgu a Medrau & 2.2: Agweddau at Ddysgu & 4.1. Gofal, Cymorth ac Arweiniad - Datblygiad Personol (Fframwaith Arolygu Cyffredin, Estyn, 2020)
Linked to 1.1. Learning: - Standards and Progress in Learning and Skills & 2.2: Attitudes to Learning & 4.1. Care, Support and Guidance - Personal Development (Inspection Framework, Estyn, 2020)

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Sicrhau a chyfoethogi defnydd o Glwb Clebran ar draws yr ysgol trwy darparu adnoddau, hyfforddiant a monitro.
- Hyfforddiant Staff ar strategaethau Athroniaeth i blant a sut mae'n edrych ar lawr y dosbarth
- Adnoddau pwrpasol i sbarduno trafodaeth e.e llyfrau heb eiriau
- Defnydd o gwestiynu athroniaeth syml i ddatblygu dealltwriaeth ein disgyblion ifanc o athroniaeth a sut i gynnal sgwrs a chyfathrebu syniadau yn effeithiol
- Pot o agoriadau brawddegau er mwyn hybu trafodaethau rhwng y disgyblion.
- Sicrhau rydyn yn defnyddio strategaethau athronyddol ac yn cynnal gweithgareddau penodol. Er enghraifft 'llwybr cydwobod'.
- Datblygu'r meddylfryd 'does dim ateb anghywir' a helpu ein gilydd i ddod o hyd i ateb.
- Gosod cwestiwn mawr ar gyfer sbardun wers.
- Continiw m o fath o gwestiynau critigol sydd yn gallu cael eu ofyn ar draws y camau cynnydd er mwyn hybu meddwl critigol
- Defnyddio Hetiau De Bono
- Cyfleoedd i drafod materion cyfoes yn dwys
- Gweithio gyda ysgolion y clwstwr i ddatblygu Clybiau Trafod e.e cwis llyfrau/dadl/siarad cyhoeddus.

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Cerddoriaeth i gefnogi meddwl
- Hyfforddiant sut i cynnal trafodaeth athroniaeth
- Cyfuno gweledol a clywedol
- Dysgu fwy am ffordd mae pobl yn meddwl
- Beth sydd yn gwneud amenydd arbennig?
- Sut gallwch chi hyforddi eich ymenydd i gofio pethau?
- Dysgu am yr ymenydd
- Lles - sut mae pobl eraill yn deimlo
- Tasgau creadigol i hybu trafodaeth

Arweinydd yn Gyfrifol am Ddatblygiad y Targed / Leader Responsible for the Development of the Target

Mr Dafydd Evans a Miss Bethan Jones (gyda chymorth arweinyddiaeth canol Miss Caitlin Harley - Arweinydd Lles)

Gwella Safonau Ysgrifennu ar draws yr Ysgol

gan ffocysu ar ddarparu cyfleoedd ysgogiadaol, datblygu cywirdeb gramadegol, a darparu adborth o ansawdd i symud y dysgu ymlaen.

Improve Standards of Writing across the School

by focusing on providing stimulating opportunities, developing grammatical correctness, and providing quality feedback to pupils to move the learning forward.

Yn gysylltiedig â 1.1: Dysgu: Safonau a Chynnydd mewn Dysgu a Medrau & 3.2: Addysgu a Phrofiad Dysgu - Addysgu ac Asesu (Fframwaith Arolygu Cyffredin, Estyn, 2020)

Linked to 1.1. Learning: Standards and Progress in Learning and Skills & 3.2. Teaching and Learning Experiences - Teaching and Assessment (Inspection Framework, Estyn, 2020)

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Ffocws ar treigladau ym ymori/idiom yr pythefnos yn dod o'r Siarter Iaith - Criw Cymraeg i fod yng nglwm a'r penderfyniadau yma ac arwain ar draws yr ysgol
- Defnyddio nofel y tymor fel sail darn ysgrifenedig o fewn cynllun porffor pythefnosol
- Defnyddio'r arddangosfeydd o fewn y dosbarth i annog cywirdeb yn well
- Datblygu cyfleoedd i uwchlefelu eu waith, wrth ymateb i adborth
- Sicrhau cyfleoedd i ysgrifennu yn drawsgwricwlaidd a chyfoethogi genres yn y gwersi thema mewn ffordd fwy strwythedig.
- Sicrhau drilio iaith yn digwydd yn bwrpasol a dyddiol gan gynnwys patrymau iaith a chywirdeb gramadegol trwy ddatblygu pecynau gweithgareddau boreol ar gyfer Cam Cynnydd 3.
- Cyfleoedd dysgu dilys (e.e ysgrifennu llythyr at person go iawn a'i ddanfôn) fel rhan o'r Pasbort i Bobman
- Annog cystadleuaethau ysgrifennu
- Defnyddio CAAG (VCOP) fel strategaeth cyson.
- Darparu cyfleoedd i blant i drafod, ar lafar, y testun cyn mynd ati i ysgrifennu
- Rhannu model cryf er mwyn i'r plant deall a gweld y disgwyliadau.
- Parhau ym mhellach gyda adborth ysgrifennu 'sblenydd a'r codiau.
- Pie Corbett er mwyn modelu iaith yn effeithiol gan gofio symudiadau.
- MPLI clir a thrylwyr ar gyfer darnau ysgrifenedig sy'n gyson.
- Profion sillafu ar draws y camau cynnydd - datblygu ymhellach ar ôl peliot yng Ngham Cynnydd 3.
- Sbardun effeithiol / creadigol ar ddechrau pob sesiwn.
- Profiadau bywyd go iawn- defnyddio hwn fel sbardun ar gyfer gwersi ysgrifennu.
- Llawysgrifen Llawen - cystadleuaeth wythnosol yn y dosbarth i hybu cyflwyniad llawysgrifen.

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Sillafu / gramadeg gyda plant is lawr yr ysgol fel y darllen ninjas
- Defnyddio'r cod o fewn y llyfrau iaith / thema
- Pie Corbett i gefnogi dysgu
- Cael profiad o ystod o wahanol fathau o ysgrifennu
- Cadw cofnod o ysgrifennu ar y cyd yn ein dosbarthiadau. Mae'n hyfryd darllen gwaith yn ol mewn llyfr mawr sydd yn cael eu gadw yn y dosbarth.
- Ymarferion i barchu ein gwaith llawysgrifen
- Recordio gwaith neu darllen ar ol ysgrifennu i sbarduno
- Actio
- Cyfleoedd byr i ymarfer - cerdyn post

- Creu cardiau cywirdeb iaith.
- Mwy o amseroedd canu er mwyn hybu cywirdeb e.e. rapiau Tric a Chlic.
- Bwletin y Disgybl yn yr un format a Bwletin y Pennaeth - CC3 un dosbarth pob hanner tymor.

Arweinydd yn Gyfrifol am Ddatblygiad y Targed / *Leader Responsible for the Development of the Target*

Ms. Nerys Phillips a Dr. Matthew Dicken

Cryfhau Gweithdrefnau Asesu

drwy fewnoli system dracio gydwethredol newydd sy'n llywio cymorth a darpariaeth briodol, drwy ymgorffori cymorth ymyrraeth dysgu ychwanegol ymhellach, a thrwy gyflymu'r dysgu ar ôl y pandemig.

Strengthen Assessment Procedures

by implementing a new collaborative tracking system that informs appropriate support and provision, by further embedding additional learning intervention support, and by accelerating learning post-pandemic.

Yn gysylltiedig â 3.2: Addysgu a Phrofiadau Dysgu - Addysgu ac Asesu & 5.3: Arweinyddiaeth a Rheolaeth: Dysgu Proffesiynol (Fframwaith Arolygu Cyffredin, Estyn, 2020)
Linked to 3.2: Teaching and Learning Experiences - Teaching and Assessment & 5.3: Leadership and Management: Professional Learning (Inspection Framework, Estyn, 2020)

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Parhau gyda'r cynllun monitro cryf.
- Holiaduron y plant ar y system asesu. Mae dealltwriaeth y plant yn hanfodol tuag at llwyddiant ag hunan asesu.
- Grŵp o ddisgyblion / tîm asesu sydd yn rhan o'r craffu
- Dealltwriaeth well o'r cyrhaeddiad sydd yn dangos os ydy plentyn yn MATH, ADY ayyb
- Defnydd o 'Taith360' er mwyn mapio'r cydbwysedd ar draws pob tymor o'r datganiadau 'Yr hyn sy'n bwysig', 'deilliau dysgu' a'r 4 diben er mwyn sicrhau cydbwysedd
- Sicrhau cyfleoedd ymyrraeth gan ddefnyddio staff o fewn ein blynyddoedd gan ddefnyddio asesiadau sgrinio er mwyn helpu adanbod anghenion.
- Cyfleoedd i arweinwyr meysydd i arwain sesiynau monitro/cydsafoni.
- Cysonu dealltwriaeth o cyrhaeddiad plant trwy cyd safonu cyson
- Amlygu arfer dda fel gall staff fynd i arsylwi yn fwy cyson.
- Sefydlu systemau gweithredol ym mhob dosabrth - a bod rhain yn digwydd yn gyson.
- Sefydlu system monitro a thracio unigryw ar gyfer plant MATH, i sicrhau bod pob plentyn yn cael herio yn bwrpasol ac yn cyrraedd ei llawn potensial.

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Bod yn rhan o osod targedau er mwyn gwybod beth mae rhaid i mi ymarfer er mwyn gwella.
- Parhau gyda'r hunan asesu ychwanegu ffrind
- Sicrhau bod pawb yn trafod MPLI a NYW i ddeall
- Cyfle i ymarfer targedau o MPLI sydd ar goll

Arweinydd yn Gyfrifol am Ddatblygiad y Targed / Leader Responsible for the Development of the Target

Mr. Tom Rainsbury a Miss Rebecca Brown (gyda chymorth arweinyddiaeth canol Miss Caitlin O'Sullivan, Eilydd i'r CADY)

Ehangu Ymhellach Cwricwlwm ein Hysgol

trwy wella addysgu a chyfleoedd dysgu yn ymwneud â'r Celfyddydau Mynegiannol a sgiliau bywyd annibynnol.

Further Broaden Our School Curriculum

by enhancing teaching and learning opportunities around the Expressive Arts and independent life skills.

Yn gysylltiedig â 1.1: Dysgu - Safonau a Chynnydd mewn Dysgu a Medrau & 3.1: Addysgu a Phrofiadau Dysgu - Ehangder, Cydbwysedd a Phrriodoldeb y Cwricwlwm (Fframwaith Arolygu Cyffredin, Estyn, 2020)
Linked to 1.1.: Learning - Standards and Progress in Learning and Skills & 3.1. Teaching and Learning Experiences - The Breadth, Balance and Appropriateness of the Curriculum (Inspection Framework, Estyn, 2020)

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Parhau gyda sesiynau cerddoriaeth Mr Beecham
- Darpariaeth CC1 a CC2 yn atgyfnerthu sgiliau creadigol mewn ffordd fwy strwythuredig a chyson.
- Defnyddio Hetiau De Bono
- Plant yn cwrdd/galwadau ar Zoom gyda S4C/Cyw.
- Ymwelwyr proffesiynol e.e dyn camera. (Swyddi gwahanol)
- Diwrnod y Dyfodol - edrych ar swyddi/ gyrfaoedd gwahanol sydd yn tynnu ein diddordeb.
- Cynnal profiad gwaith syml - Bywyd go iawn
- Pwrpas i'r genres e.e. sgrïpt - creu film
- Cyfleoedd Entrepreneuriaeth i CC3
- Cyfleoedd prosiect mawr - trawscwriciwlaid dros hanner tymor. D&T STEM
- Cyfleoedd anturus i blant CC3 i gymryd rhan mewn gweithgareddau gwahanol (yn lle pel droed, rygbi, pel rhwyd).
- Gofalwyr Ifanc i dangos plant eraill sgiliau coginio/paratoi/golchi dillad.
- Mwy o sesiynau drama o fewn gwersi llythrennedd.
- Paratoi sioeau ysgol (fel Olifer yn y gorffennol) wrth i ni adael byd Covid-19- sgrïptio/ymarfer a pherfformio fel rhan o wersi
- Mwy o asiantaethau allanol sydd yn arbenigo yn y pwnc i ddod mewn a wneud gweithgareddau/workshops gyda'r plant ac i hyfforddi staff.jym
- Eisteddfod ysgol mwy eang - sy'n cynnwys mwy na cystadlaethau arferol.

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Coginio
- Celf / arlunydd
- Sgiliau dechnoleg / fath a codi er mwyn cael swydd
- Creu darnau o gelf sydd yn cael eu arddangos yn yr ysgol am byth (fel y mirlyn ar bwys yr ystafell athrawon)
- Mwy o digwyddiadau/straeon/pobl go iawn
- Dysgu am ryfeloedd
- Sesiynau ymarfer corff diddorol
- Paentio
- Cystadlaethau B14 nid % yn unig
- Mwy am yr amgylchedd
- Mwy o glybiau

- Cyfle i berfformio yn ein gwasanaethau, ar y llwyfan.
- Mwy o gyfleoedd perfformio megis yn yr Eisteddfod.
- Mwy o bwyslais ar defnyddio cylludeb yn rhifedd ar draws.
- Arlunydd lleol i ddod i weithio gyda phlant.
- Sioe Ysgol mewn theatr go iawn.
- Sefydlu Pasbort i Bobman fel bod hyn yn darpariaeth effeithiol parhaol i'r ysgol gyfan.
- 'Podlediad ysgol' plant yn gallu cael mynediad gatref/amser rhydd.
- Cerddoriaeth yn y cefndir wrth gwneud gwaith (cyfansoddwr yr wythnos)
- Cystadleuthau Celf
- Amserlenni Llawlyfr Caban y Coed
- Cynnig gwersi offerynau yn yr un modd a mae Blwyddyn 1 yn derbyn sesiynau Ffidl.
- Arlunydd i gwneud gweithdy gyda pob dosbarth er mwyn creu darn o gelf gall cael eu arddangos.

Arweinydd yn Gyfrifol am Ddatblygiad y Targed / *Leader Responsible for the Development of the Target*

Miss Rebecca Brown a Mr Dafydd Evans (gyda chymorth arweinyddiaeth canol Mr Simon Alexander - Arweinydd Rhifedd)

Gwella Llais y Disgybl yn Ysgol Panteg

trwy gryfhau lles disgyblion, sefydlu Senedd Disgyblion, a chanolbwyntio ar Hawliau'r Plentyn UNICEF.

Improve Pupil Voice at Ysgol Panteg

by strengthening pupil wellbeing, and establishing a Pupil Parliament, focusing on the UNICEF Rights of the Child.

Yn gysylltiedig â 2.1: Lles & 2.2: Agweddau at Ddysgu & 4.1: Gofal, Cymorth ac Arweiniad - Datblygiad Personol & 5.2: Arweinyddiaeth a Rheolaeth - Prosesau Hunanwerthuso a Chynllunio Gwelliant (Fframwaith Arolygu Cyffredin, Estyn, 2020)

Linked to 2.1: Lles & 2.2: Attitudes to Learning & 4.1: Care Support and Guidance: Personal Development & 5.2: Leadership and Management - Self-Evaluation Processes and Improvement Planning (Inspection Framework, Estyn, 2020)

Syniadau Cychwynnol ar gyfer Datblygiad / Initial Ideas for Development

Syniadau Cychwynnol Staff / Initial Ideas from Staff

- Gwasanaethau yn ffocysu ar UNICEF i i rhoi sylw at eu hawliau.
- Pleidleisio yn wythnosol ar yr chromebooks - i dod i arfer gyda'r dull o pleidleisio.
- "Poling Station" i benderfynnu pwysedd ar pwyllgor yr ysgol. Rhoi 'x' yn y boc.
- Cynllunio amser i drafod y thema nesaf cyn cynllunio aur fel gall llais y dysgwyr bwydo ein cynllun aur yn well.
- Bocs sylwadau/ awgrymiadau i disgyblion yn y neuadd.
- Ailsefydlu llysoedd.
- Plant i gael 'budget' dewis adnoddau ychwanegol y dosbarth ei hun e.e. beic/twb dwr a.y.yb
- Syniadau llais y dysgwyr yn weledol o fewn y dosbarth - arddangosfa llais y disgybl - syniadau ar gardiau fflach.
- Cyfleuoedd i ddatblygu sgiliau bywyd yn ein wersi lles (Pasbort i Bobman)

Syniadau Cychwynnol Disgyblion / Initial Ideas from Pupils

- Cyngor yr ysgol mwy o effaith ar yr ysgol. Siarad gyda'r llywodraethwyr. Mae ei farn yn bwysig.
- Bod plant hyn yn dysgu plant CC1 trwy technoleg a diogelwch
- Cyngor ysgol / disgyblion helpu cynllunio'r cwricwlwm
- Plant eisiau genres pwrpasol i dyfol nhw. Pam llythyr yn lle e-bost
- Mwy o waith ar google classroom achos hwnna yw dyfodol y plant
- Amser gwasanaeth i blant dangos
- Cyfle i chi dewis mwy o glybiau

Arweinydd yn gyfrifol am Ddatblygiad y Targed / Leader Responsible for the Development of the Target

Mr. Tom Rainsbury

Blaenoriaethau Datblygu'r Ysgol, 2023-2024 / School Development Priorities, 2023-2024

Blaenoriaeth Datblygiad 6 / Development Priority 6	Blaenoriaeth Datblygiad 7 / Development Priority 7	Blaenoriaeth Datblygiad 8 / Development Priority 8	Blaenoriaeth Datblygiad 9 / Development Priority 9
<p>Parhau i Ddatblygu Gweithdrefnau Asesu Crynodol a Ffurfiannol Effeithiol ar draws yr Ysgol</p> <p><i>To Continue to Develop Effective Summative and Formative Assessment Procedures across the School</i></p>	<p>Datblygu Ymgysylltiad Diwylliannol a gyda'r Iaith Gymraeg o fewn yr Ysgol, gyda Theuluoedd a gyda'r Gymuned Leol</p> <p><i>Develop Welsh Cultural and Language Engagement within the School, with Families and with the Local Community</i></p>	<p>Sicrhau bod Lefelau Her a Chyrhaeddiad o fewn Gwersi yn Uchel i Bawb gan gynnwys Disgyblion Mwy Galluog</p> <p><i>Ensure that the Levels of Challenge and Achievement within Lessons are High for All Pupils including More Able Pupils</i></p>	<p>Gwella Hyfedredd Sillafu trwy'r Ysgol, Codi Proffil a Gwella Deilliannau</p> <p><i>Improve Spelling Proficiency throughout School, Raising Profile and Improving Outcomes</i></p>

Blaenoriaethau Datblygu'r Ysgol, 2024 Ymlaen / School Development Priorities, 2024 Onwards

Blaenoriaeth Datblygiad 10 / Development Priority 10	Blaenoriaeth Datblygiad 11 / Development Priority 11	Blaenoriaeth Datblygiad 12 / Development Priority 12	Blaenoriaeth Datblygiad 13 / Development Priority 13
<p>Adolygu, Gwerthuso a Diwygio Bwriad a Gweithrediad y Cwricwlwm i sicrhau ei fod yn cwrdd â Gweledigaeth yr Ysgol o Ddatblygu Disgyblion i Fod yn Ddysgwyr Annibynnol, Chwilfrydig, a Gwybodus</p> <p><i>To Review, Evaluate and Revise the Intent and Implementation of the Curriculum to ensure that it meets the School's Vision of Developing Pupils to be Independent, Curious, and Knowledgeable Learners</i></p>	<p>Mewnoli Ymhellach a Gwella Dysgu Digidol trwy'r Ysgol</p> <p><i>Further Embed and Improve Digital Learning throughout the School</i></p>	<p>Plant yn Datblygu ac yn Mynd ati i Ddangos Dealltwriaeth Eithriadol o beth yw eu Rôl yn y Gymuned Leol, Genedlaethol a Rhyngwladol</p> <p><i>Children Develop and Actively Demonstrate an Outstanding Understanding of what their Role is in the Local, National and International Community</i></p>	<p>Datblygu Datblygiad Personol Disgyblion ymhellach trwy'r Cwricwlwm Ehangach, Gweithgareddau Cyfoethogi a Llais y Disgybl</p> <p><i>To Further Develop Pupils' Personal Development through the Wider Curriculum, Enrichment Activities and Pupil Voice</i></p>

Cynllun Strategaeth Addysg Gymraeg (WESP) / *Welsh Education Strategic Plan for Torfaen (WESP)*

Canlyniad 1: Mwy o blant meithrin/plant tair oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg

Canlyniad 2: Mwy o blant dosbarth derbyn/plant pump oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg

Canlyniad 3: Mwy o blant yn parhau i wella eu sgiliau iaith Gymraeg wrth bontio o un cyfnod o'u haddysg statudol i gyfnod arall

Canlyniad 4: Mwy o ddysgwyr yn astudio ar gyfer arholiadau yn Gymraeg

Canlyniad 5: Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau

Canlyniad 6: Cynnydd yn narpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol (ADY)

Canlyniad 7: Cynyddu nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg

Outcome 1: More nursery children/three-year-olds receive their education through the medium of Welsh

Outcome 2: More reception class children/five-year-olds receive their education through the medium of Welsh

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Outcome 4: More learners study for exams in Welsh

Outcome 5: More opportunities for learners to use Welsh in different contexts

Outcome 6: Increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN)

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh



Cynllun Gweithredu Blaenoriaeth Ddatblygu 1 / *Development Action Plan for Priority 1*

Datblygu Sgiliau Meddwl Critigol Plant trwy fewnoli Athroniaeth i Blant ar draws yr ysgol, mireinio ansawdd trafod, a datblygu sgiliau metawybyddol sy'n addas o ran cam nid oedran.

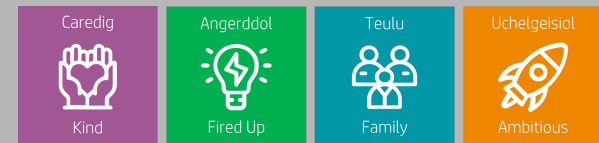
Develop Children's Critical Thinking Skills by implementing Philosophy for Children across the school, refine the quality of discussion, and developing stage-appropriate metacognitive skills.



2022-2023

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility*: Mr Dafydd Evans a Miss Bethan Jones (gyda chymorth arweinyddiaeth canol Miss Caitlin Harley - Arweinydd Lles)

Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Fel ysgol, rydym yn anelu at ragoriaeth. Rydym yn cydnabod ein bod ni wedi bod ar daith eleni at wireddu'r freuddwyd hon ond bod camau allweddol sydd nawr angen cymryd er mwyn cyrraedd ein gweledigaeth. Mae datblygu meddwl critigol yn hanfodol at ddatblygu cymuned **teuluol**, **caedig** sy'n **angerddol** ac yn **uchelgeisiol**. Wrth cyflawni hunan-arfarniadau'r flwyddyn academaidd diwethaf, gwelwom ein fod angen ymhelaethu ar sgiliau meddwl disgyblion yn ogystal â sgiliau metawybyddol. Wrth ddatblygu'r medrau hyn ym mhob agwedd o'r cwricwlwm ac o fewn bywyd yr ysgol fe welwn disgyblion fwyfwy annibynnol ac hyderus. Mae meddwl yn feirniadol yn helpu plant a phobl i ddeall eu hunain yn well, eu cymhellion a'u nodau. Pan allwch chi ddiddwytho gwybodaeth i ddod o hyd i'r rhannau pwysicaf a'u cymhwyso i'ch bywyd, gallwch chi newid eich sefyllfa a hyrwyddo twf personol a hapusrwydd cyffredinol. Mewn oes pan fo gan bobl fwy o fynediad at wybodaeth nag erioed o'r blaen, mae meddylwyr beirniadol yn rhagori ar ymchwil ac yn dod o hyd i'r darnau pwysicaf o wybodaeth sy'n eu gwneud yn wybodus am unrhyw bwnc penodol. Mae gan feddylwyr critigol y gallu cynhenid i weld heriau o sawl safbwynt. Mae'r nodweddion hyn yn holl bwysig ym mywyd personol, rhyng-bersonol, y gymuned a bywyd gwaith y dyfodol.

*As a school, we aim for excellence. We recognize that we have been on a journey this year to make this dream come true but that there are key steps that now need to be taken in order to reach our vision. Developing critical thinking is essential to developing as a **kind** community and as the reality of a school **family** that is **fi-red-up** and **ambitious**. When carrying out the self-evaluations of the last academic year, we saw that we needed to expand on pupils' thinking skills as well as their metacognitive skills. When developing these skills in all aspects of the curriculum and within the life of the school, we will see increasingly independent and confident pupils. Critical thinking helps children and adults to better understand themselves, their motivations and goals. When you can distill information to find the most important parts and apply them to your life, you can change your situation and promote personal growth and overall happiness. In an age when people have more access to information than ever before, critical thinkers excel at research and find the most important pieces of information that make them knowledgeable about any given topic. Critical thinkers have the innate ability to see challenges from multiple perspectives. These characteristics are all important in personal, interpersonal, community and future working life.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / <i>Steps to Complete</i>	Meini Prawf Llwyddiant / <i>Success Criteria</i>	Cyfrifoldeb / <i>Responsibility</i>	Adnoddau (Amser ac Arian) / <i>Resources (Money and Time)</i>	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / <i>Graded Evaluation (See Appendix 1)</i>		
					Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
1. To expand on pupils' thinking skills as well as their metacognitive skills by developing a stronger culture where pupils think about the way they think.	1.1. Build a community of philosophy enquiry by implementing strategies for 'Philosophy for Children'. Training and support days will be sourced from SAPARE to ensure that a consistent approach to 'Philosophy for Children' is adopted throughout the school and is age-appropriately developmental .	1.1. Pupils will have been supported in developing, agreeing and applying simple 'Philosophy for Children' ground rules about listening, thinking and talking together. Pupils are familiar with the philosophical enquiry model (as appropriate to their age and experience). Pupils demonstrate emerging language of philosophical enquiry. Strategies are developed through the medium of Welsh to support our 'Clwb Clebran' methods of teaching vocabulary and sentence stems as well as Welsh language confidence. We will use reflections and evaluations to refine talk and improve social-communication skills across all year groups.	1.1. Philosophy for Children Lead, Dr. Matthew Dicken, Thomas Rainsbury, Dafydd Evans, Rebecca Brown	1.1. Training costs and 'Bronze Award' application costs of c.£2,500.	1.1. The teachers have had 2 full day training sessions and 1 support day. Training session for support staff also held in conjunction with SAPARE. Handouts for all the slides from the session have been provided to staff. The Level 1 handbook, Getting Started Guide has been provided and available via the portal. The document to record the first 6 enquiries has been sent to DE. Evidence in books shows good engagement with philosophical-style enquiry at this stage.	1.1. Staff are effectively using the resources provided. Evidence in books shows good engagement with philosophical-style enquiry at this stage. Book scrutinies show effective evaluation holding philosophical discussions that improves enquiries. Recent lessons observations with a focus on philosophical discussions show a positive impact on developing critical thinking.	1.1. Bronze Award Achieved. Staff are effectively using the resources provided. Evidence in books shows good engagement with philosophical-style enquiry at this stage. Book scrutinies show effective evaluation holding philosophical discussions that improves enquiries. Lessons observations with a focus on philosophical discussions show a positive impact on developing critical thinking. Term three monitoring of books and Feedback and Marking Standard show that teachers are highly effective at extending the pupils' work by using Bloom's Taxonomy questions and are giving pupils the opportunity to show knowledge and understanding of where they are on their journey toward self-improvement. Bethany Llewellyn has been appointed the P4C

							lead for the next academic year. The school will continue to build on this effective practice by applying for the Silver Award where there will be a focus on engagement and exploring their understanding of concepts, as well as pupils being able to transfer their P4C skills into other areas of their learning.
	1.2. Build capacity for developing children's critical thinking within the school.	<p>Training and support days will be sourced from SAPARE to ensure that a consistent approach to 'Philosophy for Children' is adopted throughout the school and is age-appropriately developmental. Pupils can ask open questions with philosophical potential or can make appropriate statements which, with help, can turn into a more philosophical question and lead to the discussion of key concepts. Inspiration and 'Big Idea' days will be held in order to give specific attention to 'Philosophy for Children' and provide children with unhurried opportunities for critical thinking. These days will encompass 'Philosophy for Children' style enquiry as well as other practical problem solving activities and team building activities (such as outdoor learning STEM activities).</p> <p>As a result, pupils, themselves, will be</p>	1.2. Philosophy for Children Lead, Dr. Matthew Dicken, Thomas Rainsbury, Dafydd Evans, Rebecca Brown	1.2. Release time built into school timetabling. Training costs and 'Bronze Award' application costs of c.£2,500.	1.2. Support days with Jane Yates (SAPARE) the 'Philosophy for Children' trainer have been timetabled. 1 Day already received. We have discussed our school development plan towards the Bronze Award and our development of P4C and our specific focus relating to the Bronze Award. We discussed how we would collect evidence. Evidence being collected in books and by Dafydd Evans. Staff have been given access to the P4C online portal for all the resources. MD shared discussion evaluation sheets.	1.2. Evidence is being collected towards the Bronze Award. DE to write a report and share evidence with Jane Yates (SAPARE). Next training and support days will focus on developing philosophy in early years since this is harder and the school does not want it to simply be a tick-box exercise.	1.2. Report evidence shared with Jane Yates (SAPARE) We have successfully reached the Bronze award for philosophy for children. Clwb Clebran and Top Talking strategies are being utilised well, evidenced by learning walks and lesson observations.

		able to give reasons. Pupils can make simple connections and relate points raised to their own experience. Pupils can make simple distinctions. Pupils recognise that examples can help with understanding. Pupils are beginning to build on each other's ideas. Pupils can recognise and have started to talk about big ideas/concepts in their discussions.					
	1.3. The school will adopt a programme of CAT4 (Cognitive Ability Testing) in order to assess reasoning skills and progress. Personalised Numeracy Assessments (both Procedural and Reasoning) will be used more effectively to plan for individual pupil's development.	1.3. Reasoning skills will be further developed by using the CAT4 assessments as a basis for planning next steps for children. The school will measure verbal, non-verbal, quantitative and spatial reasoning at Year 4 and Year 6 in order to track progress. We will use this information to measure progress, to form intervention support and drive differentiation within the classroom. As already established, Personalised Numeracy Assessments will be undertaken twice across the year, however, more emphasis will be given to using data to support reasoning development of individual children.	1.3. Thomas Rainsbury, Dafydd Evans	1.3. GL Assessment costs for CAT4 (£10 per pupil).	1.3. Every child in Year 4 has been screened (CAT4), and Year 6 will be screened in the next term - as per our new 'Assessment Timetable and Matrix'. Mapping of individual's scores against CAT4 predicted scores completed to target intervention. Extra staff employed post-Christmas to level-up intervention. (one teacher for Reception to Year 2; and, one teacher for Years 3 to 6). Reasoning training organised to be conducted internally 09/01/2022. Reasoning lessons will now be happening every week to improve reasoning scores as well as 'Numeracy across the Curriculum' lessons. Pupils have also taken part in the Abacus driving test assessment.	1.3. Year 6 children have now been screened (CAT4) along with year 4. We have been able to compare this data with the national tests to identify where support was needed. Intervention based on whole child data image and professional discussions. Reasoning lessons are now being implemented on a weekly basis utilising a new four-step approach. This has been monitored as part of our book scrutinies.	1.3. Year 6 children have now been screened (CAT4) along with year 4. We have been able to compare this data with the national tests to identify where support was needed. Intervention based on whole child data image and professional discussions. Reasoning lessons are now being implemented on a weekly basis utilising a new four-step approach. This has been monitored as part of our book scrutinies.

	<p>1.4. Following a trial and piloting period, embed the process of child-led SMART targets that move pupils' learning forward via 'Pŵer Eto' books within Progress Step 3. The language of 'eto' ('yet') (Carol Dweck) will be embedded across all progress steps.</p>	<p>1.4. Progress Step 3 pupils will lead on their own SMART targets for next steps in their learning as a result of regular feedback and effective discussions about their work with their teacher and/or teaching assistant. Across the school, within lessons and general culture, the word 'eto' ('yet') will be the staple of encouraging personal development thus encouraging lifelong learning and aspirational thinking.</p>	<p>1.4. Dafydd Evans, Rebecca Brown, Thomas Rainsbury</p>	<p>1.4. Research Time for Staff (£250), Release of Progress Step Leads for Monitoring</p>	<p>1.4. Philosophy for Children lessons and evaluation of discussions feed into Progress Step 3 SMART targets within their 'Pŵer Eto' books. Training has been provided to all staff on how to create purposeful and effective SMART targets. Staff will now go on to train pupils on how to set effective SMART targets for themselves.</p>	<p>1.4. Taro'r Target assessments from the TaCh, RWI, RAPID Screening are used to create SMART targets for the individuals who need them. Taro'r Target monitoring report carried out by Caitlin O'Sullivan. Monitoring report on the Progress Step 3 'Pŵer Eto' books has been carried out by Dafydd Evans - children becoming more confident with knowing their targets and are clearer with knowing their next steps.</p>	<p>1.4. Staff have received further training on setting SMART targets for the individuals who need them. This will be monitored closely by Caitlin O'Sullivan the next academic year. Monitoring report on the Progress Step 3 'Pŵer Eto' books has been carried out by Dafydd Evans. The report states that pupils are generating effective SMART targets. Next year, this is needs to be more independent at Progress Step 3.</p>
	<p>1.5. In all Progress Steps, feedback to pupils and the established marking system will better encourage children to improve their own work. Within Progress Step 2 and 3, our piloted 'Llyfrau Ysblennydd' (extended writing books) will provide clear opportunities for children to correct and redraft elements of their work. Acceleration of learning dedicated staff will deliver sessions focused on growth mindset.</p>	<p>1.5. Across all Progress Steps, opportunities for improvement will be revisited on individual/small group/whole class level and feature in our planning. Key grammatical errors noticed in writing and oracy lessons will be noted in evaluations and transfer to the planning document . Following the piloting of 'Llyfrau Ysblennydd' (extended writing books), opportunities for improvement will be pointed out by staff add redrafted by children Regular book scrutiny through our robust monitoring cycle will demonstrate a rise in standards as pupils get more confident. Through pupil questionnaires and pupil self evaluation learners will reflect on their language skills and progress.</p>	<p>1.5. Nerys Phillips, Dr. Matthew Dicken, Rebecca Brown, Dafydd Evans.</p>	<p>1.5. Extended Writing Books preparation and printing (£400).</p>	<p>1.5. Llyfrau Ysblennydd have been monitored in Progress Step 2 and 3 and have been re-visited to ensure targets have been met. This robust monitoring cycle ensures that staff are providing efficient feedback to learners with appropriate opportunities to re-draft and to develop the learning. Book scrutiny shows good levels of marking and support for children overall. Some classes have been given extra support through a co-constructed support plan. Self-assessment of</p>	<p>1.5. Staff have received training from HT on effective questioning using Bloom's Taxonomy questioning. Term Two monitoring of books show that teachers are more effective at extending the pupils' work by using Bloom's Taxonomy questions and are giving pupils the opportunity to show knowledge and understanding of where they are on their journey toward self-improvement. Pupil's self-evaluation is more effective for</p>	<p>1.5. Recent monitoring of teacher assessments in Term three shows embedded questioning and embedded extension of the pupils' work by using Bloom's Taxonomy questions. Pupil's self-evaluation is embedded for re-drafting, therefore resulting in improved writing across the school. Child questionnaire on marking and feedback shows very positive results.</p>

					marking completed and followed up by senior leader evaluation. Need now to formulate a child-led questionnaire about the quality of marking.	re-drafting, therefore resulting in improved writing across the school. Child questionnaire on marking and feedback shows very positive results.	
	1.6. Further development of our four core values (our 'Pedwar Panteg': Kind, Family, Ambitious and Fired Up) will focus on 'being the best I can be' through adoption of Carol Dweck's growth mindset versus fixed mindset principles, culture and vocabulary. Training provided by the Head will support staff at all levels to champion growth mindset within the classroom. The Head's school's twice weekly bulletin will champion growth mindset. Parent information evenings will be held in order to support parents and ensure that consistent messages are provided for each child.	1.6. It will be evident that we are encouraging children to become more independent in their thinking. All staff will adopt and champion a growth mindset in their classroom. Pupil voice, lesson observation, feedback to pupils and lesson planning will demonstrate that the school has adopted the following principles and that pupil resilience and independence is stronger: 1. We will have normalised struggle and challenge. Struggle is part of the learning process, and emphasising and reinforcing that idea helps pupils react positively when they feel challenged. 2. We will ensure that we better encourage engagement with challenges . We will portray challenges as fun and exciting, and easy tasks as 'not stretching'. 3. We will have embraced the word 'yet' ('eto'). If someone makes the	1.6. Dr. Matthew Dicken, Thomas Rainsbury, Progress Step Leaders.	1.6. Individual teacher research time built into school timetabling. Preparation time for staff training. Staff meeting training sessions.	1.6. The Head's Bulletin is shared twice a week which champions growth mindset and children's rights. A focus on mental health and helpful support for families has been included regularly. During our NSPCC week, a spotlight was given to emotions and resilience. The school has run a Tric a Chlic and Read write Inc information evening in order to provide support for families. An online safety session was also held for families. The Pedwar Panteg certificates are awarded to pupils who demonstrate our school	1.6. The Head's Bulletin is shared twice a week which champions growth mindset and children's rights. A focus on mental health and helpful support for families has been included regularly. During our NSPCC week, a spotlight was given to emotions and resilience. The school has run a Tric a Chlic and Read write Inc information evening in order to provide support for families. An online safety session was also held for families. The Pedwar Panteg certificates are awarded to pupils who demonstrate our school	1.6. Family Questionnaire is evidence that the school is improving in embedding its core values. The Head's Bulletin is shared twice a week which champions growth mindset and children's rights. A focus on mental health and helpful support for families has been included regularly. The Pedwar Panteg certificates are awarded to pupils who demonstrate our school values which promote a growth mindset. These are awarded weekly. The 'Pŵer Eto' target books allow pupils to have

		<p>statement "I can't do this," adding a simple qualifier will signal that a process exists for gaining ability. "You're not able to do this task yet."</p> <p>4. We will consistently be demonstrating the value of hard tasks to the brain. We will promote the idea that brains are malleable "muscles" that can be developed demonstrating that research on brain plasticity supports the idea of neural growth, and mindset research has shown that believing the brain can grow has a demonstrative effect on behaviour and achievement.</p> <p>5. A growth mindset culture will demonstrate that mistakes are learning opportunities and that we celebrate corrections. Teachers will model this outlook in reactions to their own mistakes and steps they take to correct a mistake. This will also be evident in through the use of our piloted extended writing book formats.</p> <p>6. Our lesson planning will demonstrate that we develop and value cooperative exercises. Working together to solve problems emphasises process and reinforces the importance of getting help and finding solutions.</p> <p>7. All staff will avoid praising intelligence whilst making a conscious effort to praise effort. This may seem counterintuitive, but praise for "being smart" reinforces the idea that intelligence is a fixed trait. This can be demotivating for the pupils being praised ("I'm smart; I don't have to try harder"), as well as for those who don't not receive the praise ("That pupil is</p>			<p>values which promote a growth mindset. These are awarded weekly. The 'Pŵer Eto' target books allow pupils to have ownership over their own learning and to be able to see targets to challenging themselves further, thus creating a positive culture of self-improvement. The quality of targets in these books have been questioned through our FADE processes and training provided to staff by Dr. Matthew Dicken. These will be regularly reviewed over the next two terms. During book scrutinies, creating a culture of extending children's learning and moving children's learning was commented upon - good practice was highlighted for those staff who could improve this within their work. The 'Melyn Medrus', 'Pinc Problem' and 'Gwyrdd Gwirio' system is now fully embedded after implementation last academic year. This celebrates corrections and improvements. Focus needs to be given now to developing a</p>	<p>values which promote a growth mindset. These are awarded weekly. The 'Pŵer Eto' target books allow pupils to have ownership over their own learning and to be able to see targets to challenging themselves further, thus creating a positive culture of self-improvement. During book scrutinies, creating a culture of extending children's learning and moving children's learning was commented upon - good practice was highlighted for those staff who could improve this within their work. The 'Melyn Medrus', 'Pinc Problem' and 'Gwyrdd Gwirio' system is now fully embedded after implementation last academic year. This celebrates corrections and improvements. Focus needs to be given now to developing a more resilient culture. Daily Purposeful Evaluations of each teacher have been analysed to ensure that no child falls through the net. Assemblies have focused on cultivating</p>	<p>ownership over their own learning and to be able to see targets to challenging themselves further, thus creating a positive culture of self-improvement. During book scrutinies, creating a culture of extending children's learning and moving children's learning was commented upon - good practice was highlighted for those staff who could improve this within their work. The 'Melyn Medrus', 'Pinc Problem' and 'Gwyrdd Gwirio' system is now fully embedded after implementation last academic year. This celebrates corrections and improvements. Focus needs to be given now to developing a more resilient culture. Daily Purposeful Evaluations of each teacher have been analysed to ensure that no child falls through the net. Assemblies have focused on cultivating good foundations and building on our mistakes and successes.</p>
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		smart; I'm not"). In addition, we will endeavour not to oversimplify. "You can do anything!" may feel like harmless encouragement, but if pupils aren't put in a position to overcome challenges, they'll conclude that such statements are empty, the educator will lose credibility and resilience not be developed.			more resilient culture. Daily Purposeful Evaluations of each teacher have been analysed to ensure that no child falls through the net.	good foundations and building on our mistakes and successes.	
2. Improve quality of lesson and unit planning to ensure that it strategically develops children's critical thinking skills.	2.1 Staff will be given the knowledge and the training and support to be able to plan effective critical thinking lessons and units of work where depth of thinking is developed. SAPARE to provide two full day teacher training course to introduce educators to Philosophy for Children which helps learners to be critical, creative, caring and collaborative thinkers.	2.1. All teachers will have received training and have facilitated a minimum of six 'Philosophy for Children' sessions over an academic year. Classroom displays show evidence of 'Philosophy for Children' and critical thinking. As a result, staff will become confident and accountable in developing children's critical thinking skills and this will be evidenced by lesson observations, planning scrutinies and pupil progress. The school will work towards gaining the SAPARE Bronze award which will ensure external ratification by specialists.	2.1. Philosophy for Children Lead, Dr. Matthew Dicken	2.1. Training costs and 'Bronze Award' application costs of c.£2,500. Monitoring of lessons and work built into monitoring schedule and school timetabling.	2.1. Staff are becoming confident in implementing philosophy lessons. Progress Step 3 has carried out at least 6 sessions in each class. These lessons were evident in the latest book scrutiny and through discussions with pupils. Progress Step 1 has created a philosophy for children file in order to collect evidence. Progress Step 2 has carried out 2 philosophy sessions thus far. Philosophy sessions were planned and provided by Dafydd Evans for the entire school so that we could run Philosophy for Children day that coincided with 'Diwrnod Shwmai Shwmai'.	2.1. Staff are effectively implementing philosophy lessons using the model provided by Dafydd Evans. Recent lessons observations with a focus on philosophical discussions show a good impact on developing critical thinking. We saw 74% receiving 'Developing Learning Further' and 26% receiving a 'Higher Level of Impact' on Learning. Evidence in books shows good engagement with philosophical-style enquiry at this stage. Book scrutinies show effective evaluation holding philosophical discussions that improves enquiries. positive impact on developing critical thinking.	2.1. Bronze Award achieved. The implementation of philosophy lessons using the model provided by Dafydd Evans is embedded. Lesson observations with a focus on philosophical discussions show a good impact on developing critical thinking. All lessons reached the threshold of 'good impact on learning' or above. Bethany Llewellyn has been appointed the P4C lead for the next academic year. The school will continue to build on this effective practice by applying for the Silver Award where there will be a focus on engagement and exploring their understanding of concepts, as well as pupils being able to

							transfer their P4C skills into other areas of their learning.
	<p>2.2. Improve methods of questioning and mental challenge within lessons across all subjects by implementing open procedural (Socratic) questioning. Strategies for questioning will be used within the class (such as Bloom's Taxonomy and DeBono's Hats). Welsh language support through four training sessions will be provided for staff confidence in questioning and the grammar of Welsh questioning in partnership with Cardiff University's Welsh Department.</p>	<p>2.2. Teaching staff have the confidence to facilitate Philosophy for Children sessions. Practitioners are confident in asking open procedural (Socratic) questions to guide the process of enquiry. Practitioners model and encourage pupils to work in a caring and collaborative way across all subjects. Practitioners' facilitation encourages pupils to agree and disagree, give reasons and examples, and build on each other's ideas. Practitioners support pupils to recognise these practices as part of the process of enquiry. Practitioners are confident in leading evaluation of discussion and as a result pupils become more confident in evaluating their own talk and thinking. Teaching assistants will receive Philosophy for Children training focusing on questioning training in order to support class discussion, classroom tasks and extended provision. All staff will have received support in improving their Welsh grammar to ensure the correct modelling of questions. Strategies and methods of questioning will be evident on the classroom floor (such as Bloom's Taxonomy and DeBono's Hats) and will ensure the level of challenge for each pupil is appropriate and differentiated.</p>	<p>2.2. Dafydd Evans, Rebecca Brown and Nerys Phillips, Dr. Matthew Dicken</p>	<p>2.2. Cardiff University training costs (c.£600).</p>	<p>2.2. The staff have completed four Welsh grammar training sessions in partnership with Cardiff University. As a result of the Welsh language support, staff are becoming confident in questioning and facilitating Philosophy for Children sessions. Staff questionnaire shows that all of the staff are now more confident with their written and oral skills and also have developed their understanding of basic grammar and mutation rules. 100% of the staff feel that their linguistic skills have improved following the course with 32.1% feeling that their skills have improved extremely well. 100% of the staff feel more confident when modelling language for the children orally with 42.9% feeling significantly more confident (scoring 5/5). 100% of the staff feel more confident when modelling language for the children in writing</p>	<p>2.2. Staff have received training from HT on effective questioning using Bloom's Taxonomy questioning and Reasoning Methods. Term two monitoring of books show that teachers are more effective at extending the pupils' work by using Bloom's Taxonomy questions and are giving pupils the opportunity to show knowledge and understanding of where they are on their journey toward self-improvement. Pupil's self-evaluation is more effective for re-drafting, therefore resulting in improved writing across the school. Science-based questioning training has been given outline expectations for each Progress Step. Four step approach to Mathematical Reasoning now introduced with teachers now more confident in breaking down reasoning</p>	<p>2.2. The use of Bloom's Taxonomy questioning and Reasoning Methods are embedded across the school. Term three monitoring of books and Feedback and Marking Standard show that teachers are highly effective at extending the pupils' work by using Bloom's Taxonomy questions and are giving pupils the opportunity to show knowledge and understanding of where they are on their journey toward self-improvement. Pupil's self-evaluation is highly effective for re-drafting, therefore resulting in improved writing across the school. Science-based questioning training has been given outline expectations for each Progress Step. Four step approach to Mathematical Reasoning now introduced with teachers now more confident in breaking down reasoning</p>

					with 35.7% feeling significantly more confident (scoring 5/5). 100% of the staff feel that they understand grammar rules better following the training with 53.6% understanding very confidently following the sessions (scoring 5/5). Bloom's Taxonomy training to be given 09/01/2023.	questions into manageable chunks. Book scrutiny shows increased engagement with Mathematical Reasoning tasks.	questions into manageable chunks. Book scrutiny shows increased engagement with Mathematical Reasoning tasks. There is an increase in Cross Curricular opportunities using reasoning skills.
	2.3 Staff, in their Progress Step teams, will ensure that our thematic and integrated planning (in addition to classroom delivery) has rich critical thinking opportunities. The thematic and integrated planning document will be monitored and scrutinised by senior leaders and by the head. Senior leaders will regularly monitor the planning. Purposeful and effective FADE forms will be shared with teaching staff to ensure critical thinking opportunities.	2.3. Appropriate to the age range, our thematic overview planning (gold planning document), will intently provide opportunities for discussion and deep thinking across all 'Areas of Learning and Experience.' These opportunities will then transfer to our fortnightly planning (purple planning document) in the form of rich lessons of exploration, discussion and activities. FADE forms will show an improvement in the number of critical thinking	2.3. Senior Leadership Team, Dr. Matthew Dicken	2.3. Monitoring of lessons and work built into monitoring schedule and school timetabling.	2.3. Staff, in their Progress Step teams, have ensured that the thematic and integrated planning (in addition to classroom delivery) has rich critical thinking opportunities. The thematic and integrated planning document is regularly monitored and scrutinised by senior leaders and by the head. 'Monitoring, Evaluation and Review Cycle' comments on authentic learning opportunities and level of challenge given to pupils. Thematic and integrated planning documentation scrutinised. Overview planning completed for Term 2.	2.3. Staff, in their Progress Step teams continue to have ensured that the thematic and integrated planning (in addition to classroom delivery) has rich critical thinking opportunities. The thematic and integrated planning document is regularly monitored and scrutinised by senior leaders and by the head. 'Monitoring, Evaluation and Review Cycle' comments on authentic learning opportunities and level of challenge given to pupils. Thematic and integrated planning documentation scrutinised. Overview planning in process for Term 3 now tying	2.3. Staff, in their Progress Step teams continue to have continued to ensure that the thematic and integrated planning (in addition to classroom delivery) has rich critical thinking opportunities. The thematic and integrated planning document is regularly monitored and scrutinised by senior leaders and by the head. 'Monitoring, Evaluation and Review Cycle' comments on authentic learning opportunities and level of challenge given to pupils. Thematic and integrated planning documentation scrutinised. Evaluation of planning for the next

						together RSE and Life Skills.	academic year tying together RSE, Life Skills, P4C and UNICEF.
<p>3. School leadership will ensure effective teaching at all levels within the school and ensure that critical thinking and metacognition.</p>	<p>3.1 The Head and Senior Leadership Team will commit to improving children's critical thinking by providing staff training, feedback and resources. Internal training given by leaders and external training given by SAPARE will support staff in championing 'Philosophy for Children' and 'Growth Mindset' in their classrooms.</p>	<p>3.1. Head and Senior Leadership Team show commitment to the SAPERE training pathway. Lesson observation feedback will give a clear focus for growth mindset and observe 'Philosophy for Children' techniques across all Areas of Learning and Experience. All lessons will reach the threshold of 'good impact on learning' and teachers will be supported on their journey to achieving 'high levels of impact on learning'.</p>	<p>3.1. Dr. Matthew Dicken, Thomas Rainsbury, Senior Leadership Team</p>	<p>3.1. Training costs and 'Bronze Award' application costs of c.£2,500. Staff meetings allocated for discussion of growth mindset and strategies for improvement.</p>	<p>3.1. The teachers have had 2 full day training sessions and 1 support day. Training session for support staff also held in conjunction with SAPARE. Handouts for all the slides from the session have been provided to staff. The Level 1 handbook, Getting Started Guide has been provided and available via the portal. The document to record the first 6 enquiries has been sent to DE. Evidence in books shows good engagement with philosophical-style enquiry at this stage. The Head's Bulletin is shared twice a week which champions growth mindset and children's rights. A focus on mental health and helpful support for families has been included regularly. During our NSPCC week, a spotlight was given to emotions and resilience. The school has run a Tric a Chlic and Read write Inc information evening in order to provide support</p>	<p>3.1. Staff are effectively implementing philosophy lessons using the model provided by Dafydd Evans. Recent lessons observations with a focus on philosophical discussions show a good impact on developing critical thinking. All lessons reached the threshold of 'good impact on learning' or above. The teachers have had 2 full day training sessions and 1 support day. Training session for support staff also held in conjunction with SAPARE. Handouts for all the slides from the session have been provided to staff. The Level 1 handbook, Getting Started Guide has been provided and available via the portal. The document to record the first 6 enquiries has been sent to DE. Evidence in books shows good engagement with philosophical-style enquiry at this stage. The Head's Bulletin is shared twice a week which champions growth mindset and children's rights. A focus on mental health and helpful support for families has been included regularly. During our NSPCC week, a spotlight was given to emotions and resilience. The school has run a Tric a Chlic and Read write Inc information evening in</p>	<p>3.1. The implementation of philosophy lessons using the model provided by Dafydd Evans and SAPARE is embedded. Lesson observations with a focus on philosophical discussions show a good impact on developing critical thinking. All lessons reached the threshold of 'good impact on learning' or above. All resources have been provided to staff and the school have had all support days from SAPARE. Evidence in books shows good engagement with philosophical-style enquiry at this stage. The Head's Bulletin is shared twice a week which champions growth mindset and children's rights. A focus on mental health and helpful support for families has been included regularly. During our NSPCC week, a spotlight was given to emotions and resilience. The school has run a Tric a Chlic and Read write Inc information evening in</p>

					<p>for families. An online safety session was also held for families. The Pedwar Panteg certificates are awarded to pupils who demonstrate our school values which promote a growth mindset. These are awarded weekly. The 'Pŵer Eto' target books allow pupils to have ownership over their own learning and to be able to see targets to challenging themselves further, thus creating a positive culture of self-improvement. The quality of targets in these books have been questioned through our FADE processes and training provided to staff by Dr. Matthew Dicken. These will be regularly reviewed over the next two terms. During book scrutinies, creating a culture of extending children's learning and moving children's learning was commented upon - good practice was highlighted for those staff who could improve this within their work. The 'Melyn Medrus', 'Pinc Problem' and 'Gwyrdd Gwirio' system is now</p>	<p>twice a week which champions growth mindset and children's rights. A focus on mental health and helpful support for families has been included regularly. During our NSPCC week, a spotlight was given to emotions and resilience. The school has run a Tric a Chlic and Read write Inc information evening in order to provide support for families. An online safety session was also held for families. The Pedwar Panteg certificates are awarded to pupils who demonstrate our school values which promote a growth mindset. These are awarded weekly. The 'Pŵer Eto' target books allow pupils to have ownership over their own learning and to be able to see targets to challenging themselves further, thus creating a positive culture of self-improvement. The quality of targets in these books have been questioned through our FADE processes and training provided to staff by Dr. Matthew Dicken. These will be regularly reviewed over the next two terms. During book scrutinies, creating a culture of extending children's learning and moving children's learning was commented upon - good practice was highlighted for those staff who could improve this within their work. The 'Melyn Medrus', 'Pinc Problem' and 'Gwyrdd Gwirio' system is now</p>	<p>order to provide support for families. An online safety session was also held for families. The Pedwar Panteg certificates are awarded to pupils who demonstrate our school values which promote a growth mindset. These are awarded weekly. The 'Pŵer Eto' target books allow pupils to have ownership over their own learning and to be able to see targets to challenging themselves further, thus creating a positive culture of self-improvement. The quality of targets in these books have been questioned through our FADE processes and training provided to staff by Dr. Matthew Dicken. These will be regularly reviewed over the next two terms. During book scrutinies, creating a culture of extending children's learning and moving children's learning was commented upon - good practice was highlighted for those staff who could improve this within their work. The 'Melyn Medrus', 'Pinc Problem' and 'Gwyrdd Gwirio' system is now</p>
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					fully embedded after implementation last academic year. This celebrates corrections and improvements. Focus needs to be given now to developing a more resilient culture. Daily Purposeful Evaluations of each teacher have been analysed to ensure that no child falls through the net.	reviewed over the next two terms. During book scrutinies, creating a culture of extending children's learning and moving children's learning was commented upon - good practice was highlighted for those staff who could improve this within their work. The 'Melyn Medrus', 'Pinc Problem' and 'Gwyrdd Gwirio' system is now fully embedded after implementation last academic year. This celebrates corrections and improvements. Focus needs to be given now to developing a more resilient culture. Daily Purposeful Evaluations of each teacher have been analysed to ensure that no child falls through the net.	Gwirio' system is now fully embedded after implementation last academic year. This celebrates corrections and improvements. Focus needs to be given now to developing a more resilient culture. Daily Purposeful Evaluations of each teacher have been analysed to ensure that no child falls through the net.
	3.2. A leader focusing on the development of 'Philosophy for Children' will be appointed and will be responsible for leading and evidencing our journey to reaching SAPARE's 'Bronze Award'. As a result, there will be a whole school approach to the development of	3.2. One teaching professional is appointed to the role of 'Philosophy for Children' and plans for school implementation. The Philosophy for Children leader regularly leads sessions in their own classroom and can provide model sessions to other teachers. Regular monitoring of planning and book scrutinies to ensure critical thinking opportunities are provided for	3.2. Dr. Matthew Dicken, Thomas Rainsbury	3.2. Release time built into school timetabling. Training costs and 'Bronze Award' application costs of c.£2,500.	3.2. Dafydd Evans has been appointed to the role of leading 'Philosophy for Children' and is responsible for implementing the schools plans. The 'Philosophy for Children' lead monitors teaching and learning	3.2. Book scrutinies show effective evaluation holding philosophical discussions that improves enquiries. Recent lessons observations with a focus on philosophical discussions show a positive impact on	3.2. Bethany Llewellyn has been appointed the P4C lead for the next academic year. The school will continue to build on this effective practice by applying for the Silver Award where there will be a focus on engagement

	children's critical thinking.	all pupils. The leader will ensure that our provision provides a wealth of rich learning experiences. A Philosophy for Children report and presentation is given to governors annually.			opportunities within the planning regularly. Books scrutiny and evidence collection has been added to the calendar for the new year. After piloting period of Term 1, create a full worked out action plan for SAPARE Philosophy for Children's Bronze Award.	developing critical thinking. We saw 74% receiving developing Learning Further and 26% receiving a higher Level of Impact on Learning. Support meetings held with SAPARE; portfolio of evidence being developed.	and exploring their understanding of concepts, as well as pupils being able to transfer their P4C skills into other areas of their learning.
	3.3. A leader focusing on the development of 'Growth Mindset' will be appointed and will be responsible for leading and evidencing our journey. As a result, there will be a whole school approach to metacognition.	3.3. One teaching professional is appointed to the role of 'Growth Mindset' and plans for school implementation. It will be evident that we are encouraging children to become more independent in their thinking. All staff will adopt and champion growth mindset in their classroom. Pupil voice, lesson observation, feedback to pupils and lesson planning will demonstrate that the school has adopted the principles set out in 1.6.	3.3. Dr. Matthew Dicken, Thomas Rainsbury	3.3. Release time built into school timetabling.	3.3. Dafydd Evans (Progress Step 3 Lead) and Bethan Jones (ALNCo) have been appointed as growth mindset leads. The Head's Bulletin is shared twice a week which champions growth mindset and children's rights. A focus on mental health and helpful support for families has been included regularly. During our NSPCC week, a spotlight was given to emotions and resilience. The school has run a Tric a Chlic and Read write Inc information evening in order to provide support for families. An online safety session was also held for families. The Pedwar Panteg certificates are awarded to pupils who demonstrate our school	3.3. Dafydd Evans (Progress Step 3 Lead) and Bethan Jones (ALNCo) have been appointed as growth mindset leads. The Head's Bulletin is shared twice a week which champions growth mindset and children's rights. A focus on mental health and helpful support for families has been included regularly. The Pedwar Panteg certificates continue to be awarded to pupils who demonstrate our school values which promote a growth mindset. These are awarded weekly. The 'Pŵer Eto' target books allow pupils to have ownership over their own learning and to be able to see targets to challenging themselves	3.3. Bethany Llewellyn has been appointed the P4C lead for the next academic year. The school will continue to build on this effective practice by applying for the Silver Award where there will be a focus on engagement and exploring their understanding of concepts, as well as pupils being able to transfer their P4C skills into other areas of their learning. The Head's Bulletin is shared twice a week which champions growth mindset and children's rights. A focus on mental health and helpful support for families has been included regularly. The Pedwar Panteg certificates continue to be awarded to pupils

					<p>values which promote a growth mindset. These are awarded weekly. The 'Pŵer Eto' target books allow pupils to have ownership over their own learning and to be able to see targets to challenging themselves further, thus creating a positive culture of self-improvement. The quality of targets in these books have been questioned through our FADE processes and training provided to staff by Dr. Matthew Dicken. These will be regularly reviewed over the next two terms. During book scrutinies, creating a culture of extending children's learning and moving children's learning was commented upon - good practice was highlighted for those staff who could improve this within their work. The 'Melyn Medrus', 'Pinc Problem' and 'Gwyrdd Gwirio' system is now fully embedded after implementation last academic year. This celebrates corrections and improvements. Focus needs to be given now to developing a</p>	<p>further, thus creating a positive culture of self-improvement. The quality of targets in these books have been questioned through our FADE processes and training provided to staff by Dr. Matthew Dicken. These will be regularly reviewed over the next two terms. During book scrutinies, creating a culture of extending children's learning and moving children's learning was commented upon - good practice was highlighted for those staff who could improve this within their work. The 'Melyn Medrus', 'Pinc Problem' and 'Gwyrdd Gwirio' system is now fully embedded after implementation last academic year. This celebrates corrections and improvements.</p>	<p>who demonstrate our school values which promote a growth mindset. These are awarded weekly. The 'Pŵer Eto' target books allow pupils to have ownership over their own learning and to be able to see targets to challenging themselves further, thus creating a positive culture of self-improvement. The quality of targets in these books have been questioned through our FADE processes and training provided to staff by Dr. Matthew Dicken. These will be regularly reviewed over the next two terms. During book scrutinies, creating a culture of extending children's learning and moving children's learning was commented upon - good practice was highlighted for those staff who could improve this within their work. The 'Melyn Medrus', 'Pinc Problem' and 'Gwyrdd Gwirio' system is now fully embedded after implementation last academic year. This celebrates corrections and improvements. Term</p>
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					more resilient culture.		three monitoring of books and Feedback and Marking Standard show that teachers are highly effective at extending the pupils' work by using Bloom's Taxonomy questions and are giving pupils the opportunity to show knowledge and understanding of where they are on their journey toward self-improvement.
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Nodiadau Ychwanegol / <i>Additional Notes</i>		
Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
<ul style="list-style-type: none"> • Growth Mindset and Resilience links to be explored with staff. Training to be focused on needs after professional discussions with Wellbeing Lead. • SAPARE Philosophy for Children Bronze Award on track after piloting period in Autumn Term. Dafydd Evans to create an action plan for Term 2 and 3. 	<ul style="list-style-type: none"> • Mathematical Reasoning Four Step Strategy developed and shared with parents. Open evening to train parents in the school's method saw 17 families attend. Methodology shared through the Head's Bulletin too. • SAPARE Philosophy for Children Bronze Award on track after piloting period in Autumn Term. Dafydd Evans to create a portfolio ready for assessing for the Bronze Award. 	<ul style="list-style-type: none"> • Bronze Award for SAPARE now met and signed up (and paid invoice) for Silver Support and Training for 2023-2024.



Cynllun Gweithredu Blaenoriaeth Ddatblygu 2 / *Development Action Plan for Priority 2*

Gwella Safonau Ysgrifennu ar draws yr Ysgol gan ffocysu ar ddarparu cyfleoedd ysgogiadaol, datblygu cywirdeb gramadegol, a darparu adborth o ansawdd i symud y dysgu ymlaen.

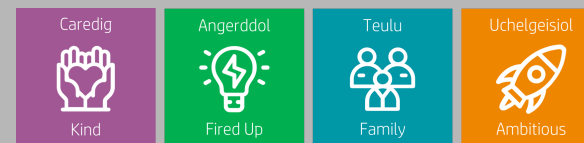
Improve Standards of Writing across the School by focusing on providing stimulating opportunities, developing grammatical correctness, and providing quality feedback to pupils to move the learning forward.

2022-2023

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility*: Ms. Nerys Phillips a Dr. Matthew Dicken



Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Fel ysgol, rydym yn anelu at ragoriaeth. Rydym yn cydnabod ein bod ni wedi bod ar daith eleni at wireddu'r freuddwyd hon ond bod camau allweddol sydd nawr angen cymryd er mwyn cyrraedd ein gweledigaeth. Mae gwella safonau ysgrifennu ar draws yr ysgol yn ymgorffori ein gwerthoedd a'r pedwar diben o greu dysgwyr **uchelgeisiol** a dysgwyr gydol oes. Rydym ni, fel ysgol, yn sicrhau bod ein cynllunio effeithiol yn sbarduno ysgrifennu ac yn datblygu dysgwyr **angerddol**. Wrth ddarparu cyfleoedd ysgogiadol i bob plentyn i ddatblygu eu sgiliau ysgrifennu yn drawgwricwlaidd, fe fyddwn yn sicrhau bod llenyddiaeth yn tanio'r dychymyg ac yn ysbrydoli creadigrwydd bob plentyn. Wrth anelu am ragoriaeth, fe fyddwn yn sicrhau datblygu cywirdeb gramadegol a darparu adborth o ansawdd a fydd yn symud y dysgu ymlaen. Rydym fel ysgol yn deall pwysigrwydd mynegi ein hunian trwy ieithoedd ac wrth godi safonau ysgrifenedig ein dysgwyr byddwn yn sicrhau dysgwyr hyderus sy'n deall bod ieithwedd yn allweddol i ddeall y byd o'n cwmpas.

*As a school, we aim for excellence. We recognise that we have been on a journey this year to make this more of a reality but that there are key steps that now need to be taken in order to reach our vision. Improving writing standards across the school incorporates our values and the four purposes of creating **ambitious** learners and lifelong learners. We, as a school, ensure that our effective planning stimulates writing and develops **fired-up** learners. By providing stimulating opportunities for all children to develop their writing skills across the curriculum, we will ensure that literature fires the imagination and inspires the creativity of all children. In aiming for excellence, we will ensure the development of grammatical accuracy and provide quality feedback that will move learning forward. As a school we understand the importance of expressing ourselves through languages and by raising the written standards of our learners we will ensure confident learners who understand that language is key to understanding the world around us.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / Steps to Complete	Meini Prawf Llwyddiant / Success Criteria	Cyfrifoldeb / Responsibility	Adnoddau (Amser ac Arian) / Resources (Money and Time)	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / Graded Evaluation (See Appendix 1)		
					Tymor yr Hydref / Autumn Term	Tymor y Gwanwyn / Spring Term	Tymor yr Haf / Summer Term
1. Improve children's grammatical correctness and abilities in both Welsh and English. Ensure professional development of staff's grammar and linguistic skills with appropriate support for individual needs.	1.1. Introduce effective spelling and grammar activities in Progress Step 3 during morning drilling sessions. Monitor morning activities every half term to ensure that all staff in Progress Step 3 are implementing new systems correctly, consistently and effectively.	1.1. A strategic programme of spelling, punctuation and grammar (including Welsh mutations) will have been implemented on a daily basis and pupil's understanding of language nuances will filter into their written and spoken work. 'Cyfri Pob Eiliad' books for Progress Step 3 will have been developed and implemented using a spiral learning method of revisiting key grammatical points regularly.	1.1. Nerys Phillips, Dafydd Evans, Dr. Matthew Dicken	1.1. Preparation costs, Welsh Development Grant (£400), Printing costs (£400).	1.1. Strategic 'Cyfri Pob Eiliad' grammar books written for Year 4, 5 and 6. These have been written to uplevel skills based on the National Literacy Framework. Regular monitoring and modeling of methods has resulted in the fact that all staff in Progress Step 3 are now confident in administering 'Cyfri Pob Eiliad' sessions. Monitoring of 'Cyfri Pob Eiliad' processes and sessions have occurred regularly this term thus ensuring that pupils' grammar skills are being kept on the boil and that new systems are being implemented correctly and consistently.	1.1. 'Cyfri Pob eiliad' sessions have now been embedded in Progress Step 3 as the staff administer sessions confidently and effectively. Feedback from staff is that the sessions are having a positive impact on the level of pupils' grammatical correctness with fewer mistakes in their written and oral work. This is evident through book scrutiny and from FADE forms. Pupils are now very confident with their self assessments and are much more confident with tricky mutations with some children saying "I enjoy marking my own work and this helps me with my mutations". Full analysis and focus group data available.	1.1. Cyfri Pob Eiliad sessions have continued to be monitored throughout the Summer Term. This is evident through book scrutiny and FADE forms. For pupils in year 6 who have completed the programme additional books have been created
	1.2. In Progress Step 2, there will be regular language drills targeting basic skills, grammatical errors and sentence patterns in	1.2. Clear foci given for each genre highlighting relevant grammatical points, supported by teaching resources. This will ensure that pupil's understanding of language nuances will	1.2. Nerys Phillips, Dr. Matthew Dicken	1.2. Cerdd Music Torfaen (£1,000)	1.2. Monitoring of Purple planning in Progress Step 2, shows that every genre has clear foci and adequate resources to	1.2. Recent Monitoring of Purple planning show that planning across Progress Step 2 is of a high standard with	1.2. Recent Monitoring of purple planning continues to show that planning across Progress Step2 is of a high

	<p>accordance with writing genres.</p>	<p>filter into their written work and spoken language. Learning through song, with Wayne Beecham (Cerdd Music Torfaen), will support pupils in Progress Step 2 with learning language and grammatical correctness through the medium of song. Language and literacy skills will also be targeted in our specific Progress Step 2 outdoor lessons on a weekly basis.</p>			<p>ensure that basic skills are being targeted through appropriate language drills. Year 1 cohort have had singing sessions with CerddTorfaenMusic that have been targeting language correctness and basic language drills. lyfrau Ysblennydd have been monitored in Progress Step 2 and 3 and have been re-visited to ensure targets have been met. This robust monitoring cycle ensures that staff are providing efficient feedback to learners with appropriate opportunities to re-draft and to develop the learning. Book scrutiny shows good levels of marking and support for children overall. Some classes have been given extra support through a co-constructed support plan. Self-assessment of marking completed and followed up by senior leader evaluation. Need now to formulate a child-led questionnaire about the quality of marking.</p>	<p>continued clear foci on language and appropriate language drills. Recent lesson observations show that most staff deliver effective drilling of 'Clwb Clebran' in their lesson starters which has a good level of impact on pupils' language skills and oracy skills. Staff have received training from Matthew Dicken on effective questioning using Bloom's Taxonomy questioning. Term two monitoring of books show that teachers are more effective at extending the pupils' work by using bloom taxonomy questions and are giving pupils the opportunity to show knowledge and understanding of where they are on their journey toward self-improvement. Pupil's self-evaluation is more effective for re-drafting, therefore resulting in improved writing across the school.</p>	<p>standard with continued clear foci on language and appropriate language drills. Recent moderation of oracy and listening skills show that most pupils are making good progress. It also shows that the effective drilling of Clwb Clebran in Progress Steps 2 and 3 has raised many pupils' standards with more pupils in Progress Step 3 reaching attainment level of 'embedded' in Taith 360. Recent moderation also shows that staff are now confident in extending pupils' work through Bloom Taxonomy questioning. Pupil's self-evaluation is more effective for re-drafting, therefore resulting in improved writing across the school.</p>
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	<p>1.3. In Progress Step 1, children will be introduced to new vocabulary and new sentence structures on a weekly basis using our established 'Tric a Chlic' programme along with daily drilling of basic language patterns.</p>	<p>1.3. Daily drilling of vocabulary and sentence structures along with building language skills through songs will ensure that pupils' confidence is raised. Targeted enhanced learning using an external agency Wayne Beecham will support pupils in Progress Step 1 with learning language and grammatical correctness through the medium of song. Language and literacy skills will also be targeted in our specific Progress Step 1 outdoor lessons on a weekly basis. Learning through song, with Wayne Beecham, will support pupils in Progress Step 1 with learning language and grammatical correctness through the medium of song.</p>	<p>1.3. Nerys Phillips, Rebecca Brown, Dr. Matthew Dicken</p>	<p>1.3. Cerdd Music Torfaen (£1,000)</p>	<p>1.3. Progress Step 1 have had singing sessions with Torfaen music that have been targeting language correctness and basic language drills. Tric a Chlic has been used effectively in Progress Step 1 in all classrooms as is evidenced through our monitoring of the purple planning, All children have been assessed in term 1 and are now due for re-assessment at the start of the new term. Staff change children within groups in accordance to the progress that they make. Standards of Tric a Chlic pedagogy and results ratified through partnership with Ysgol Gymraeg Caerffili.</p>	<p>1.3. Tric a Chlic assessments at the start of the term show that most pupils are making good progress. The Music Sessions with CerddTorfaenMusic has resulted in children being more confident with common sentence stems and basic vocabulary which has aided the progress with Tric a Chlic in Progress Step 1. Staff continue to change children within groups in accordance to the progress they make. The ratification and support of pedagogy and strategies within Progress Step 1 from Ysgol Gymraeg Caerffili has ceased as pedagogy is now of a consistently high standard across the Progress Step.</p>	<p>1.3. The latest Tric a Chlic assessments show that most pupils are making effective progress. Within the last term:- In year 1, all pupils have made progress within their stage, 7 pupils have made +1 progress, 3 pupils +2 progress and 5 have completed. In Year 2, all pupils have made progress within their stage with 6 pupils making +1 progress, 2 pupils +2 progress, 1 pupils +2 progress with 19 children completed. Of the 29 pupils in year 3 that are still on Tric a Chlic 23 are on the last stage.</p>
	<p>1.4. In all Progress Steps, key grammatical features will be marked within writing work. Within Progress Step 2 and 3, our piloted 'Llyfrau Ysblennydd' (extended writing books) will provide clear opportunities for children to correct and redraft elements of their work. Acceleration of learning dedicated staff will deliver sessions focused on</p>	<p>1.4. Across all Progress Steps, grammatical errors will be revisited on individual/small group/whole class level and feature in our planning. Key grammatical errors noticed in writing and oracy lessons will be noted in evaluations and transfer to the planning document. Following the piloting of 'Llyfrau Ysblennydd' (extended writing books), grammatical errors will be marked, corrected and redrafted by children as well as these mistakes</p>	<p>1.4. Nerys Phillips, Dr. Matthew Dicken, Rebecca Brown, Dafydd Evans.</p>	<p>1.4. Extended Writing Books preparation and printing (£400).</p>	<p>1.4. Llyfrau Ysblennydd have been monitored in Progress Step 2 and 3 and have been re-visited to ensure targets have been met. This robust monitoring cycle ensures that staff are providing efficient feedback to learners with appropriate opportunities to re-draft and to</p>	<p>1.4. Llyfrau Ysblennydd have been monitored in Progress Step 2 and 3 and have been revisited to ensure targets have been met. This robust monitoring cycle ensures that staff are providing efficient feedback to learners with appropriate opportunities to re-draft</p>	<p>1.4 .Continuation of the monitoring cycle shows that Llyfrau Ysblennydd Progress Step 2 and 3 and have been revisited to ensure targets have been met. This robust monitoring cycle ensures that staff are providing efficient feedback to learners with appropriate opportunities to re-draft</p>

	literacy and improvement of grammar.	appear less frequently. Intervention work shows that children's confidence and correctness of language is effective and filtering into class work (oracy and writing) and social interaction. Regular book scrutiny through our robust monitoring cycle will demonstrate a rise in standards as pupils get more confident with grammar and language nuances. Pupil voice - through pupil questionnaires and pupil self evaluation learners will reflect on their language skills and progress.			develop the learning. Llyfrau Ysblennydd have been monitored in Progress Step 2 and 3 and have been re-visited to ensure targets have been met. This robust monitoring cycle ensures that staff are providing efficient feedback to learners with appropriate opportunities to re-draft and to develop the learning. Book scrutiny shows good levels of marking and support for children overall. Some classes have been given extra support through a co-constructed support plan. Self-assessment of marking completed and followed up by senior leader evaluation. Need now to formulate a child-led questionnaire about the quality of marking.	and to develop the learning. Staff have received training from HT on effective questioning using Bloom's Taxonomy questioning .	and to develop the learning. Staff are now much more confident in using Bloom's Taxonomy questioning.
2. All staff will receive adequate language training and support which is appropriate to their needs.	2.1. The school will plan for language improvement training in partnership with Cardiff University's Welsh Department to be delivered in the Autumn Term. Gap Year staff will access a programme of training to support their Welsh development.	2.1. We will see increased levels of confidence amongst staff at all levels as a result of training allowing them to model Welsh language correctly and support pupils' language acquisition.	2.1. Dr. Matthew Dicken	2.1. Four sessions to be held in the Autumn Term in conjunction with Cardiff University. Training costs (c.£600).	2.1. The staff have completed four Welsh grammar training sessions in partnership with Cardiff University. As a result of the Welsh language support, staff are becoming confident in questioning and facilitating Philosophy for Children sessions. Staff	2.1. Staff are effectively implementing philosophy lessons using the model provided by Dafydd Evans (P4C Lead). Recent lessons observations with a focus on philosophical discussions show a good impact on developing critical thinking. We saw	2.1. Training session for language correctness to be held again in the new academic year so this becomes an annual focus. School has now been awarded the Bronze award for our Philosophy lessons and are now working towards the Silver award. This

					<p>questionnaire shows that all of the staff are now more confident with their written and oral skills and also have developed their understanding of basic grammar and mutation rules. 100% of the staff feel that their linguistic skills have improved following the course with 32.1% feeling that their skills have improved extremely well. 100% of the staff feel more confident when modelling language for the children orally with 42.9% feeling significantly more confident (scoring 5/5). 100% of the staff feel more confident when modelling language for the children in writing with 35.7% feeling significantly more confident (scoring 5/5). 100% of the staff feel that they understand grammar rules better following the training with 53.6% understanding very confidently following the sessions (scoring 5/5).</p>	<p>74% receiving developing Learning Further and 26% receiving a higher Level of Impact on Learning. Evidence in books shows good engagement with philosophical-style enquiry at this stage. Book scrutinies show effective evaluation holding philosophical discussions that improves enquiries. positive impact on developing critical thinking.</p>	<p>proves that staff are confident using the model provided by DE (P4C Lead) and that pupils are confident when holding philosophical discussions and developing critical thinking.</p>
	<p>2.2. On a weekly basis, during morning briefing meetings we will target common language misconceptions in order to</p>	<p>2.2. We will see increased levels of confidence amongst staff at all levels as a result of targeted misconceptions allowing them to model Welsh language</p>	<p>2.2. Nerys Phillips, Dr. Matthew Dicken</p>	<p>2.2. Monitoring of books and lesson observations built into school</p>	<p>2.2. During morning staff meeting sessions 'Rheol yr Wythnos' ('Rule of the Week') has been</p>	<p>2.2. Nerys Phillips continues to implement 'Rheol yr Wythnos' and addresses any grammar</p>	<p>2.2. Nerys Phillips continues to implement 'Rheol yr Wythnos' and addresses any grammar</p>

	raise staff awareness and confidence. The message will be 'Mae Cymraeg slac yn well na Saesneg slic!' (translating as 'non-perfect Welsh is better than perfect English'.	correctly and support pupils' language acquisition. Choices of misconceptions to focus on will be derived from lesson observations and book monitoring as well as general discussion.		timetabling and cycle.	introduced to ensure that tricky mutation rules and certain grammar misconceptions are kept on the boil. Nerys Phillips leads on this by covering common mistakes that are heard between staff.	misconceptions that leadership hears between staff or during lesson observations. The rule of the week is introduced to staff on a Monday morning and is placed on the wall in the staff room. They are then collated into a rule book where staff can revisit if necessary.	misconceptions that leadership hears between staff or during lesson observations. The rule of the week is introduced to staff on a Monday morning and is placed on the wall in the staff room. They are then collated into a rule book where staff can revisit if necessary.
	2.3. After training has occurred with Cardiff University, staff pairing will ensure that any staff lacking in confidence will have a non-judgemental support for checking language nuances and grammar features.	2.3. We will see increased levels of confidence amongst staff at all levels as a result of staff pairing allowing them to model Welsh language correctly and support pupils' language acquisition. Staff pairing will ensure that staff have regular conversations to discuss any language nuances that they find difficult. This will aid all staff with overcoming their language mistakes in a positive manner. Less confident staff will learn from more confident colleagues.	2.3. Dr Matthew Dicken, Nerys Phillips	2.3. No ongoing cost.	2.3. Now that training has been completed with Cardiff University, pairs have been set up ready for January.	2.3 .A 'Gloywi laith Buddy system' has been introduced to staff so that they can now check with their 'buddy' if they are unsure of any tricky mutation rules. Less confident staff have been paired with more confident staff. This is an adhoc system and is based on informal conversations.	2.3. Staff have had access to a 'Gloywi laith Buddy system' so that they can now check with their 'buddy' if they are unsure of any tricky mutation rules. Less confident staff have been paired with more confident staff. This is an adhoc system and is based on informal conversations.
	2.4. Staff will be provided with feedback on their use of Welsh language (orally and written) following book scrutinies and lesson observations. This non-judgemental method will support staff rather than criticise be solely focused on error spotting.	2.4. This feedback will ensure that staff respond to given targets within a two week turnaround. This effective self-reflection will enable staff to be proactive and take ownership of correcting any language misconceptions they may have.	2.4. Dr. Matthew Dicken, Progress Step Leaders	2.4. Monitoring of books and lesson observations built into school timetabling and cycle. Self-reflection time as part of PPA.	2.4. Welsh fluency and use of Welsh language is commented on through feedback on lesson scrutinies and book scrutinies. During morning staff meeting sessions 'Rheol yr Wythnos' ('Rule of the Week') has been introduced to ensure that tricky mutation rules and certain grammar	2.4. Welsh fluency and use of Welsh language is commented on through feedback on lesson scrutinies and book scrutinies. During morning staff meeting sessions 'Rheol yr Wythnos' ('Rule of the Week') has been introduced to ensure that tricky mutation rules and certain	2.4. We have continued to comment on Welsh fluency and the use of the Welsh language in our feedback on lesson scrutinies and book scrutinies. We have continued with our 'Rheol yr Wythnos' (Rule of the week) covering common mistakes that are heard around the school.

					misconceptions are kept on the boil. Nerys Phillips leads on this by covering common mistakes that are heard between staff.	grammar misconceptions are kept on the boil. Nerys Phillipss leads on this by covering common mistakes that are heard around the school.	
3. Ensure inspirational and stimulating opportunities for writing at all ages and stages.	3.1. Children will be motivated and stimulated through various and exciting experiences during our carefully planned inspirational days for every new theme. These authentic experiences will aid all writing opportunities across all areas of the curriculum. Our thematic overview (gold planning document) will give the genres and inspiring contexts to aid writing. This overview will be more purposefully informed by pupil voice. This will then transfer into our fortnightly planning document (purple planning). Each new genre will begin with a strong stimulus and elements of Philosophy for Children will saturate the writing curriculum. Strategies from 'Writing for Real' will be utilised.	3.1. Pupils' creative writing will reflect a high level of engagement and enjoyment as their writing tasks will be based on their inspirational days. Pupil's writing will be more informative, rich and detailed as they draw on first hand authentic experiences. Units of work will be more purposefully informed by pupil voice. Elements of 'Cyfri Pob Eiliad', in Progress Step 3, will help to build confidence with writing. Fortnightly planning and workbooks will evidence that children are receiving stimulating topics for writing and a strategic lead-up of lessons prior to the writing activity which empowers children with the necessary skills, grammar points and confidence to write independently.	3.1. Dr Matthew Dicken, Dafydd Evans, Rebecca Brown, Nerys Phillips	3.1. Monitoring of books and lesson observations built into school timetabling and cycle.	3.1. Monitoring of Purple planning documentation shows that stimulating units of work have been planned. Gold planning for the term ahead has been completed with inspiring genres and opportunities for creative writing. Feedback from pupils around their Egyptian themed tasks shows that they were motivated and stimulated by the topic. Progress Step 2 pupils have recently had stimulating and inspiring opportunities from a trip to a show in the theatre. Recent moderation of oral work shows that pupils were then able to hold group discussions and express opinions effectively on the content of the show.	3.1. Monitoring of Purple planning documentation shows that stimulating units of work have been planned. Gold planning for the term ahead has been completed with inspiring genres and opportunities for creative writing. Writing for real opportunities has been used effectively (e.g. in Progress Step 2 where children witnessed a real crime scene set up in Caban y Coed in order to write a Newspaper report.) This has resulted in children writing effectively and understanding clearly the Success criteria for the genre.	3.1. We have continued to monitor our Purple planning and evidently staff now are very confident in planning stimulating units of work with inspiring genres. Monitoring of our Llyfrau Ysblennydd books show that children clearly understand the success criteria for the genre. Planning for Autumn Term genres already underway.
	3.2 Planning will be monitored carefully to ensure rich and inspirational opportunities for writing	3.2. Through a robust and effective monitoring cycle all planning will show that lessons across all areas of the curriculum offer stimulating	3.2. Dr. Matthew Dicken, Dafydd Evans, Rebecca Brown,	3.2. Monitoring of books and lesson observations built into school	3.2. Planning has been monitored in accordance with our robust monitoring cycle and	3.2. Planning has been monitored in accordance with our robust monitoring cycle and	3.2. Continuation of monitoring in accordance with our robust monitoring cycle

	across all areas of the curriculum. This includes revisiting genres within thematic lessons in order to consolidate learning.	opportunities for creative writing. Genres taught in rich contexts within our literacy lessons will be revisited in our thematic lessons. Mapping of genres will be completed on our thematic overview (gold planning document).	Nerys Phillips	timetabling and cycle.	there is evidence in Progress Step 2 and 3 of revisiting genres within thematic lessons in order to consolidate learning.	there is evidence in Progress Step 2 and 3 of revisiting genres within thematic lessons in order to consolidate learning. Need now to link more to digital genres.	and there is evidence in Progress Step 2 and 3 of revisiting genres within thematic lessons in order to consolidate learning. There is evidence of more digital genres in Progress Step 2 &3.
	3.3. All Progress Steps will use the Pie Corbett strategy (where appropriate) to ensure children engage with literacy through repetition, rhythm and specific movements. This will help pupils learn new vocabulary and correct sentence structures. These correct sentence structures will then be used in their creative writing.	3.3. Pupils' writing will reflect a appropriate levels of support and stage appropriate use of Pie Corbett strategies. Pupil's writing will be more informative, rich and detailed as they draw Pie Corbett style drilling. Fortnightly planning and workbooks will evidence that children are receiving stimulating topics for writing and a strategic lead-up of lessons prior to the writing activity which empowers children with the necessary skills, grammar points and confidence to write independently.	3.3. Dafydd Evans, Rebecca Brown, Nerys Phillips	3.3. Monitoring of books and lesson observations built into school timetabling and cycle.	3.3. All Progress steps have been using Pie Corbett strategies which have resulted in good engagement with oracy and written work. Pie Corbett strategies have also been planned in our Gold Planning for next term.	3.3. All Progress steps have been using Pie Corbett strategies which have resulted in good engagement with oracy and written work. Pie Corbett strategies have also been planned in our Gold Planning for next term.	3.3. All Progress steps have continued using Pie Corbett strategies which have resulted in good engagement with oracy and written work. Evidence seen in book scrutinies.
	3.4. Genre writing success criteria will be built to ensure that the genres taught in our school curriculum are taught thoroughly. Support sheets will also be created to support children and staff with the essential vocabulary, skills and checklists to produce quality pieces of extended writing.	3.4. Facilitate the creation of a standardised success criteria for extended writing. This will ensure that all year groups are being taught the full coverage of each genre. Lessons prior to the extended writing task will cover points covered on these success criteria. Checklists and word banks will be developed for key genres to support children and staff. These will act as planning tools and word mats.	3.4. Dr. Matthew Dicken, Nerys Phillips	3.4. Release time to be built into timetabled research allocation.	3.4. Genre writing success criteria now built into the school's Phonics and Literacy Handbook. Genre writing success criteria are on display on our working literacy walls which are changed fortnightly in accordance to our genres. Support sheets are also created and used in classrooms during morning literacy sessions and during drilling sessions in Progress Step 2.	3.4. Gold planning has now planned out genres over the 2/3 year cycle. Literacy Handbook developed further to include supportive documents for genre writing. Vocabulary banks for discussion also developed. OREO (Opinion, Reason, Explain/Evidence, Opinion) method being piloted in Progress Step 3.	3.4 Gold planning has now planned out genres over the 2/3 year cycle. Literacy Handbook developed further to include supportive documents for genre writing.

					<p>Pupils self evaluate in accordance to the success criteria and where appropriate peer and pair assessments are used in Progress Step 2 and 3. Some word banks, checklists and planning tools have been created for key genres, more work needed on this in Spring Term. Documents that have been created are implemented into the school's Phonics and Literacy Handbook.</p>		
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Nodiadau Ychwanegol / <i>Additional Notes</i>		
Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
<ul style="list-style-type: none"> Plan ahead for Eisteddfod Competitions for Writing to raise profile of the activities and of writing experiences. 	<ul style="list-style-type: none"> New writing books for extended tasks now fully implemented after a successful pilot in 2021-2022 and implementation in the Autumn and Spring Terms of 2022-2023. 	<ul style="list-style-type: none"> New writing books have had a significant impact on pupil revisiting their work. Continue to use these over the next number of years.

Cynllun Gweithredu Blaenoriaeth Ddatblygu 3 / *Development Action Plan for Priority 3*

Cryfhau Gweithdrefnau Asesu drwy fewnoli system dracio gydweithredol newydd sy'n llywio cymorth a darpariaeth briodol, drwy ymgorffori cymorth ymyrraeth dysgu ychwanegol ymhellach, a thrwy gyflymu'r dysgu ar ôl y pandemig.

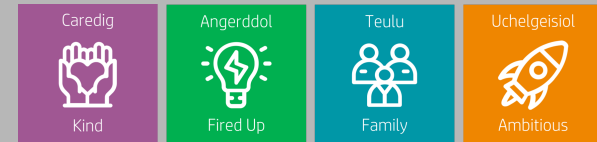


Strengthen Assessment Procedures by implementing a new collaborative tracking system that informs appropriate support and provision, by further embedding additional learning intervention support, and by accelerating learning post-pandemic.

2022-2023

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility*: Mr. Tom Rainsbury a Miss Rebecca Brown (gyda chymorth arweinyddiaeth canol Miss Caitlin O'Sullivan, Eilydd i'r CADY)

Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Fel ysgol, rydym yn anelu at ragoriaeth. Rydym yn cydnabod ein bod ni wedi bod ar daith eleni i wireddu'r freuddwyd hon ond bod camau allweddol sydd nawr angen cymryd er mwyn cyrraedd ein gweledigaeth. Mae ein Pedwar Panteg wrth wraidd popeth rydym wedi gweithredu yn ein hysgol a bydd hyn yn parhau wrth i ni fewnoli systemau sydd yn datlbygu ac yn annog datblygiad ein disgyblion i gyd. Mae ein gwerth o fod yn **deuluol** wedi bod yn sylfaen i ddatblygiad ein gweithdrefnau Anghenion Dysgu Ychwanegol a sicrhau addysg gynhwysol. Byddwn yn adeiladu ar hyn i ddarparu ymhellach awyrgylch sydd yn sicrhau datblygiad pob plentyn i wireddu eu llawn potensial ac yn sicrhau eu bod nhw'n teimlo'n bwysig ac yn ddiogel i gael eu herio i wneud hynny. Rydym yn **garedig** ac wedi datblygu system cefnogol sydd yn gwerthfawrogi unigolion ac yn rhoi pwyslais ar lais y disgybl wrth i ni gydweithio fel tîm o'u cwmpas; mi fydd hyn yn parhau wrth i ni gryfhau ein systemau asesu ymhellach. Rydym yn dîm **angerddol** sydd yn frwd i ddarparu system sydd yn annog datblygiad dysgwyr i fod yn gyfranwyr mentrus ac yn **uchelgeisiol**. Wrth i ni ddod allan o'r pandemig, rydym am sicrhau bod ymyrraeth cyflymu cynnydd wrth wraidd ein blaenoriaethau.

*As a school, we aim for excellence. We recognise that we have been on a journey this year to make this more of a reality but that there are key steps that now need to be taken in order to reach our vision. Our Pedwar Panteg are at the heart of everything we have implemented in our school and this will continue as we implement systems that develop and encourage the development of all our pupils. Our value of being **family** has been the foundation for the development of our Additional Learning Needs procedures and ensuring inclusive education. We will build on this to further provide an atmosphere that ensures the development of each child to realise their full potential and ensures that they feel important and safe to be challenged to do so. We are **kind** and so have developed a supportive system that values individuals and places emphasis on the pupil's voice as we work together as a team around them; this will continue as we further strengthen our assessment systems. We are a **fired-up** team that is keen to provide a system that encourages the development of learners to be enterprising and **ambitious** contributors. As we emerge from the pandemic, we want to ensure that intervention to accelerate progress is at the heart of our priorities.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / <i>Steps to Complete</i>	Meini Prawf Llwyddiant / <i>Success Criteria</i>	Cyfrifoldeb / <i>Responsibility</i>	Adnoddau (Amser ac Arian) / <i>Resources (Money and Time)</i>	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / <i>Graded Evaluation (See Appendix 1)</i>		
					Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
<p>1. Implement new collaborative tracking systems that inform provision and support for every child. These systems will be in-line with the Curriculum for Wales and support the holistic development of each child.</p>	<p>11. Further embed assessment tracking tools via use of heat maps that inform provision for groups of learners and effectively tracks progress without the use of 2015 curricular level descriptors.</p>	<p>1.1. Data arising from a range of assessments is collated within the schools internal heat map systems. As a result, this data alongside professional dialogue allows effective provision planning and delivery for all pupils. Pupil progress within the heat maps is tracked regularly and reports generated highlighting strengths / areas of development.</p>	<p>1.1. Thomas Rainsbury, Rebecca Brown, Dr. Matthew Dicken, Assessment Team</p>	<p>1.1. Senior Management Release from Class</p>	<p>1.1. Heat maps have been populated with information arising from personal online assessments in Welsh and English Reading, Numeracy Procedural and Reasoning alongside English spelling assessment, dyslexia screening and CAT4 assessments. Analysis of this data has highlighted those learners who need further support and targeting and professional discussions with practitioners has informed the provision needed for these specific groups of learners. Thorough professional discussions held with staff around progress of individuals - heat maps and Taith360 National Frameworks data used as a basis for these discussions.</p>	<p>1.1. Effectiveness of provision put in place arising from last term's analysis of heat maps has been evaluated via professional discussions regarding pupil progress and attainment. This includes provision in place to support needs, reduce barriers to learning and inform next steps for learners. Heat mapping extended to other areas (such as CAT4 in Year 6).</p>	<p>1.1. Effectiveness of provision put in place arising from last term's analysis of heat maps has been evaluated further. Process of data analysis of quantitative data that provides information of pupil progress over time paired with qualitative information via pupil and staff discussion on pupil progress and potential barriers to learning is now embedded. Pupil progress within the heat maps is tracked regularly and reports generated highlighting strengths / areas of development. This process supports teachers in planning effective provision for all pupils to support progress through the next steps in their learning.</p>

	<p>1.2. Following the set up of Taith 360 in the Summer Term of 2021-2022, we will fully implement the Taith 360 tracking tool across the school in order to ensure that the Curriculum for Wales is now fully embedded and that we learn from our assessments. This will ensure that all assessment becomes 'assessment <i>for</i> learning'.</p>	<p>1.2. All teaching staff utilise Taith 360 in order to track pupil progress in relation to their learning journey across all areas of the Curriculum for Wales. This informs effective planning for provision, support and next steps in pupils' learning. As was the case with our previous programme, Incerts, assessment information will filter into our 'Integrated and Thematic Planning' (Purple Document) and into our 'National Frameworks Planning Document' (Green Document).</p>	<p>1.2. Thomas Rainsbury, Rebecca Brown, Dr. Matthew Dicken, Assessment Team</p>	<p>1.2. Cost of Programme Software (£1,000 p/a), Release of Progress Step Leads for Monitoring</p>	<p>1.2. All teaching staff utilise Taith 360 in order to track pupil progress in relation to their learning journey. Data analysis of pupil progress for the autumn term has been undertaken. This has included professional discussion with each class teacher in order to determine each pupil's stage of development and the provision in place to support their needs.</p>	<p>1.2. Taith360 tracking system is now embedded across the Progress Steps. This tool has formed the basis for professional discussions with teachers regarding pupil progress and attainment, in addition to discussion around provision for next steps in learning and support of needs/barriers to learning. Reporting to parents now fully based on Curriculum for Wales and the LNF.</p>	<p>1.2. Taith 360 tool and pupil provision profiles have been utilised and analysed collaboratively with staff which note the progress of pupils throughout the progression steps in all subject areas. Percentages of students achieving proficiency or exceeding expectations in different subject areas over time is noted, comparing it to previous performance or national and local expectations. This goes hand in hand with vital qualitative data that includes talking to teachers and learners about pupil progress and their learning journey, highlighting potential barriers to learning. Provision Maps chart and monitor support given to each child across the whole school.</p>
	<p>1.3. Following a trial and piloting period, embed the process of child-led SMART targets that move pupils' learning forward via 'Pŵer Eto' books within Progress Step 3. The language of 'eto' ('yet') (Carol Dweck) will be embedded across all progress steps.</p>	<p>1.3. Progress Step 3 pupils will lead on their own SMART targets for next steps in their learning as a result of regular feedback and effective discussions about their work with their teacher and/or teaching assistant. Across the school, within lessons and general culture, the word 'eto' ('yet') will be the staple of encouraging personal development thus encouraging lifelong</p>	<p>1.3. Dafydd Evans, Rebecca Brown, Thomas Rainsbury</p>	<p>1.3. Research Time for Staff (£250), Release of Progress Step Leads for Monitoring</p>	<p>1.3. 'Pŵer Eto' books within Progress Step 3, that focus on child-led SMART targets have been monitored this term. Data arising from this monitoring activity highlights that the majority of pupils across Progress Step 3 are</p>	<p>1.3. Children have regular discussions regarding the progress made to personal targets. Any new targets generated are done so via discussions with pupils and using feedback on their work as a basis for these</p>	<p>1.3. The process of setting and evaluating progress towards pupil's personal targets is now embedded. Children have regular discussions regarding the progress made to personal targets. Any new targets generated are done so</p>

		learning and aspirational thinking.			aware of their personal targets, are able to understand that targets set are focused on improving their work and that they have ownership of their targets that are focused on effective teacher feedback. Training has been provided to all staff on how to create purposeful and effective SMART targets. Staff will now go on to train pupils on how to set effective SMART targets for themselves.	discussions. Recent monitoring activity has shown that nearly all pupils are making effective progress towards their personal targets and are given opportunities to practise these within their classes and intervention groups. Children's ownership of targets is still an area for development but will take a number of years to fully embed (as discussed by the Sutton Trust).	via conversations with pupils and using feedback on their work as a basis for these discussions. Recent monitoring activity has shown that nearly all pupils are making effective progress towards their personal targets and are given opportunities to practise these within their classes and intervention groups. Full written reports given before Easter. Interim (end of year reports) given at the end of the academic year.
	1.4. The school will adopt a programme of CAT4 (Cognitive Ability Testing) in order to assess reasoning skills and progress.	1.4. The school will measure verbal, non-verbal, quantitative and spatial reasoning at Year 4 and Year 6 in order to track progress. We will use this information to measure progress, to form intervention support and drive differentiation within the classroom.	1.4. Thomas Rainsbury, Dafydd Evans	1.4. GL Assessment costs for CAT4 (£10 per pupil).	1.4. CAT4 testing has now been undertaken with all Year 4 pupils. Results of these have been analysed and developmental areas for pupils identified. Assessments offer strategies in order to support areas of improvement and these are being implemented at a classroom level. Comparative data completed for National Assessments (2021-2022) compared to indicative proposed results in order to target individuals with	1.4. Data arising from CAT4 testing has now been utilised and appropriate provision mapped within the Year 4 and 6 classrooms in order to support pupil progress. This provision has informed pupil progress meetings with staff and the school assessment lead. Impact of provision has been evaluated via analysis of learner progress across the curriculum which is captured within the Taith360 tracking tool. Data arising from CAT4 assessments will be	1.4. CAT4 assessments process is now embedded across Progress Step 3. Results of these assessments are used in order to identify needs and ensure appropriate provision is in place to support pupils' learning journey. Assessments are rescheduled for year 4 pupils in year 6 in order to measure impact of provision provided and track progress made.

					intervention where needed for the maximum effect. Year 6 undertake CAT4 assessments in 2023 as per assessment matrix.	used in order to compare indicative proposed results with pupil's actual results in the national online assessments in order to target individuals with intervention where needed for the maximum impact.	
	1.5. A strategic approach to assessment, screening and testing will be produced so that all stakeholders are fully aware of the assessments carried out, the purpose of the assessments, the timing of the assessments and the range of the assessments.	1.5. All assessments will be examined to determine their fitness for purpose. A matrix to plan out assessments will be created and tied to the school's monitoring schedule. This will demonstrate a strategic approach for the 'assessment for learning' carried out at the school and give a clear rationale for every part. Transition data for children's move to secondary school will be more robust and support transition conversations. The school's assessment programme will be focused on standardised scores and provide a range of good quality, rich data in order to ensure effective transition to secondary without the use of 2015 curricular level descriptors.	1.5. Dr. Matthew Dicken	1.5. Monitoring time built into staff meeting schedules. No ongoing cost.	1.5. A matrix to plan out assessments has been created and tied to the school's monitoring schedule. This demonstrates a strategic approach for the 'assessment for learning' carried out at the school and gives a clear rationale for every part. Assessment programme is focused on standardised scores and provides a range of good quality, rich data. The assessment overview gives the rationale and purpose for each assessment, when they are to be undertaken and by whom.	1.5. This element is in place and will be reviewed after a full cycle.	1.5. Strategic assessment timetable and overview has been developed and has been successful in supporting provision, learning and information sharing. This has been used to track children's progress, monitor improvement and the effectiveness of programmes. Intervention has been based on the results of these comprehensive assessment and professional discussions with staff. Secondary support transition has been supported through this activity.
	1.6. Rich transition conversations will take place with the secondary school(s) across the school year to support children's bridging from primary to new phases	1.6. Transition data for children's move to secondary school will be more robust and support transition conversations. The school's assessment programme will be focused on standardised scores and provide a range of good quality, rich	1.6. Dafydd Evans, Thomas Rainsbury, Dr. Matthew Dicken	1.6. Release time for Y6 teachers, assessment leader and Progress Step 3 Lead.	1.6. With the range of assessments undertaken at this stage of the year the school are building up a range of data based on standardised scores that	1.6. Information arising from assessment matrix, which includes assessment for learning at a classroom level and information/data of	1.6. Provision mapping matrix has now been developed which outlines provision and needs (including historic) in a range of areas which

	of their education. The school will do this without the use of 2015 curricular level descriptors.	data in order to ensure effective transition to secondary without the use of 2015 curricular level descriptors.			informs pupil progress, attainment and areas for development. ALN enhanced transition conversations have already begun with Ysgol Gymraeg Gwynllyw.	pupil's academic, personal and wellbeing progress has already been used as part of enriched transition discussion meetings with Ysgol Gymraeg Gwynllyw. CAT4 data being used to enrich school curricular data and standardised scoring of personalised assessments.	include academic, wellbeing, personal and pastoral provision. The impact of this is that the school understands the needs and provision for each individual pupil and can offer rich information when transitioning pupils from one year group to the next and to the comprehensive school. Secondary transitions have been supported by our provision mapper and by the assessments schedule.
2. Further embed additional learning intervention support to ensure that all pupils are receiving the support that they need to develop personally and educationally. Holistic development and early identification of needs will be prominent at the school.	2.1. Following the trial and piloting of a child wellbeing assessment system, 'Motional' , will be implemented with children who need emotional/wellbeing support to measure pro-social domains (care, seeking and play), blocks domain (rage, fear, panic/grief) and executive functions (such as attention, concentration, self-assessment, interpersonal skills, emotional literacy and stress regulation). This information will then be used to provide bespoke packages of support for individuals.	2.1. Termly reporting of 'Motional' domains status will be tracked in order to create programmes for support for each pupil. Communication of each child's needs and strategies to support will be evident between assessor, parents and class staff. For vulnerable pupils and those needing further emotional/wellbeing support other than that which is given in a class situation, safe spaces and safe 'people' will be allocated.	2.1. Caitlin Harley, Thomas Rainsbury, Caitlin O'Sullivan, Kate Williams	2.1. £700 for the programme. £2,000 for the release of KW to undertake assessments.	2.1. Motional assessment data for vulnerable pupils, and those needing further emotional support has been analysed. This assessment activity has identified specific areas of development for vulnerable pupils and offers a range of strategies that can be implemented in order to support these needs. Strategies have been shared with class teachers and parents. These will now be implemented as part of universal provision at a classroom level. Further assessments will be	2.1. Further analysis of Motional assessments has demonstrated that pupils are making the expected progress within their developmental areas. Further impact has been evidenced via the Taith 360 tracking tool where all pupils receiving provision arising from the Motional assessments, and those vulnerable learners receiving provision via Torfaen Play and Dog Therapy. are making the expected progress considering their starting point. Moving to a case-load mentality where by	2.1. Termly reporting of 'Motional' domains status have been tracked in order to create programmes for support for each pupil. Communication of each child's needs and strategies to support has been evident and the impact evaluated at termly milestones. Parents and class staff have been informed with the generated strategies arising from assessments in order to support vulnerable pupils and those needing further emotional/wellbeing support other than that

					undertaken on a monthly basis in order to track progress. Torfaen Outreach has been employed to support specific individuals. Torfaen Play sessions have been undertaken to target pro-social and executive function skills throughout the term. Therapy Dog sessions have been held weekly with targeted individuals.	children have designated people they can turn to for wellbeing support (building capacity within the Wellbeing Team). Wellbeing Team to be enhanced by Lego Therapy course.	which is given in a class situation. Safe spaces and safe 'people' will be allocated. Summer tracking of 'Motional' data shows that nearly all pupils receiving the programme have made effective progress in those wellbeing developmental areas identified from the initial baseline.
	2.2. Develop a strategic early screening programme of assessment within the school to identify needs proactively.	2.2. We will have developed a system of snapshot Dyslexia tendencies identification (using the GL Assessment RAPID tool with Year 4, followed by CoPS/LASS assessment for full screening.) All children in Progress Step 1 will have undertaken WellComm screening (Social Communication screening) in order to assess levels intervention and support required. BPVS assessments will be undertaken with pupils to assess language development in non-readers, pupils with expressive language impairments, pupils with autism and other related communication difficulties Following any of these assessments, intervention support will be offered on a case-by-case or group basis.	2.2. Bethan Jones, Caitlin O'Sullivan, Thomas Rainsbury.	2.2. GL Assessment Costs for RAPD, CoPs and LASS (c.£350). No ongoing costs for BPVS and WellComm. Release for Assessors organised internally.	2.2. Rapid testing has been undertaken with all pupils within Progress Step 3. Those pupils identified with high tendencies of dyslexia have undertaken a further LASS assessment which outlines their developmental needs. Research has been undertaken by the school to inform staff and parents of strategies that will support these needs at a classroom level as well as in the home environment. Thorough reports provided to families and meetings have been held with families. Wellcomm assessments have also	2.2. All pupils from Year 4 and above have received Dyslexia screening and reports issued to parents. BPVS3 assessments carried out with all Year 3 pupils. Seven rounds of the diagnostic team process have been undertaken. As a result further classroom provision has been offered to specific children in addition to further screening and assessment investigation in order to gain further knowledge of need or potential barriers to learning. All new pupils in Nursery assessed using WellComm screening tool.	2.2. Target met in Spring Term.

					been undertaken with every Nursery and Reception child and analysed with intervention and support organised where necessary. Additional individuals from a cross-section of the school have undertaken WellComm assessments. New starters in Nursery to be screened in January. All Year 3 pupils have undertaken BPVS3 assessments have also been undertaken and analysed with intervention and support organised where necessary.		
	2.3. The school's ' Initial Diagnostic Team ' will be fully established to support pupils and staff with questions regarding Additional Learning Needs and strategies to support pupils.	2.3. Early identification of needs and the gathering of evidence to support referrals will be more structured and more thorough. A cross-section of staff will make up the 'Initial Diagnostic Team' and will effectively triage Additional Learning Needs and support with the identification of strategies to support. The team will play an important role in SPACE and ISCAN referrals, working with external agencies and the Educational Psychologist.	2.3. Bethan Jones, Caitlin O'Sullivan, Thomas Rainsbury	2.3. ALN Implementation Grant (£1,500).	2.3. Diagnostic team has been fully established. The team is led by both the ALNCo and Deputy ALNCo and also includes a range of teaching and support staff. Monthly referral process has been undertaken with effective triaging of pupils to further assessment, identification of need and supporting strategies. After piloting this process of monthly referrals for Term 1 and 2, the process will be revised to ensure	2.3. Seven rounds of the diagnostic team process have been undertaken. As a result further classroom provision has been offered to specific children in addition to further screening and assessment investigation in order to gain further knowledge of need or potential barriers to learning. During the SDP Professional Discussion, this was highlighted as very good practice.	2.3. The diagnostic team has been embedded. Ten rounds of the diagnostic team process have been undertaken. Staff have received ASD training by Cheryl Deneen to develop their understanding on universal provision within the classroom to support pupils' learning and development. As a result of the Diagnostics Team pupils have now been taken to solution focus cluster meetings/EP visits and

					effectiveness and efficiency. Recommendations and strategies are offered via the diagnostic team to class teachers in order to support pupils at a classroom level. Deputy ALNCo to develop a diagnostic team log. Numeracy Lead has led a pilot of TEN-DD (Teaching Early Numeracy to Development Difficulties). This pilot is now to be extended to all year groups.		SPACE ND/Wellbeing referrals, and ALN staff are able to support at an earlier stage before the cases are elevated.
	2.4. Develop staff capacity for supporting vulnerable children and those Additional Learning Needs as well as the staff who support them.	2.4. Relevant teaching assistants will receive time to complete 'Higher Level Teaching Assistant' training. Additional Learning Needs Co-Ordinator (Maternity Cover) will be supported through release for Torfaen forum meetings and respective training having stepped up from Deputy Additional Learning Needs Co-Ordinator. In addition, Deputy Additional Learning Needs Co-Ordinator (Maternity Cover) will begin a middle leaders course with the consortium. Training and support offered to Wellbeing lead for continuous development. A cross-section of staff will make up the 'Initial Diagnostic Team' and will effectively triage Additional Learning Needs and support with the identification of strategies to support.	2.4. Thomas Rainsbury, Dr. Matthew Dicken	2.4. Release for Prospective HLTAs, Release for ALNCO and Deputy ALNCO built into school timetabling.	2.4. Prospective HLTAs and Middle leaders have embarked on their respective developmental programmes. Current ALNCO covering maternity has received release time for training, and attending forums. Deputy Additional Learning Needs Co-Ordinator (Maternity Cover) has began a middle leaders course with the consortium. Training and support has been offered to Wellbeing Lead for continuous development. A cross-section of staff make up the 'Initial	2.4. Seven rounds of the diagnostic team process have been undertaken. As a result further classroom provision has been offered to specific children in addition to further screening and assessment investigation in order to gain further knowledge of need or potential barriers to learning. During the SDP Professional Discussion, this was highlighted as very good practice. Wellbeing Lead undertaking 'Trauma Informed Schools Training'.	2.4. Those staff members who have accessed the EAS development programmes have completed their professional development. These include 2 HLTAs and one middle leader. Wellbeing lead has completed TIS diploma and current HLTAs has been accepted on the Open University Teaching degree. Gap Year Project has been run successfully and is now being rolled out across the consortium.

					Diagnostic Team' and have began the process of effectively triaging Additional Learning Needs and support with the identification of strategies to support.		
3. Provide additional support, intervention and human resources to accelerate learning of pupils post-pandemic.	3.1. Through innovative methods of funding, such as a 'Gap Year' programme, employ extra teaching assistants to support in all classes allowing for smaller groups of children and increased direct feedback especially from Year 3 to Year 6. Small group work within the class will receive additional adult support.	3.1. Each class will be allocated a teaching assistant(s) from Nursery to Year 4. Year 5 will share a teaching assistant. Year 6 will be allocated a Higher Level Teaching Assistant. Allocate a Higher Level Teaching Assistant to each Progress Step to be an example of good practice and a quasi-informal-mentor to teaching assistants within that Progress Step. Speed of pupil progress will be accelerated and evidencable. Observations and learning walks will show effective use of human resources to support all groups of children within the class. Additional Learning Needs pupils' support will be increased within the class. Specific children (complex and highly complex) will receive more 1:1 time with an adult to support their learning.	3.1. Dr. Matthew Dicken	3.1. Staffing Cost Spreadsheet calculates these sensitive costs. Gap Year project funded 66.66% by Welsh Government.	3.1. Each class has been allocated a teaching assistant(s) from Nursery to Year 4. Year 5 now share a teaching assistant. Year 6 share an allocated Higher Level Teaching Assistant. Higher Level Teaching Assistants have been allocated to each Progress Step to be an example of good practice and a quasi-informal-mentor to teaching assistants within that Progress Step. Data analysis of pupil progress, alongside professional discussion has evidenced nearly all pupils are making expected, or better progress considering their stage within each Progress Step. Lesson observations have shown effective use of human resources to support all groups of children within the class. Additional Learning Needs pupils'	3.1. The second round of teaching assistants professional discussion within each Progress Step has been undertaken. This evidenced that nearly all teaching assistants have made effective progress towards their personal targets noted in the first round. Data analysis of pupil progress, alongside professional discussion has evidenced nearly all pupils are making expected, or better progress considering their stage within each Progress Step. This terms' lesson observations have again shown effective use of human resources to support all groups of children within the class. This includes Additional Learning Needs pupils' who have been receiving further increased support has now been in the class and those	3.1. Additional support has been offered to pupils across the Progression Steps via an TA being made available to each year group. This has included two students who have accessed the Gap Year initiative. The impact of this is that nearly all pupils have made effective progress towards expected outcomes. This is evident within the schools 'Taith 360' tracking tool. Effective pupil progress is evidenced further via conversations had with learners regarding progress to their personal targets and professional discussions with teachers regarding pupil progress. This includes progress made by pupils with ALN. These pupils have been able to access further adult and intervention support that includes

					<p>support has now been increased within the class. Specific children (complex and highly complex) now receive more 1:1 time with an adult to support their learning. Additional teaching staff employed to support intervention. Gap Year Project effectiveness analysed by EAS (independently) shows high levels of effectiveness. Small group work has taken place following our timetable - however, at times this has been impacted by illness.</p>	<p>children with complex and highly complex needs receiving more 1:1 time with an adult to support their learning. Currently 85 pupils are receiving intervention from Year 3 to 6 and 35 pupils from Reception to Year 2 are receiving intervention support.</p>	<p>supporting schemes. These include TEN-DD numeracy catch up scheme, Read Write Inc (english language phonics), Tric a Chlic (Welsh phonics) and PScalcs (skills ladder for pupils not yet attaining outcomes that are in line with the curriculum)</p> <p>Most recent Lesson Observations undertaken as part of the school monitoring cycle evidenced effective use of TA in nearly all classes.</p> <p>Gap Year Project and Professional Development has been run successfully and is now being rolled out across the consortium.</p>
	<p>3.2. Employ extra teaching staff in order to support across the school in Covid-19 recovery. A programme of targeted intervention will be in place for three distinct groups of children: More Able Children, Lower Achieving Children, children who need additional Welsh language immersion support.</p>	<p>3.2. Employ a member of staff for intervention work for children from Reception to Year 2 and another member of staff from Year 3 to Year 6. Groups of children will be allocated to these members of staff according to data and discussions with staff. Underachieving pupils (at any academic level) will receive targeted support. Bespoke group teaching sessions (roughly 20 mins each time) will be timetabled effectively to ensure that children receive appropriate support. Non-fluent pupils' levels of Welsh</p>	<p>3.2. Dr. Matthew Dicken, Bethan Jones, Thomas Rainsbury, Rebecca Brown</p>	<p>3.2. Cost of two full time teachers. Staffing Cost Spreadsheet calculates these sensitive costs.</p>	<p>3.2. The school have employed a member of staff for intervention work for children from Reception to Year 2 and another member of staff from Year 3 to Year 6. Groups of children have been allocated to these members of staff according to data and discussions with staff. Underachieving pupils (at any academic level) now</p>	<p>3.2. Currently 85 pupils are receiving intervention from Year 3 to 6 and 35 pupils from Reception to Year 2 are receiving intervention support. Pupils' progress within groups have been reviewed with regards to their progress towards their personal targets in addition to information on pupil progress arising from the schools'</p>	<p>3.2. Currently 88 pupils are receiving intervention from Year 3 to 6 and 63 pupils from Reception to Year 2 are receiving intervention support. Pupils' progress within groups have been reviewed with regards to their progress towards their personal targets in addition to information on pupil progress arising from the schools'</p>

		confidence and fluency will be increased.			receive targeted support and/or wellbeing sessions/therapy. Bespoke group teaching sessions (roughly 20 mins each time) have now been timetabled effectively to ensure that children receive appropriate support. Illness has been an issue with these sessions - safeguard these sessions more after Christmas. Change in personnel in Term 2 due to original employed staff taking up a new role and one moving to a maternity role within the school.	assessment matrix . This has led to groupings being restructured in order to identify those pupils needing and those no longer needing intervention support. Monitoring activity has evidenced that nearly all pupils receiving intervention are making effective progress towards their personal SMART targets and making expected or better progress in all curricular areas.	assessment matrix. Monitoring activity has evidenced that nearly all pupils receiving intervention are making effective progress towards their personal SMART targets and making expected or better progress in all curricular areas. This has been further reinforced by tracking of the 'Taith 360' tracking tool which includes discussion with pupils regarding their learning journey and professional discussions with classroom staff regarding pupil progress. Provision Mapper is now fully in place and enhanced and it tracks all support in one central place.
3.3. A 'Passport to Everywhere' ('Pasport i Bobman') will be developed and implemented. [Self-Evaluation in 2021-2022 showed that life-skills were an area needing development especially areas that are not normally covered within educational establishments	3.3. After working as a cluster, the 'Passport to Everywhere' life-skills and life experiences programme will be implemented in the school. The skills passport will cover a variety of key skills and will be developmental from Nursery to Year 9. These continua of skills will cover: 'Cooking and Kitchen Safety', 'Self-Care including Dressing and Home Care', 'Fitness and Keeping Healthy', 'Communication and Social Skills',	3.3. Amy Harper, Dr. Matthew Dicken, Rebecca Brown	3.3. Staffing costs and £1,500 allocated for resources.	3.3. The implementation of the 'Passport to Everywhere' has been successfully integrated into the school's curriculum, where every year group has begun working on their booklet by starting to complete a broad range of essential life skills. Every	3.3.The 'Passport to Everywhere' continues to be successfully embedded and implemented into the whole school's curriculum. Miss Amy Harper has led on this. Mrs Kate Williams now added to this team. Continue to carefully	3.3. .The 'Passport to Everywhere' has now been successfully embedded and implemented into the whole school's curriculum. Miss Amy Harper has led on this. Mrs Kate Williams is now playing active role in the delivery of this team. The	

	as a matter of course.]	'Connecting with our Local Community', 'Looking after Our World', 'Careers', 'First Aid' and 'Budgeting and Dealing with Money'. A member of staff (0.8) will be allocated to co-ordinate and run this project. As a result, the school will earnestly demonstrate that holistic child development is at the core of our identity and that Marslow's Hierarchy of Needs is understood. Children will be taught and experience critical life skills in order to access life in all its fullness as children and future adults.			year group has successfully completed at least 2 or more of these skills throughout the past term. Every life skill activity that has been completed has been practical and authentic in order for the children to understand how these essential life skills fit into their everyday life, but also to ensure the tools and application needed to successfully carry out these skills are being taught and implemented correctly. The evidence of each life skill being taught is being neatly and clearly presented in class folders and in the children's individual passports. Leaders now need to discuss with Amy Harper which elements need to be covered as lessons in classes as opposed to sessions outside of lessons.	map out the skills in accordance to the term and termly topic, whilst discussing the skills with teachers/leaders as and when it is required. In addition to this the work and evidence on the skills continues to be presented in an orderly and coherent manner. Every year group has now completed on average 4 Life Skills within the Passport matrix. We now need to ensure that some real life contextual elements from the passport are covered as lessons so the Passport to Everywhere is not a stand-alone activity. Recent monitoring activity evidenced effective or highly effective impact on learning with regards to the real life and authentic context strand within the ETLF standards framework.	scheme continues to carefully map out the skills in accordance to the term and termly topic, whilst discussing the skills with teachers/leaders as and when it is required. In addition to this the work and evidence on the skills continues to be presented in an orderly and coherent manner. Every year group has now completed on average 6 Life Skills. Real life contextual elements from the passport are now covered as lessons so the Passport to Everywhere is not a stand-alone activity. Recent monitoring activity evidenced effective or highly effective impact on learning with regards to the real life and authentic context strand within the ETLF standards framework.
	3.4. Working with external agencies , we will provide wider learning opportunities for children to develop lost skills and undeveloped areas of learning impacted by the Covid-19 pandemic .	3.4. We will work in partnership with Torfaen Play to provide opportunities for social and interpersonal development for children who need additional support in learning to play and socialise with peers. We will work in partnership with Caring Canines to	3.4. Dr. Matthew Dicken, Caitlin Harley, Caitlin O'Sullivan, Bethan Jones, Thomas Rainsbury.	3.4. Torfaen Play (£25 per hour), Caring Canines (£35 per session), String Music Project Termly Cost, Cerdd Music	3.4. Groups of learners with developmental areas relating to play and socialising with peers have been identified. These groups have been timetabled to receive	3.4. Those vulnerable learners receiving provision via Torfaen Play and Dog Therapy. are making the expected academic, personal and wellbeing progress	3.4. Those vulnerable learners receiving provision via Torfaen Play and Dog Therapy. are making the expected academic, personal and wellbeing progress

		support our wellbeing programme with animal therapy. We will work in partnership with Cerdd Music Torfaen and ME Music to provide instrumental lessons for all children across the school over the course of the year.		Torfaen costs.	sessions via Torfaen play and Caring Canines. All pupils within these groups have made the expected progress within all subject areas, in addition to the literacy, numeracy and digital framework. Additionally, Cerdd Music Torfaen and ME Music have been providing instrumental music lessons to all pupils across the school.	considering their starting point.	considering their baseline. Internal staff have now also received training with regards to Lego Therapy from 'Brick by Brick' in order to support pupils.
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Nodiadau Ychwanegol / <i>Additional Notes</i>		
Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
<ul style="list-style-type: none"> • Assessment Overview shared with Senior Management Team at Local Authority Level. • MER and Asana system shared with Senior Management Team at Local Authority Level. • MER and support given by Ysgol Panteg to Ysgol Bryn Onnen and Ysgol Gymraeg Gwynllyw. 	<ul style="list-style-type: none"> • SDP Professional Discussion held 10/03/2023 with LA and EAS. 	<ul style="list-style-type: none"> • Extra Intervention Support is being continued next academic year through the recruitment of two additional teachers.

Cynllun Gweithredu Blaenoriaeth Ddatblygu 4 / Development Action Plan for Priority 4

Ehangu Ymhellach Cwricwlwm ein Hysgol trwy wella addysgu a chyfleoedd dysgu yn ymwneud â'r Celfyddydau Mynegiannol a sgiliau bywyd annibynnol.

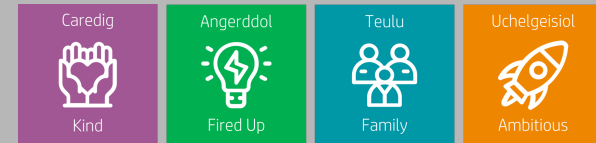
Further Broaden Our School Curriculum by enhancing teaching and learning opportunities around the Expressive Arts and independent life skills.

2022-2023

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility*: Miss Rebecca Brown a Mr Dafydd Evans (gyda chymorth arweinyddiaeth canol Mr Simon Alexander - Arweinydd Rhifedd)



Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? /
How will this target help us to root our values and live them out better?



Fel ysgol, rydym yn anelu at ragoriaeth. Rydym yn cydnabod ein bod ni wedi bod ar daith eleni i wireddu'r breuddwyd hyn ond bod camau allweddol sydd nawr angen cymryd er mwyn cyrraedd ein gweledigaeth. Rydym yn cydnabod bod angen i'n dysgwyr fod yn unigolion **uchelgeisiol** sydd wedi yn **angerddol** ac sy'n barod i ddysgu drwy gydol eu hoes. Rydym hefyd yn cydnabod bod cwricwlwm iach yn eang a chytbwys sydd wedyn yn caniatáu i bawb ffynnu. Fel ysgol, gwyddom fod y Celfyddydau Mynegiannol yr un mor hanfodol â meysydd dysgu academiaidd traddodiadol. Y llynedd, fe ddechreuon ni gynllunio cynnwys ein cwricwlwm o ddifrif ac ehangu ystod ein addysgu a dysgu. Dangosodd ein hunanarfarniad mai blaenoriaeth oedd ehangu ein cwricwlwm ysgol ymhellach i ddarparu darpariaeth gyfoethog lle caiff dysgwyr eu hannog i ehangu eu gwerthfawrogiad a'u dawn greadigol ynghyd â'u sgiliau artistig a pherfformio. Trwy ddarparu cyfleoedd i archwilio meddwl yn ogystal â mireinio a chyfleu syniadau'n greadigol, byddwn yn hyrwyddo ac yn galluogi datblygiad cyfranwyr mentrus, creadigol sy'n barod ar gyfer pob cefndir. Bydd hyn yn ein helpu i baratoi plant ar gyfer holl heriau bywyd, addysgu sgiliau datrys problemau creadigol, datblygu gwerthfawrogiad o wahaniaethau yn ein **teulu** ac adeiladu creadigrwydd.

*As a school, we aim for excellence. We recognise that we have been on a journey this year to make this more of a reality but that there are key steps that now need to be taken in order to reach our vision. We recognise our learners need to be **ambitious** individuals who are **fired up** and ready to learn throughout their lives. We also recognise that a healthy curriculum is broad and balanced which then allows everyone to thrive. As a school, we know that the Expressive Arts are just as essential as traditional academic areas of learning. Last year, we began planning the content of our curriculum in earnest and broadening the scope of teaching and learning. Our self-evaluation showed that a priority was further broadening our school curriculum to provide enriched provision where learners are encouraged to expand their creative appreciation and talent along with their artistic and performance skills. Through providing opportunities to explore thinking as well as refining and communicating ideas creatively, we will promote and enable the development of enterprising, creative contributors who are ready for all walks of life. This will help us prepare children for all the challenges of life, teach creative problem solving skills, develop appreciation for differences within our school **family** and build creativity.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / <i>Steps to Complete</i>	Meini Prawf Llwyddiant / <i>Success Criteria</i>	Cyfrifoldeb / <i>Responsibility</i>	Adnoddau (Amser ac Arian) / <i>Resources (Money and Time)</i>	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / <i>Graded Evaluation (See Appendix 1)</i>		
					Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
1. To enhance and broaden the teaching and learning opportunities surrounding the Expressive Arts throughout the school.	1.1 Working in partnership with Cerdd Torfaen Music and ME Music we will provide a broad range of skills and experiences across all Progress Steps. All children from Progress Step 2 and 3 will learn a musical instrument.	1.1. Every child across the school will participate in weekly singing sessions with Cerdd Torfaen Music. These singing sessions will be focused on singing technique as well as a method of teaching the Welsh language. In addition, pupils from Progress Stage 2 and 3 will be given the opportunity to develop new musical skills by learning to play new instruments through a programme of learning (e.g. all Year 6 pupils will experience a term of learning the Ukelele, all Year 1 pupils will learn the violin (in the pizzicato style). This will be timetabled effectively.	1.1. Rebecca Brown, Dafydd Evans, Simon Alexander	1.1. Cerdd Music Torfaen costs per term (2x days a week); ME Music (½ day per week).	1.1. During the Autumn term we have firmly embedded consistent and coherent singing sessions throughout the whole school, ranging from Progress Stage 1 right the way through to Progress Stage 3. These singing sessions ensure that every child, no matter their background, ability or additional needs are included and are fully engaged with the session. In addition to the weekly singing sessions taught throughout the school, over this term Year 1 has had violin lessons, Year 4 penny whistle lessons, Year 5 glockenspiel lessons and Year 6 ukulele lessons. After Christmas, children will move to other instruments to variety and Year 2 will have an opportunity to learn the violin.	1.1. During the Spring term, the weekly singing sessions have continued to be consistent and coherent throughout the whole school. During this term CerddTorfaenMusic has successfully undertaken singing sessions with Progress Stage 2 and 3. The school has once again competed in the Urdd Eisteddfod and the Pontypool Town Eisteddfod. Children have now rotated instruments and are experiencing different instruments.)	1.1. During the summer term we have continued with our weekly singing sessions, these have been continued through the whole school. Progress Step 2 have continued to receive instrumental lessons while Progress Step 1 and 2 have singing sessions with CerddTorfaenMusic. CerddTorfaenMusic has also supported the end of year showcase where Progress Step 3 are performing The Wizard of Oz. Year 3 have now had the opportunity to learn the violin. Year 4 have received African Drumming Sessions.
	1.2. Children across the whole school will be participating in weekly expressive arts and creative lessons that have	1.2. Even though we have been providing expressive arts and creative lessons, self-evaluation from 2021-2022 showed that we need to	1.2. Dafydd Evans, Rebecca Brown, Nerys Phillips	1.2. Monitoring of lessons and work built into monitoring	1.2. In addition to the weekly singing sessions undertaken by Cerdd Torfaen, the progress	1.2. The successful implementation of the teaching and learning of expressive arts has	1.2. As well as continuing with the successful implementation of

	<p>been timetabled within our integrated planning document (purple planning document) as well as our overview planning document (gold planning document).. In addition to these weekly sessions every progress stage conducts singing sessions once a week within their progress step.</p>	<p>give these more attention. Thus, drama, creative digital arts, music and art will be given more focus through effective planning at our overview level (gold planning document) which will then feed into our lesson planning (through our purple planning document). We will also have established, in partnership with Cerdd Music Torfaen, singing as a method which encourages and supports enriched vocabulary.</p>		<p>schedule and school timetabling.</p>	<p>stage leaders with the support of the teachers within the progress stage have carefully planned and written up in the lesson planning document (purple document). These lessons include the effective use of the green screen, performing and acting out an Egyptian script, listening to Welsh music and explaining how the music made them feel and emulating artwork (starry nights). Moving forward into the next term there will be more of a focus on music in Progress Step 1 and Art in Progress stage 2 and 3. Planned art exhibitions for Progress Step 2 and 3. Integrated planning (purple document) has been scrutinised by senior leaders and, through the FADE process, targets and priorities given and followed up upon.</p>	<p>continued to be taught through the Spring term. During this term children have had the opportunity to perform in front of their class, progress stage and community in competing as part of the Eisteddfod. Homework activities and competitions for the Eisteddfod were also held. In addition to this, the children have had the opportunity to further develop their creative skills by being given the opportunity to recreate paintings, create 3D models of a home/ habitat, create fictional superhero characters and model characters they have created.</p>	<p>expressive arts within the classroom we have also introduced additional drama club as an extra curricular activity. Drama club is run for Progress Steps 2 and 3. Within the classroom children have been provided with rich experiences combining our outdoor classroom 'Caban y Coed' with musical experiences by creating instruments. Cross curricular links have been made with pupils creating clay models of different Gods out of clay, have been developing a well being project where pupils design and create well-being badges and across the school we have looked at a number of Welsh artists and researched and imitated their work.</p>
	<p>1.3. Provide more performance opportunities across the school to support and develop acting skills, confidence and their oracy</p>	<p>1.3. Pupils will develop essential performing skills that will contribute to their developmental growth enabling them to become confident, ambitious and creative learners. Through</p>	<p>1.3. Dafydd Evans, Rebecca Brown, Nerys Phillips</p>	<p>1.3. Planned live Christmas and end of Year celebrations.</p>	<p>1.3. During this term Cerdd Torfaen Music and the staff have worked extremely hard to develop the children's essential</p>	<p>1.3. Continuation of performance opportunities offered. CerddTorfaenMusic have continued to support. We</p>	<p>1.3. As previously stated progress step 2 and 3 now benefit from extra curricular drama clubs. Progress Step 2 hold a</p>

	skills.	participating in performances we will provide our children opportunities to thrive by developing and expanding their Welsh vocabulary.			performing skills and Welsh oracy by providing the children with the opportunity to perform in the Christmas concert. It is evident from the engagement and enjoyment from the children and the feedback from staff and parents that the children throughout the whole school, have thoroughly enjoyed performing in their Progress Step christmas concert and have flourished in confidence and creativity; along with the expansion of their range of their Welsh language ability and pronunciation. Progress Step 1 and 2 held their concerts at school whilst Progress Step 3 held a large scale pantomime performance at the Congress Theatre.	have provided children with the ability to confidently perform in the Eisteddfod Pontypool, Urdd Eisteddfod and school Eisteddfod in groups, as a class and individually.	club on a weekly basis and they encourage social and performance skills through a variety of activities and games. Progress Step 3 hold a drama club that is currently concentrating on preparing for their summer showcase of Wizard Of Oz, this after school club has been used as an opportunity to develop the lead roles of the show. These extra curricular opportunities based on performance are now being accessed by close to 100 pupils a week meaning that they are gaining valuable performing experiences.
2. To provide an purposeful opportunities for children to develop and consolidate important and essential life skills through the implementation of a holistic 'Passport to Everywhere'	2.1. A 'Passport to Everywhere' ('Pasbort i Bobman') will be developed and implemented. [Self-Evaluation in 2021-2022 showed that life-skills were an area needing development especially areas that are not normally covered within educational establishments	2.1. After working as a cluster, the 'Passport to Everywhere' life-skills and life experiences programme will be implemented in the school. The skills passport will cover a variety of key skills and will be developmental from Nursery to Year 9. These continua of skills will cover: 'Cooking and Kitchen Safety', 'Self-Care including Dressing and Home Care', 'Fitness and Keeping Healthy', 'Communication and Social Skills',	2.1. Amy Harper, Dr. Matthew Dicken, Rebecca Brown	2.1. Staffing costs and £1,500 allocated for resources.	2.1. The implementation of the 'Passport to Everywhere' has been successfully integrated into the school's curriculum, where every year group has begun working on their booklet by starting to complete a broad range of essential life skills. Every year group	2.1. The 'Passport to Everywhere' continues to be successfully embedded and implemented into the whole school's curriculum. Miss Amy Harper has led on this. Mrs Kate Williams now added to this team. Continue to carefully	2.1. 'Pasbort to Everywhere' continues to be embedded in school life and is being implemented into the whole school's curriculum. Miss Amy Harper continues to lead with the support of Mrs Kate Williams. Pupils continue to

<p>('Pasbort i Bobman')</p>	<p>as a matter of course.] We will then embed this sector leading life-skills matrix of learning opportunities to ensure that our learners leave schools as ambitious and capable learners who are ready to be citizens of Wales and the world. Every child will take ownership of an individual 'Passport' that will follow them through their journey at Ysgol Panteg.</p>	<p>'Connecting with our Local Community', 'Looking after Our World', 'Careers', 'First Aid' and 'Budgeting and Dealing with Money'. A member of staff (0.8) will be allocated to co-ordinate and run this project. As a result, the school will earnestly demonstrate that holistic child development is at the core of our identity and that Marslow's Hierarchy of Needs is understood. Children will be taught and experience critical life skills in order to access life in all its fullness as children and future adults. At the end of each academic year and progress step, every child will have a visual representation of the crucial life skills they have developed. These skills will have been recorded by HLTA. As well as having tangible short term results, this is a long term investment since research shows that having a handle on basic life skills can also protect individuals from dealing with mental health challenges or make dealing with mental health issues more manageable.</p>			<p>has successfully completed at least 2 or more of these skills throughout the past term. Every life skill activity that has been completed has been practical and authentic in order for the children to understand how these essential life skills fit into their everyday life, but also to ensure the tools and application needed to successfully carry out these skills are being taught and implemented correctly. The evidence of each life skill being taught is neatly and clearly presented in class folders and in the children's individual passports. Leaders now need to discuss with Amy Harper which elements need to be covered as lessons in classes as opposed to sessions outside of lessons.</p>	<p>map out the skills in accordance to the term and termly topic, whilst discussing the skills with teachers/leaders as and when it is required. In addition to this the work and evidence on the skills continues to be presented in an orderly and coherent manner. Moving forward to next term it has been discussed that we hold a celebratory day practising and further developing skills that have already been taught to the children. The purpose of this is for these skills to be reinforced, an opportunity for the children to recap what skills they have learnt over the past term and a celebration of what they have achieved. Every year group has now completed on average 4 Life Skills within the Passport matrix. We now need to ensure that some real life contextual elements from the passport are covered as lessons so the Passport to Everywhere is not a stand-alone activity. Recent monitoring</p>	<p>receive life skills through a variety of experiences that are linked to the four purposes of the curriculum. This has in turn developed their independence skills which will support their lifelong learning. 'Passport to Everywhere' continues to highlight the need to develop children's independence and a parent focus group has been set up to support this, to ensure all voices are heard moving forward. Next year children's independence will be a focus within the school development plan.</p>
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						activity evidenced effective or highly effective impact on learning with regards to the real life and authentic context strand within the ETLF .	
	<p>2.2. Termly focused life skills activities will be arranged to promote the importance of holistic teaching and learning.</p>	<p>2.2. Termly focused life skills activities will promote life skills as essential holistic learning to both children and families. Once set up as a standard in the life of the school, these special focus activities will continue for years to come.</p>	<p>2.2. Amy Harper, Rebecca Brown, Dafydd Evans, Nerys Phillips</p>	<p>2.3. Termly lifeskills days. Monitoring of lessons and work built into monitoring schedule and school timetabling.</p>	<p>2.3. The implementation of the 'Passport to Everywhere' has been successfully integrated into the school's curriculum, where every year group has begun working on their booklet by starting to complete a broad range of essential life skills. Every year group has successfully completed at least 2 or more of these skills throughout the past term. Every child in the nursery has successfully poured and made squash, made a simple breakfast (cereals), learnt how to brush their teeth correctly and are confident in knowing who to phone in an emergency. Reception children have successfully made toast and learnt how to spread butter and jam, wear their coat and close the zip independently, collect rubbish from around the school, put a plaster on and a bandage on and sort</p>	<p>2.3. The 'Passport to Everywhere' continues to be successfully embedded and implemented into the whole school's curriculum. Miss Amy Harper has led on this. Mrs Kate Williams now added to this team. Hold family open day in Summer term to celebrate.</p>	<p>2.3. 'Pasport to Everywhere' continues to be embedded in school life and is being implemented into the whole school's curriculum. In the Summer term, this has now been further integrated into day to day, purple planning. Miss Amy Harper continues to lead with the support of Mrs Kate Williams. Pupils continue to receive life skills through a variety of experiences that are linked to the four purposes of the curriculum. This has in turn developed their independence skills which will support their lifelong learning. 'Passport to Everywhere' continues to highlight the need to develop children's independence and a parent focus group has been set up to</p>

					<p>recycling objects (plastic, cardboard and glass).</p> <p>Year 1 has learnt how to brush their teeth independently, clear a table and wash dishes under supervision.</p> <p>Year 2 so far has learnt how to wash dishes independently, send a card to someone in the community, know what to do if someone is bleeding and know how to wash and dry skin and to put a plaster on.</p> <p>Year 3 have successfully learnt how to tie their own laces independently.</p> <p>Year 4 has learnt how to make pasta, make soup and change the bed clothes. Year 5 has learnt how to plan to make soup and actually make the soup they planned.</p> <p>And finally Year 6 has learnt how to do a tie and make a successful recycling poster.</p> <p>Miss Amy Harper has carefully mapped out and planned the activities based on the term and the topics in which each Progress Stage is covering.</p>		<p>support this, to ensure all voices are heard moving forward. Next year children's independence will be a focus within the school development plan.</p>
3. To further embed and utilise our	3.1. Since investing in our 'Caban y Coed' , resources	3.1. Timetabling will ensure that 'Caban y Coed' is used effectively and	3.1. Nadine Williams, Tom	3.1. School timetabling	3.1. Through the carefully planned lessons and	3.1. The outdoor learning lesson plans that have	3.1. Caban y Coed has since been added to the

<p>investment of outdoor learning through ensuring purposeful and authentic learning opportunities.</p>	<p>and outdoor learning planning, the school will further develop and embed their use across all progress steps. Prepare and fulfil audit of resources required to operate the schools outdoor learning scheme of work effectively.</p>	<p>consistently. A teacher will be appointed to ensure outdoor learning stays at the forefront and that outdoor learning is used to develop key skills strategically. Outdoor learning will play a key part in the small group provision ensuring that vulnerable pupils, additional learning needs pupils as well as more able pupils access appropriately challenging activities. Provision and implementation of our outdoor learning scheme of work resulting in holistic development of pupils and key skills acquisition will be evidence by video and photographic methods as well as in workbooks (where appropriate). Wellbeing groups will also be timetabled to utilise the outdoor space as a part of their care groups.</p>	<p>Rainsbury, Kate Williams, Caitlin Harley, Rebecca Brown, Dafydd Evans</p>	<p>ensures Nadine Williams, Tom Rainsbury and Kate Williams are allocated outdoor learning time.</p>	<p>timetabling, Caban y Coed is beginning to be used more effectively and consistently across the whole school. The outdoor learning lesson plans that have been previously planned are beginning to be taught either by the classroom teacher or the outdoor learning teacher. The evidence of these lessons are included in the children's topic workbooks. New resource list has been produced for Spring Term.</p>	<p>been previously planned are beginning to be taught either by the classroom teacher or the outdoor learning teacher. The evidence of these lessons are included in the children's topic workbooks. These now need to be fed into Gold Planning to improve consistency.</p>	<p>Gold Planning to improve consistency, this ensures that outdoor learning is planned for along with the rest of the curriculum. Ideas are shared between members of staff whilst collecting ideas for the learning booklet is used to tie in lessons previously planned and new topics.</p>
	<p>3.2. Continue the reintroduction of residential trips (post-Covid-19) that offer experience of adventurous activities and outdoor learning.</p>	<p>3.2. Successful residential trips for Years 4, 5 and 6 to Llangrannog and Cardiff Bay will offer rich and varied authentic experiences outdoors including adventurous activities through the medium of Welsh.</p>	<p>3.2. Simon Alexander, Dafydd Evans</p>	<p>3.2. Pupil Deprivation Grant utilised, in part, to support pupils who cannot afford to attend the trip to be able to experience the same experiences as their peers.</p>	<p>3.2. During this term Year 4 and 5 have had a very successful term in visiting various authentic outdoor environments such as Cardiff Bay and Llangrannog. Year 4 children had the experience of staying overnight down Cardiff Bay and participated in a range of activities such as bowling, cinema, visiting the Welsh Millenium Centre to gain an insight into the production of the theatre. Year 5 children experienced a weekend stay in Llangrannog where</p>	<p>3.2. It has been another successful and busy term where the children have experienced a wide variety of authentic learning opportunities here at the school and off site. Year 6 are due to hold their residential trip 29/03/2023 to 31/03/2023. Due to the cost of living crisis, we've arranged a full varied programme of activities including outdoor adventurous activities and more cultural activities for our Year 6's 'Big Sleepover'.</p>	<p>3.2. Residential Trips for Year 4, 5 and 6 have now all taken place. These have given a variety of experiences to children and Pupil Development Grant has been used to fund places for children who would have not been able to afford.</p>

					they participated in a range of activities such as horse riding, climbing, high ropes, swimming, dancing, go karting, skiing.		
	3.3. Further develop and embed Welsh language extra-curricular activities throughout the school to ensure the children are experiencing varied opportunities in the outdoors.	3.3. Use of the pupil and staff voice to offer a varied and balanced range of after school clubs through the medium of Welsh (such as sports, art in the outdoors, photography, film, gardening and cooking). We will work in partnership with Menter Iaith and Urdd Gobaith Cymru to ensure that extra-curricular activities are increasingly more varied and more extensive. Children from Year 1 to Year 6 will participate.	3.3. Simon Alexander	3.3. Staff volunteering on Mondays, Tuesdays and Thursdays. Due to staff meeting on Wednesday, work in partnership with Menter Iaith to provide Welsh language club. Work with Urdd Gobaith Cymru to provide sports clubs on Wednesday and Fridays.	3.3. Since the beginning of the new academic year a variety of interesting after school clubs have been running successfully, based on the pupils' voice of what clubs the children would like to see being offered within the school. The children are taking great interest in clubs that are being offered to them, resulting in most clubs being almost full. Our cooking club has been extremely successful and we have had to run 3 sets of clubs to meet demand. Menter Iaith and Urdd Gobaith Cymru have also held clubs at school to support. The school has brokered Torfaen Play support for an external club to aid communication skills through games post-Christmas.	3.3. These clubs continue to run successfully and efficiently by members of staff within the school and external agencies. Since the start of this term the numbers in the clubs have grown and continue to do so. Following informal discussions with the pupils they have expressed their enjoyment for the various clubs and how they are helping them to further develop their creativity, confidence, Welsh language and social and emotional skills. New clubs to be launched following Easter break.	3.3. A total of 20 internally organised clubs have been offered to Progress Step 2 and 3 pupils across the academic year. In addition to this, outdoor agencies have provided a number of clubs through the medium of Welsh. These have included Lego club with Menter Iaith Torfaen and Sports with the Urdd. Mr Simon Alexander has also provided staff with the opportunity to feedback in regards to clubs in preparation for the new academic year. Feedback from parents' group is that we should limit the amount of children in each club to 30 not 40.

Nodiadau Ychwanegol / <i>Additional Notes</i>		
Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
<ul style="list-style-type: none"> For future financial years, it has been decided to set a termly budget for outdoor resources. 	<ul style="list-style-type: none"> Creative skills within art needs to be a focus in the Summer term. 	<ul style="list-style-type: none"> Music and drama has been a great focus this year. Art and Design Technology will continue to develop over the next year.

Cynllun Gweithredu Blaenoriaeth Ddatblygu 5 / *Development Action Plan for Priority 5*





Gwella Llais y Disgybl yn Ysgol Panteg trwy gryfhau lles disgyblion, sefydlu Senedd Disgyblion, a chanolbwyntio ar Hawliau'r Plentyn UNICEF.

Improve Pupil Voice at Ysgol Panteg by strengthening pupil wellbeing, and establishing a Pupil Parliament, focusing on the UNICEF Rights of the Child.

2022-2023

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility*: Mr. Tom Rainsbury



<p>Sut fydd y targed yn helpu ni wreiddio a byw ein gwerthoedd yn well? / <i>How will this target help us to root our values and live them out better?</i></p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #8e44ad; padding: 5px; text-align: center; width: 40px;"> <p>Caredig</p>  <p>Kind</p> </div> <div style="background-color: #27ae60; padding: 5px; text-align: center; width: 40px;"> <p>Angerddol</p>  <p>Fired Up</p> </div> <div style="background-color: #3498db; padding: 5px; text-align: center; width: 40px;"> <p>Teulu</p>  <p>Family</p> </div> <div style="background-color: #f1c40f; padding: 5px; text-align: center; width: 40px;"> <p>Uchelgeisiol</p>  <p>Ambitious</p> </div> </div>
<p>Fel ysgol, rydym yn anelu at ragoriaeth. Rydym yn cydnabod ein bod ni wedi bod ar daith eleni at wireddu'r freuddwyd hon ond bod camau allweddol sydd nawr angen cymryd er mwyn cyrraedd ein gweledigaeth. Rydym yn cydnabod bod prosesau llais y disgybl cadarn, rheolaidd ac effeithiol yn hanfodol i ddisgyblion deimlo ymdeimlad o berthyn a'u bod yn rhan wirioneddol annatod o deulu Ysgol Panteg. Nodwyd ein hunanarfarniad lais y disgybl fel blaenoriaeth trwy sicrhau ein bod fel cymuned ysgol yn cynnig ymreolaeth a pherchnogaeth o'r gwricwlwm a'r hamgylchedd i ein disgyblion. O ganlyniad, bydd ein plant yn angerddol ac yn ymwneud yn llawn â bywyd ysgol wrth arddangos yr uchelgais i gyrraedd eu potensial llawn. Bydd disgyblion yn datblygu perthnasoedd cryf rhyngddynt eu hunain a staff. Byddwn yn sicrhau cyfathrebu cadarnhaol parhaus rhwng disgyblion a'r ysgol a fydd hyn yn ei dro yn darparu'r amodau cywir i'r ysgol ddod yn gymuned ddysgu effeithiol. Mae yna cysylltiad cynhenid rhwng lles disgyblion a llais disgyblion. Trwy wrando ar ddysgwyr a chanolbwyntio ar hawliau'r plentyn byddwn yn deall yn llawn sut i gefnogi lles ein plant trwy sicrhau mewnbwn gan y myfyrwyr eu hunain. Er mwyn cadarnhau ymhellach sut rydym yn ystyried ac yn cefnogi anghenion lles yr holl ddisgyblion, byddwn yn sicrhau asesu, monitro a gwerthuso'r ddarpariaeth llesiant yn effeithiol ar draws yr ysgol.</p> <p><i>As a school, we aim for excellence. We recognise that we have been on a journey this year to make this more of a reality but that there are key steps that now need to be taken in order to reach our vision. We recognise that robust, regular and effective pupil voice processes are essential for pupils to feel a sense of belonging and that they are a true integral part of the Ysgol Panteg family. Our self-evaluation noted pupil voice as a priority to ensure that as a school community we offer our pupils autonomy and ownership of their learning, curriculum and environment. As a result, our children will be fired up and fully engaged in school life while displaying the ambition to reach their full potential. Pupils will develop strong relationships between themselves, staff and the wider community. We will ensure continuous positive communication between pupils and staff which will in turn provide the right conditions for the school to become a more effective learning community. Pupil wellbeing and pupil voice are intrinsically linked. By listening to learners and focusing on the rights of the child, we will understand fully how to best support our children's wellbeing by ensuring input from pupils themselves. To further solidify how we consider and support the wellbeing needs of all pupils we will effectively assess, monitor and evaluate the wellbeing provision across the school.</i></p>	

Is-Darged / Sub-Target	Camau i'w Cyrraedd / Steps to Complete	Meini Prawf Llwyddiant / Success Criteria	Cyfrifoldeb / Responsibility	Adnoddau (Amser ac Arian) / Resources (Money and Time)	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / Graded Evaluation (See Appendix 1)		
					Tymor yr Hydref / Autumn Term	Tymor y Gwanwyn / Spring Term	Tymor yr Haf / Summer Term
<p>1. Further embed additional learning intervention support to ensure that all pupils are receiving the support that they need to develop personally and educationally. Holistic development and early identification of needs will be prominent at the school.</p>	<p>1.1. Following the trial and piloting of a child wellbeing assessment system, 'Motional', will be implemented with children who need emotional/wellbeing support to measure pro-social domains (care, seeking and play), blocks domain (rage, fear, panic/grief) and executive functions (such as attention, concentration, self-assessment, interpersonal skills, emotional literacy and stress regulation). This information will then be used to provide bespoke packages of support for individuals.</p>	<p>1.1. Termly reporting of 'Motional' domains status will be tracked in order to create programmes for support for each pupil. Communication of each child's needs and strategies to support will be evident between assessor, parents and class staff. For vulnerable pupils and those needing further emotional/wellbeing support other than that which is given in a class situation, safe spaces and safe 'people' will be allocated.</p>	<p>1.1. Caitlin Harley, Thomas Rainsbury, Caitlin O'Sullivan, Kate Williams</p>	<p>1.1. £700 for the programme. £2,000 for the release of KW to undertake assessments.</p>	<p>1.1. Motional assessment data for vulnerable pupils, and those needing further emotional support has been analysed. This assessment activity has identified specific areas of development for vulnerable pupils and offers a range of strategies that can be implemented in order to support these needs. Strategies have been shared with class teachers and parents. These will now be implemented as part of universal provision at a classroom level. Further assessments will be undertaken on a monthly basis in order to track progress. Torfaen Outreach has been employed to support specific individuals. Torfaen Play sessions have been undertaken to target pro-social and executive function skills throughout the term.</p>	<p>1.1. Further analysis of Motional assessments has demonstrated that pupils are making the expected progress within their developmental areas. Further impact has been evidenced via the Taith360 tracking tool where all pupils receiving provision arising from the Motional assessments, and those vulnerable learners receiving provision via Torfaen Play and Dog Therapy, are making the expected progress considering their starting point.</p>	<p>1.1. Termly reporting of 'Motional' domains status have been tracked in order to create programmes for support for each pupil. Communication of each child's needs and strategies to support has been evident and the impact evaluated at termly milestones. Parents and class staff have been informed with the generated strategies arising from assessments in order to support vulnerable pupils and those needing further emotional/wellbeing support other than that which is given in a class situation, safe spaces and safe 'people' will be allocated.</p> <p>Summer tracking of 'Motional' data shows that nearly all pupils receiving the programme have made effective progress in those</p>

					Therapy Dog sessions have been held weekly with targeted individuals.		wellbeing developmental areas identified from the initial baseline.
	1.2. The school's ' Initial Diagnostic Team ' will be fully established to support pupils and staff with questions regarding Additional Learning Needs and strategies to support pupils.	1.2. Early identification of needs and the gathering of evidence to support referrals will be more structured and more thorough. A cross-section of staff will make up the 'Initial Diagnostic Team' and will effectively triage Additional Learning Needs and support with the identification of strategies to support. The team will play an important role in SPACE and ISCAN referrals, working with external agencies and the Educational Psychologist.	1.2. Bethan Jones, Caitlin O'Sullivan, Thomas Rainsbury	1.2. ALN Implementation Grant (£1,500).	1.2. Diagnostic team has been fully established. The team is led by both the ALNCo and Deputy ALNCo and also includes a range of teaching and support staff. Monthly referral process has been undertaken with effective triaging of pupils to further assessment, identification of need and supporting strategies. After piloting this process of monthly referrals for Term 1 and 2, the process will be revised to ensure effectiveness and efficiency. Recommendations and strategies are offered via the diagnostic team to class teachers in order to support pupils at a classroom level. Deputy ALNCo to develop a diagnostic team log. Numeracy Lead has led a pilot of TEN-DD (Teaching Early Numeracy to Development Difficulties). This pilot is now to be extended to all	1.2. Seven rounds of the diagnostic team process have been undertaken. As a result further classroom provision has been offered to specific children in addition to further screening and assessment investigation in order to gain further knowledge of need or potential barriers to learning. SDP Professional Discussion and SIP Reports have highlighted this as good practice.	1.2. . The diagnostic team has been embedded. Ten rounds of the diagnostic team process have been undertaken. Staff have received ASD training by Cheryl Deneen to develop their understanding on universal provision within the classroom to support pupils' learning and development. As a result of the Diagnostics Team pupils have now been taken to solution focus cluster meetings/EP visits and SPACE ND/Wellbeing referrals, and ALN staff are able to support at an earlier stage before the cases are elevated. Torfaen

					year groups.		
	<p>1.3. Working with external agencies, we will provide wider learning opportunities for children to develop lost skills and undeveloped areas of learning impacted by the Covid-19 pandemic.</p>	<p>1.3. We will work in partnership with Torfaen Play to provide opportunities for social and interpersonal development for children who need additional support in learning to play and socialise with peers. We will work in partnership with Caring Canines to support our wellbeing programme with animal therapy. We will work in partnership with Cerdd Music Torfaen and ME Music to provide instrumental lessons for all children across the school over the course of the year.</p>	<p>1.3. Dr. Matthew Dicken, Caitlin Harley, Caitlin O'Sullivan, Bethan Jones, Thomas Rainsbury.</p>	<p>1.3. Torfaen Play (£25 per hour), Caring Canines (£35 per session), String Music Project Termly Cost, Cerdd Music Torfaen costs.</p>	<p>1.3. Groups of learners with developmental areas relating to play and socialising with peers have been identified. These groups have been timetabled to receive sessions via Torfaen play and Caring Canines. All pupils within these groups have made progress within all subject areas, in addition to the literacy, numeracy and digital framework. Additionally, Cerdd Music Torfaen have been providing instrumental music lessons to all pupils across the school. Senior Management, Teachers and Teaching Assistants have worked with Social Services, Families First and CAMHS (Child and Adolescent Mental Health Service). The school has worked in partnership with Torfaen Outreach have supported specific individuals.</p>	<p>1.3. Those vulnerable learners receiving provision via Torfaen Play and Dog Therapy. are making the expected academic, personal and wellbeing progress considering their starting point. Additionally, Cerdd Music Torfaen have been providing instrumental music lessons to all pupils across the school. Senior Management, Teachers and Teaching Assistants have worked with Social Services, Families First and CAMHS (Child and Adolescent Mental Health Service) and Police. The school has worked in partnership with Torfaen Outreach and Torfaen In-Reach have supported specific individuals.</p>	<p>1.3. Those vulnerable learners receiving provision via Torfaen Play and Dog Therapy. are making the expected academic, personal and wellbeing progress considering their baseline. Senior Management, Teachers and Teaching Assistants have worked with Social Services, Families First and CAMHS (Child and Adolescent Mental Health Service) and Police. The school has worked in partnership with Torfaen Outreach and Torfaen In-Reach have supported specific individuals.</p>
<p>2. Strengthen pupil voice, pupils' autonomy and ownership of their learning curriculum</p>	<p>2.1. Establish all school sub-committees via application and election process. Establish a pupil parliament with</p>	<p>2.1. Following the success of the School Council's work in designing 'Caban y Coed' in 2021-2022, many elements of school improvement can be linked directly to discussions and actions</p>	<p>2.1. Thomas Rainsbury</p>	<p>2.1. Regularly planned and scheduled meeting with each committee.</p>	<p>2.1. All sub-committees have been established. These include; School Council, Wellbeing Committee, Digital</p>	<p>2.1. School sub-committees continue to meet regularly and further pupil voice activities</p>	<p>2.1. School sub-committees continue to meet regularly and further pupil voice activities have</p>

<p>and environment by establishing a Pupil Parliament. This Pupil Parliament will feature more prominently than our previous iterations of school council, eco-committee. Wellbeing committee, digital leaders and Welsh crew will gain a more prominent place in our school.</p>	<p>representation of pupils from each school sub-committee. Sub-Committees and pupil parliament meetings to be timetabled regularly with agenda and actions reflecting pupil voice.</p>	<p>agreed via school committees and school parliament. Many children can express their opinions and have been involved in decisions about their life in school.</p>			<p>Wizards, Criw Cymraeg and the Eco Committee. Representatives from each committee form the School's Parliament. Through establishing these pupil groups Many children can express their opinions and have been involved in decisions about their life in school. Additionally, School Council have put forward an order for a range of new yard equipment. School Council brought forward suggestions and focus for activities that were then used during Anti-Bullying week. This term the Wellbeing Committee suggested the activities that were utilised during Children in Need.</p>	<p>have been planned and developed. These include:</p> <p>Pupil voice being present in the evaluation of the effectiveness of the apps and software provision within the school. This has informed more purposeful and appropriate ICT provision going forward. Additionally, pupils have been involved in developing the school 'Siop Swop Eco' that is designed to support parents via offering the opportunity to swap items of clothes and tinned food. A school litter picking club is being developed. Pupils are designing a wellbeing bench to be allocated on the school yard.</p>	<p>been planned and developed.</p> <p>These include:</p> <ul style="list-style-type: none"> -Check in sheets for pupils at certain times of the day. -Wellbeing questionnaires. -Establishing the ECO house/Swap Shop that is being utilised regularly by parents. Contact has now been made with a local supermarket in order to source appropriate tinned foods for the shop.
	<p>2.2. Nominate school head boys (x2) and head girls (x2) via application and election process.</p>	<p>2.2. Elections of head boys and head girls will be completed in September 2022. These individuals will then start a process of chairing meetings and working as a conduit between staff and children. Many elements of school improvement can be linked directly to discussions and actions agreed via school committees and school parliament.</p>	<p>2.2. Thomas Rainsbury</p>	<p>2.2. Regularly planned and scheduled meeting with each committee.</p>	<p>2.2. Head boys (x2) and head girls (x2) have been appointed via application and election process. These individuals chair committee meetings and discuss proposed agenda points with staff member leading each committee.</p>	<p>2.2. Head boys (x2) and head girls (x2) have been appointed via application and election process. These individuals chair committee meetings and discuss proposed agenda points with staff member leading each committee.</p>	<p>2.2. Head boys (x2) and head girls (x2) have been appointed via application and election process. These individuals chair committee meetings and discuss proposed agenda points with staff members leading each committee. Same process to be followed next year.</p>

<p>3. Implement a Rights Respecting approach to all aspects of school life by consideration of UNICEF's 54 articles relating to the rights of the child.</p>	<p>3.1. Teaching and Learning through Rights: Co-create a school charter alongside the Pupil Parliament that is in line with the 'Convention on the Rights of the Child' articles. This will be communicated/promoted throughout the school community. All elements of the school charter to be recognised and implemented into school life. School charter to be displayed in all classrooms and other areas of the school and promoted regularly.</p>	<p>3.1. Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being.</p>	<p>3.1. Tom Rainsbury</p>	<p>3.1. £850 - Membership to UNICEF</p>	<p>3.1. School Parliament have considered UNICEF's Articles of the Rights of the Child and chose those articles that best echoed the school's ethos and values. Leading on from this work each of these rights have been displayed in every classroom and each right in turn is discussed in weekly assemblies. The impact of this is that pupils are aware of their rights and how they present themselves. School Parliament have also produced a school charter that outlines 8 pledges in order for the whole school community to support commit to supporting children's rights. See 'Rights Respecting Schools' evaluation documentation.</p>	<p>3.1. Pupil parliament have developed a school charter based on chosen UNICEF's articles – The impact of this is that a whole school charter has been embedded reflecting pupil voice that notes the ways in which the school community can support and protect each other's rights. See 'Rights Respecting Schools' evaluation documentation.</p>	<p>3.1. Pupil parliament has been established. A school charter based on chosen UNICEF's articles – The impact of this is that a whole school charter has been embedded reflecting pupil voice that notes the ways in which the school community can support and protect each other's rights. See 'Rights Respecting Schools' evaluation documentation.</p> <p>School has been successful in securing UNICEF's 'Rights Respecting School' Bronze accreditation.</p>
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	<p>3.2. Teaching and Learning about Rights: Key articles of The United Nations Convention on the Rights of the Child (CRC) are made known to children and adults use shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.</p>	<p>3.2. Many children and young people will be familiar with a number of Articles of the Convention on the Rights of the Child and can talk about the rights they enjoy. Many pupils know rights are universal and unconditional; the Convention on the Rights of the Child applies to all children and young people everywhere, all the time. Many pupils demonstrate an awareness of where and why some children may not be able to access their rights. School parents and governors know about and understand the Convention on the Rights of the Child and how these are supported by the school.</p>	<p>3.2. Tom Rainsbury</p>	<p>3.2. £850 - Membership to UNICEF</p>	<p>3.2. Through mid-term and short-term planning staff note the possibilities of teaching and learning about rights through themes and subject areas. The impact of this is that pupils develop a deeper knowledge of understanding regarding theirs and others rights through a range of subject areas. Planning scrutinies and book scrutinies have demonstrated that has been a targeted focus on rights in Term 1 (e.g. UNICEF units of work in Progress Step 3, units of work-based on celebrating 'being me' and uniqueness.) See 'Rights Respecting Schools' evaluation documentation. Rights are visible in every classroom. See also the Head's Bulletin which has had a weekly focus on UNICEF's children's rights in order to raise the profile of rights so that parents and families understand the ABCDE of Children's rights.</p> <p><i>A= Rights are for <u>All</u> children. They are universal.</i></p>	<p>3.2. Staff across Progress Steps continue to note through mid-term and short-term planning staff the possibilities of teaching and learning about rights through themes and subject areas. See 'Rights Respecting Schools' evaluation documentation.</p>	<p>3.2. Throughout the academic year Staff across Progress Steps continue to note through mid-term and short-term planning staff the possibilities of teaching and learning about rights through themes and subject areas. See 'Rights Respecting Schools' evaluation documentation.</p> <p>School has been successful in securing UNICEF's 'Rights Respecting School' Bronze accreditation.</p>
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					<p><i>B = Rights are there at Birth. They are inherent.</i></p> <p><i>C = Rights <u>Cannot be taken away</u>. They are inalienable.</i></p> <p><i>D = Rights <u>Do Not have to be earned</u>. They are unconditional.</i></p> <p><i>E = All rights are <u>Equally</u> important. They are indivisible.</i></p>		
	<p>3.3. Teaching and Learning for Rights:</p> <p>Awareness days to be linked to key articles of 'Convention on the Rights of the Child' and pupils to be made aware of how the activities on these days promote children and young people's rights. Children's participation in these awareness days to be shared with the wider community via the school's social media platforms. Awareness days will include:</p> <ul style="list-style-type: none"> -03/11/22: Anti-Bullying week: (Articles 19, 15 & 2) -10/11/22: World Children's Day (Article 45) -07/11/22: Black History Month (Article 2, 12, 29 & 30) -26/01/23: Safer Internet Day (Articles, 19, 17 & 34) -16/2/23: World Book Day (Article 28 & 29) 	<p>3.3. Many children have been involved in a range of activities to promote children and young people's rights on a local and global scale. Children will know that they have rights and will explore what it means to enjoy these rights.</p>	<p>3.3. Tom Rainsbury</p>	<p>3.3. £850 - Membership to UNICEF</p>	<p>3.3. Many children have been involved in a range of activities to promote children and young people's rights on a local and global scale. These have included</p> <ul style="list-style-type: none"> Anti-Bullying week: (Articles 19, 15 & 2) , Black History Month (Article 2, 12, 29 & 30) and Children in need (Article 2, 12). NSPCC Week was also held in order to raise the profile of children's rights and keeping them safe. During this week, the school focused on YouTube Safety, Common Sense Media, P.A.N.T.S., Helping Children with Emotions and Steps to Improve Child Wellbeing. 	<p>3.3. Pupils have been involved in a range of further activities to promote children and young people's rights on a local and global scale. These have included</p> <ul style="list-style-type: none"> -16/2/23: World Book Day (Article 28 & 29) -Safer Internet Day (Articles, 19, 17 & 34) The Digital Wizards pupil voice sub-committee informed presentation in the recent parent workshop to raise awareness of internet safety 	<p>3.3. There has been a focus this term on ensuring that all children receive opportunities to participate in a wide range of competitive sporting activities in order to complement Articles 24, 31 and 14.</p> <p>School has been successful in securing UNICEF's 'Rights Respecting School' Bronze accreditation.</p>

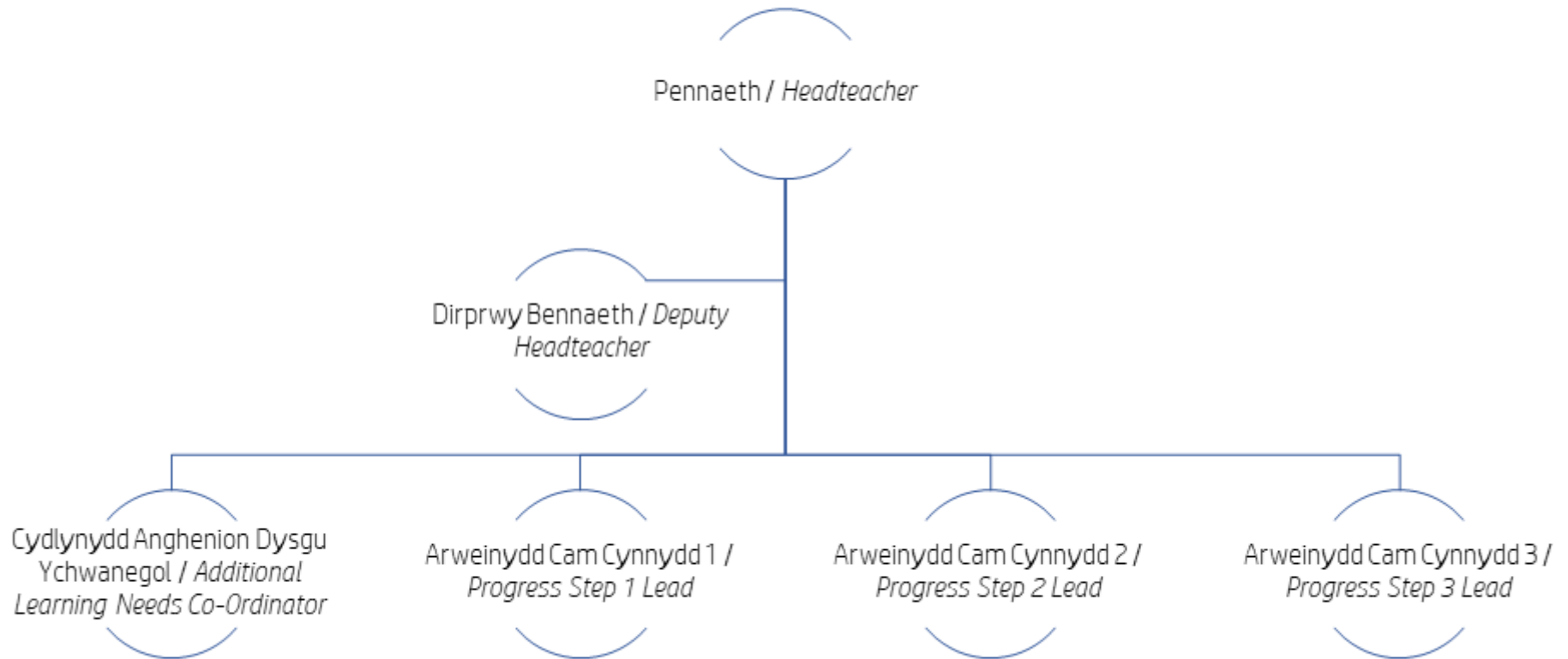
Nodiadau Ychwanegol / <i>Additional Notes</i>		
Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
<ul style="list-style-type: none"> Eco-Committee members have scheduled work regarding ensuring recycling bins in each classroom and stickers on electrical switches encouraging energy saving practices for Spring Term. School Council members have now need to develop a 'yard buddy' programme that offers wellbeing support to pupils during break times. 	<ul style="list-style-type: none"> Siop Swop Eco currency being built ready for launching in the Summer term. 	<ul style="list-style-type: none"> School has been successful in securing UNICEF's 'Rights Respecting School' Bronze accreditation.



Allwedd Graddio Cyrhaeddiad / Progress Judgement Key

	Mynd i'r afael â'r Argymhelliad / Addressing the Recommendation	Agweddau sydd Dal i fod Angen Sylw / Aspects Still Requiring Attention	Effaith ar Safonau ac Ansawdd y Ddarpariaeth / Impact on Standards and Quality of Provision	Gwaith sy'n Ofynnol ar yr Ymweliad Monitro Nesaf / Work Required on the Next Monitoring Visit
Cynnydd Cyfyngedig / Limited Progress	Nid yw'n bodloni'r argymhelliad / Does not meet the recommendation	Mae pob agwedd bwysig neu lawer yn dal i aros am sylw / All or many important aspects still awaiting attention	Dim effaith ar safonau nac ansawdd y ddarpariaeth (e.e. mae safonau wedi gostwng ers yr arolygiad craidd i ddangosyddion allweddol) / No impact on standards or quality of provision (e.g. standards have declined since core inspection in key indicators)	Llawer o waith i'w wneud o hyd a llawer o agweddau i'w hystyried o hyd / Much work still to do and many aspects still to consider
Cynnydd Dibynnol / Satisfactory Progress	Mynd i'r afael â'r argymhelliad mewn llawer o ffyrdd / Addresses the recommendation in many respects	Mae angen rhoi cryn sylw o hyd i rai agweddau pwysig / A few important aspects still require significant attention	Effaith gyfyngedig ar safonau ac ansawdd y ddarpariaeth / Limited impact on standards and quality of provision	Mae llawer o agweddau wedi ei delio â hwy ond mae dal gwaith sylweddol i'w wneud mewn meysydd pwysig / Many aspects addressed but still significant work to do in important areas
Cynnydd Effeithiol / Effective Progress	Mynd i'r afael â'r argymhelliad yn y rhan fwyaf o ffyrdd / Addresses the recommendation in most respects	Dim ond mân agweddau sydd angen sylw / Only minor aspects still require attention	Effaith gadarnhaol ar safonau ac ansawdd y ddarpariaeth / Positive impact on standards and quality of provision	Mae'r rhan fwyaf o agweddau a drafodir eisoes heb fawr o waith ar ôl i'w wneud / Most aspects covered already with little significant work left to do
Cynnydd Effeithiol Iawn / Very Effective Progress	Mynd i'r afael â'r argymhelliad yn effeithiol / Addresses the recommendation effectively	Nid oes angen rhoi sylw pellach i unrhyw agwedd / No aspects require further attention	Effaith dda iawn ar ansawdd y ddarpariaeth / Very good impact on quality of provision	Ysgol i gynnal ac adeiladu ar arfer gwell / School to maintain and build on improved practice

Strwythur Uwch-Arweinyddiaeth / Senior Leadership Structure



Strwythur Rheoli Perfformiad / Performance Management Structure

