Cynllun Datblygu'r Ysgol

School Development Plan

2024-2025

Fersiwn wedi'i Ddiweddaru / *Version Updated*: 19/06/2025

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 Williamson-Dicken,
MA(Ed), PGCert, BA(Hons), CMgr FCMI

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 gorwelion a pharotoi 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 gwrando 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.*

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 arnyn 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.*

Trosolwg o Ddadansoddiad Cynllun Datblygu'r Ysgol 2023-2024 / *Overview of the School Development Plan Analysis 2023-2024*

Blaenoriaeth / Priority	Cynnydd / Progress
Blaenoriaeth 1: Datblygu Darpariaeth Lles Holistig Strategol Ymhellach trwy ganolbwyntio ar greu a gweithredu Fframwaith Annibyniaeth, Gweithredu'r Rhaglen Lles Jig-so a Mireinio Protocolau Anghenion Dysgu Ychwanegol Priority 1: Further Develop Strategic Holistic Wellbeing Provision by focusing on the Creation and Implementation of an Independence Framework, Implementing the Jigsaw Wellbeing Programme and Refining Additional Learning Needs Protocols	WEDI CWRDD YN LLAWN / FULLY MET CYNNYDD EFFEITHIOL IAWN / VERY EFFECTIVE PROGRESS
Blaenoriaeth 2: Gwella Trylwyredd Darpariaeth Gwyddoniaeth a Thechnoleg trwy Arbrofion, Prosiectau Codio a Meddwl Arluniol Priority 2: Improve Rigour of Science and Technology Provision through Experiments, Coding and Design Thinking Projects	WEDI CWRDD YN LLAWN / FULLY MET CYNNYDD EFFEITHIOL IAWN / VERY EFFECTIVE PROGRESS
Blaenoriaeth 3: Gwella Hyfedredd Darllen trwy'r Ysgol trwy Godi Proffil Darllen, Cynyddu Ymgysylltiad Teuluol a Gwella Canlyniadau Priority 3: Improve Reading Proficiency throughout the School by Raising the Profile of Reading, Increasing Family Engagement and Improving Outcomes	WEDI CWRDD YN LLAWN / FULLY MET CYNNYDD EFFEITHIOL IAWN / VERY EFFECTIVE PROGRESS
Blaenoriaeth 4: Datblygu Ymgysylltiad Diwylliannol ac Ieithyddol Cymraeg Ymhellach trwy ganolbwyntio ar Wobr Siarter Iaith Aur, Mentora Disgyblion a Chynllunio Thematig	WEDI CWRDD YN LLAWN / FULLY MET CYNNYDD EFFEITHIOL IAWN / VERY EFFECTIVE PROGRESS

Priority 4: Further Develop Welsh Cultural and Language Engagement by focusing on the Gold Siarter Iaith Award, Pupil Mentoring and Thematic Planning	
Blaenoriaeth 5: Adeiladu Ymhellach ar Weithredu'r Cwricwlwm i Gymru trwy ddatblygiad proffesiynol staff sy'n canolbwyntio ar Feysydd Timau Dysgu a Phrofiad, gan weithio tuag at Wobr Hawliau Plant Arian UNICEF a gweithio tuag at Wobr Arian Athroniaeth i Blant Priority 5: Further Build upon the Implementation of the Curriculum for Wales through Staff Professional Development focused on Areas of Learning and Experience Teams, working towards the Silver UNICEF Children's Rights Award and working towards the Silver Philosophy for Children Award	WEDI CWRDD YN LLAWN / FULLY MET CYNNYDD EFFEITHIOL IAWN / VERY EFFECTIVE PROGRESS

Blaenoriaethau Datblygu'r Ysgol, 2024-2025 / *School Development Priorities, 2024-2025*

Blaenoriaeth Ddatblygiad 1 / *Development Priority 1*

Datblygu Annibyniaeth Plant Ymhellach

trwy Wella'r Defnydd o'n Fframwaith Pwrpasol, Datblygu Darpariaeth Meysydd Dysgu a Darparu Mwy o Gyfleoedd Dysgu Creadigol

Further Develop Children's Independence

through Enhancing the Use of Our Bespoke Framework, Developing Provision Learning Areas and Providing Increased Creative Learning Opportunities

Yn gysylltiedig ag Argymhelliad 1 yn Adroddiad Arolwg Estyn (Medi 2023)
Linked to Recommendation 1 in Our Estyn Inspection Report (September 2023)

Syniadau Cychwynnol ar gyfer Datblygiad / *Initial Ideas for Development*

Syniadau Cychwynnol Staff / *Initial Ideas from Staff*

- Bloc Play - Jen Summers (tu allan a thu mewn) Meithrin - bl 2- dyma ffordd o sut i fod yn greadigol- gall hwn hefyd fod yn drawsgwricwlaidd. O brofiad gwelaf llwyth o weithgareddau / gwersi sydd yn deillio o ddefnyddio blociau. Mae hyn hefyd yn dda o ran ffocysu ar lais y disgyblion.
- Datblygu y darpariaeth ehangach o fewn dosbarthiadau, yn enwedig yng Ngham Cynnydd 1 a 2 sydd yn cynnig cyfleuoedd i ddisgyblion ymarfer a chymhwyso gwybodaeth a sgiliau mewn ystod o gyd-destunau gwahanol.
- Swyddi penodol i ddisgyblion hyn yr Ysgol e.e. Blwyddyn 6 i gefnogi disgyblion ifanca'r Ysgol yn ystod mabolgampau, Eisteddfodau Ysgol i arwain eu llys ac ymarfer caneuon/ darnau llafaru, criw Cymraeg o ddydd i ddydd i ddarparu tocynnau iaith, cyngor lles i chwarae gemau cymdeithasol Cymreig gyda'r disgyblion amseroedd chwarae (bydis y buarth).
- Arbenigwr o fewn cyfleoedd creadigol - celf a cherddoriaeth.
- Rhoi mwy o ffocws ar phrosiectau trawsgwricwlaidd pwrpasol o fewn yr unedau o waith thematig sydd hefyd yn alluogi i ddisgyblion cymhwyso sgiliau, gwybodaeth a ddisgybliaeth pwnc mewn cyd-destunau amrywiol.
- Arweinydd Celfyddau mynegianol sydd yn 'goruchwylio' adnoddau ac yn pori trwy cynlluniau

Syniadau Cychwynnol Disgyblion / *Initial Ideas from Pupils*

- Cyfleuoedd i neud prosiectau gyda'n gilydd o fewn yr ysgol, ond hefyd fel gwaith cartref.
- Mwy o gyfleuoedd i ymarfer yr hyn ni wedi dysgu heb cymorth athrawon.
- Rhoi cyfleuoedd i ni arbrofi yn fwy heb gorfod dilyn MPLl trwy'r amser
- Derbyn profiadau creadigol ble rydym yn gallu arbrofi.

Blaenoriaeth Ddatblygiad 2 / *Development Priority 2*	
Ffocws ar Wella Uwch Sgiliau mewn Llythrennedd trwy Ddarparu Cyfleoedd Llafaredd Cyfoethog ac Ystyrlon, Dadansoddi Testunau Darllen a Gweithio tuag at Wobr Aur Athroniaeth i Blant ***Focus on Improving Higher Order Skills in Literacy*** *through Providing Rich and Meaningful Oracy Opportunities, Analysis of Reading Texts and Working towards the Gold Philosophy for Children Award* Yn gysylltiedig ag Argymhelliad 2 yn Adroddiad Arolwg Estyn (Medi 2023) *Linked to Recommendation 2 in Our Estyn Inspection Report (September 2023)*	
Syniadau Cychwynnol ar gyfer Datblygiad / *Initial Ideas for Development*	
Syniadau Cychwynnol Staff / *Initial Ideas from Staff* • Cynllunio genres pwrpasol o fewn pythefnosau iaith i sicrhau bod cyfleoedd i ddatblygu llafaredd e.e araith, drama/sgript. Hefyd manteisio ar gyfleoedd trawscwricwlaidd e.e adroddiad tywydd. • Mwy o ddarllen a deall yng ngham cynnydd • Sesiynau lle mae awdur yn dod mewn i neud gweithdai gyda phawb - sbarduno plant. • Sesiynau canu i wella safonau iaith y plant • Mwy o gyfleoedd multi modal (fideos) i hybu sgiliau casgliad 'inference' wrth drafod. • I sicrhau ein bod yn defnyddio adnoddau Tim Arloesi ADY yn gyson ar draws yr ysgol. • Sefydlu a datblygu radio Panteg, gall hyn edrych fel cyfle i bob dosbarth i gyfleu bwletin y dosbarth. • Cyfleoedd sgriptio a datblygu cyfleodd llafaredd wrth gyflwyno. • Bagiau stori gyda pypedau ac adnoddau i fewn, Actio'r stori mas gan ddefnyddio'r adnoddau. • Codau QR gyda storiau yn cael eu recordio • Cyfleoedd darllen unigol i blant CC3 yn y boreuon - staff i nodi pwy mae nhw wedi llwyddo i darllen gyda yn dyddiol - cofnod syml iawn e.e rhestr enwau a tic. Nid amser penodol i ymarfer sillafu ond i darllen yn unigol cyn cwblhau tasg Cyfri Pob Eiliad.	Syniadau Cychwynnol Disgyblion / *Initial Ideas from Pupils* • Datblygu partneriaid darllen gan ddefnyddion testunau diddorol fel comics. • Clybiau dadl • Lanlwytho ystod o destunau mwy diddorol ar 'Google Classroom'. Gall hyn bod fel llyfrgell diddorol a chynnwys comics. • Defnyddio testunau sydd yn sbarduno ni o fewn ein sesiynau darllen grwp.

Blaenoriaeth Ddatblygiad 3 / *Development Priority 3*	
Datblygu Cymhwysedd Digidol Ymhellach trwy Gynyddu Cyfleoedd Tasgau Digidol Annibynnol a Chydweithredol, Archwilio'r Defnydd o Ddeallusrwydd Artiffisial (AI) a Chynllunio Effeithiol ***Develop Digital Competency Further*** *through Increasing Digital Independent and Collaborative Task Opportunities, Exploring the Use of Artificial Intelligence (AI) and Effective Planning*	
Syniadau Cychwynnol ar gyfer Datblygiad / *Initial Ideas for Development*	
Syniadau Cychwynnol Staff / *Initial Ideas from Staff* • Sefydlu a datblygu radio Panteg, gall hyn edrych fel cyfle i bob dosbarth i gyfleu bwletin y dosbarth. • Cyfleoedd sgriptio a datblygu cyfleodd llafaredd wrth gyflwyno. • Defnyddio TGCh i ddatblygu sgiliau llafar e.e cyflwyniadau newyddio/tywydd. • Defnyddio gemau TGCh i ddatblygu sgiliau mathemateg ar Abacus • Datblygu dosbath rhithiol i ddarparu cyfleoedd annibynnol i ymarfer sgiliau digidol trawscwricwlaidd. • Cyfleoedd i arbrofi gyda TGCh. • Labordy Mac yn y stryd. • Sicrhau bod cyfleoedd TGCh yn cael eu darparu fel rhan naturiol o'r cynlluniau.	Syniadau Cychwynnol Disgyblion / *Initial Ideas from Pupils* • Dewynau digidol yn rhannu arbenigedd gyda disgyblion eraill gan gynnwys disgyblion lau. • Mwy o gyfleuoedd i ddefnyddio appiau sydd yn rhoi cyfleuoedd i ni fod yn greadigol trwy ,creu cerddoriaeth, darnau o gelf a chyflwyniadau. • Clwb codio • Sicrhau bod ni'n derbyn cyfleuoedd TGCh yn fwy aml • Dod a pobl mewn sydd yn gweithio ym mhyd Technoleg a trafod y fath o bethau sydd angen i ni ddysgu er mwyn bod yn lwyddianus mewn swyddi TGCh.

Blaenoriaeth Ddatblygiad 4 / *Development Priority 4*	
Gwella Ein Darpariaeth Anghenion Dysgu Ychwanegol a Lles trwy Ddarparu Hyfforddiant Wedi'i Anelir Yn Benodol at Ddysgwyr Cymhleth a Chymhleth Iawn, Mireinio Gweithdrefnau Ymyrraeth a Chysoni Ein Hethos ag Arferion Ysgol Gwybodus o Drawma ***Enhance Our Additional Learning Needs and Wellbeing Provision*** *through the Provision of Training Specifically Aimed at Complex and Highly Complex Learners, Refining Intervention Procedures and Aligning Our Ethos with Trauma Informed School Practices*	
Syniadau Cychwynnol ar gyfer Datblygiad / *Initial Ideas for Development*	
Syniadau Cychwynnol Staff / *Initial Ideas from Staff* • Cytuno ar strategaethau pwrpasol TIS sydd yn gyson ar draws yr ysgol. • Hyforddiant er mwyn datblygu dealltwriaeth o'r cefnogaeth effeithiol o fewn y haenau o ddarpariaeth sydd yn rhan o'r strategaeth graddedig ar gyfer ADY. • Gwnewch yn siwr mae'r strategaethau yma yn weledol ac yn hawdd i ddeall. • Rhannu hyfforddiant ac arbennigedd gyda staff eraill - hyfforddaint POPAT, Corrective reading, ELSA. • Polisi ymddygiad yn gyson ar draw yr ysgol ac yn cael eu rhannu gyda rhieni. • Codi ymwybyddiaeth y plant am wahaniaethau e.e awtistiaeth	Syniadau Cychwynnol Disgyblion / *Initial Ideas from Pupils* • Mwy o wersi am sut i ddeall anghenion ac anhawsterau plant eraill. • Athrawon i ddeall sut i helpu pob disgybl yn y dosbarth. • Sicrhau bod ni'n hapus cyn cychwyn ar ein gwaith. • Parhau gyda amser meddwlgarwch • Darpariaeth lles amser chwarae megis bainc lles

Blaenoriaethau Datblygu'r Ysgol, 2025-2026 / *School Development Priorities, 2025-2026*

Blaenoriaeth Datblygiad 6 / *Development Priority 6*	Blaenoriaeth Datblygiad 7 / *Development Priority 7*	Blaenoriaeth Datblygiad 8 / *Development Priority 8*	Blaenoriaeth Datblygiad 9 / *Development Priority 9*
Cryfhau addysgu, dysgu ac asesu ymhellach, yn y Blynyddoedd Cynnar *Strengthen teaching, learning and assessment further, in the Early Years*	Sicrhau bod Lefelau Her a Chyrhaeddiad o fewn Gwersi yn Uchel i Bawb gan gynnwys Disgyblion Mwy Galluog *Ensure that the Levels of Challenge and Achievement within Lessons are High for All Pupils including More Able Pupils*	Parhau i Ddatblygu Gweithdrefnau Asesu Crynodol a Ffurfiannol Effeithiol ar draws yr Ysgol *To Continue to Develop Effective Summative and Formative Assessment Procedures across the School*	I Ddatblygu Agweddau a Gwytnwch Disgyblion Ymhellach *To Further Develop Pupils' Attitudes and Resilience to Learning*

Blaenoriaethau Datblygu'r Ysgol, 2026 Ymlaen / *School Development Priorities, 2026 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*
Plant yn Datblygu ac yn Mynd ati i Ddangos Dealltwriaeth Eithriadol o beth yw eu Rôl yn y Gymuned Leol, Genedlaethol a Rhyngwladol *Children Develop and Actively Demonstrate an Outstanding Understanding of what their Role is in the Local, National and International Community*	Datblygu Dysgu Proffesiynol Ymhellach yn yr Ysgol a dod yn Ganolbwynt Hyfforddi ar gyfer Gwella Addysg *To Further Develop Professional Learning within the School and to become a Training Hub for Improving Education*	Mewnoli Ymhellach a Gwella Dysgu Rhesymu Mathemategol trwy'r Ysgol *Further Embed and Improve Mathematical Reasoning Learning throughout the School*	*Ffocysu ar Wella Sgiliau Uwch yn y Celfyddydau Mynegiannol* Focus on Improving Higher Order Skills in the Expressive Arts

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

Amcan Llesiant 1 - Byddwn yn codi cyrhaeddiad addysgol, gan helpu pobl ifanc ac oedolion i gael y cymwysterau a'r sgiliau y mae eu hangen i fyw bywydau cadarnhaol

Amcan Llesiant 2 - Byddwn yn annog ac yn hybu plant, pobl ifanc a theuluoedd fel y gallan nhw ffynnu

Amcan Llesiant 3 - Byddwn yn mynd i'r afael ag anghydraddoldeb trwy ganolbwyntio ar weithgareddau adnabod ac atal sy'n cefnogi pobl i fyw bywydau annibynnol a boddhausb

Amcan Llesiant 4 - Byddwn yn gwneud Torfaen yn fwy cynaliadwy trwy gysylltu pobl a chymunedau, yn gymdeithasol, yn ddigidol ac yn ffisegol

Amcan Llesiant 5 - Byddwn yn ymateb i'r argyfyngau hinsawdd a natur, yn ailgylchu mwy ac yn gwneud gwelliannau i'r amgylchedd lleol

Amcan Llesiant 6 - Byddwn yn gwneud Torfaen yn lle gwych i fod mewn busnes trwy weithio gyda chyflogwyr lleol, annog busnesau newydd a gweithgareddau entrepreneuraidd

Amcan Llesiant 7 - Byddwn yn hybu bywydau mwy iach yn Nhorfaen er mwyn gwella lles meddyliol a chorfforol

Amcan Llesiant 8 - Byddwn yn cefnogi ein diwylliant a'n treftadaeth leol ac yn gwneud Torfaen yn lle ffyniannus, diogel a deniadol i fyw ac i ymweld ag e.

Amcan Llesiant 9 - Byddwn yn darparu gwasanaethau effeithlon sy'n canolbwyntio ar y cwsmer ac sy'n adlewyrchu'r ffordd mae pobl yn byw eu bywydau ac yn dymuno cael gwasanaethau

Well-being Objective 1 - We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives

Well-being Objective 2 - We will encourage and champion children, young people and families so they can thrive

Well-being Objective 3 - We will tackle inequality by focusing on early identification and prevention activities that support people to live independent and fulfilling lives

Well-being Objective 4 - We will make Torfaen more sustainable by connecting people and communities, socially, digitally and physically

Well-being Objective 5 - We will address our climate and nature emergencies, recycle more and make improvements to the local environment

Well-being Objective 6 - We will make Torfaen a great place to do business by working with local employers, encouraging new business start-ups and entrepreneurial activities

Well-being Objective 7 - We will promote healthier lifestyles in Torfaen to improve mental and physical well-being

Well-being Objective 8 - We will support our local culture and heritage and make Torfaen a thriving, safe and attractive place to live and visit

Well-being Objective 9 - We will provide efficient customer focused services that reflect the way people live their lives and wish to access services

Cenhedaeth Ein Cenedl - Llywodraeth Cymru / *Our National Mission - Welsh Government*

Amcan 1:
Dysgu am oes fel bod pawb yng Nghymru yn dysgu, ac yn parhau i ddysgu, gan ddatblygu eu gwybodaeth a'u sgiliau, a chymryd rhan mewn profiadau sy'n berthnasol i'w bywydau heddiw ac yn y dyfodol.

Yr hyn a wnawn:
Sicrhau bod yr holl ddysgu'n cael ei arwain gan bedwar diben y cwricwlwm, drwy gydweithio ar draws darparwyr a chyda diwydiannau a chyflogwyr.

Amcan 2:
Chwalu rhwystrau er mwyn sicrhau bod cyfleoedd a deilliannau addysg rhagorol yn gallu cael eu cyflawni gan bob dysgwr, o bob oed, mewn ystafelloedd dosbarth, ar-lein, ac yn y gwaith.

Yr hyn a wnawn:
Drwy adnabod yn gynnar, drwy gymorth a thrwy gamau gweithredu wedi'u targedu, sicrhau bod pob dysgwr yn cael yr wybodaeth, y sgiliau a'r profiadau i fod yn ddinesydd gweithredol, gan gynnwys sgiliau trawsgwricwlaidd llythrennedd, rhifedd a chymhwysedd digidol.

Amcan 3:
Profiad addysg cadarnhaol i bawb, gyda dysgwyr a staff yn cael cefnogaeth gyda'u lles a'u gwydnwch, sy'n hanfodol ar gyfer gwella deilliannau addysg a chyfleoedd bywyd.

Yr hyn a wnawn:
Sicrhau bod dysgwyr yn cael eu cefnogi i fod yn unigolion iach a hyderus, yn barod i fyw bywydau llawn fel aelodau gwerthfawr o gymdeithas, mewn mannau dysgu sy'n gefnogol, sy'n ddiogel, sy'n gynhwysol ac sy'n rhydd o wahaniaethu a bwlio.

Amcan 4:
Addysgu ac arweinyddiaeth o ansawdd uchel, lle mae pawb yn cael budd o'r dysgu proffesiynol gorau fel y gallant gefnogi llwyddiant pob dysgwr, yn enwedig y rhai sydd dan anfantais yn economaidd-gymdeithasol.

Yr hyn a wnawn:
Dysgu a chymorth proffesiynol gwarantedig i'r holl staff gydol eu gyrfa, o'r hyfforddiant cychwynnol hyd at lefel arweinyddiaeth, sy'n canolbwyntio ar wireddu pedwar diben y cwricwlwm, a chapasiti a galluogrwydd i gefnogi llwyddiant pob dysgwr.

Amcan 5:
Dysgu yn y gymuned, gyda sefydliadau cryf yn ymgysylltu, yn integreiddio ac yn cael eu grymuso gan eu cymunedau.

Yr hyn a wnawn:
Grymuso pob dysgwr, teulu a chymuned i feithrin cydberthynas a phartneriaeth cryf â darparwyr addysg, er mwyn sicrhau ein bod yn mynd i'r afael ag anfantais ac yn darparu addysg o'r radd flaenaf yn lleol ac yn genedlaethol.

Amcan 6:
Mae'r Gymraeg yn perthyn i ni i gyd, gan roi'r cyfle i bob dysgwr gael mynediad cyfartal i'r iaith a'r cyfle i wireddu ei botensial.

Yr hyn a wnawn:
Annog pobl i ddefnyddio'r Gymraeg ar draws y system addysg, fel rhan annatod o Gwricwlwm i Gymru, ein huchelgeisiau Cymraeg 2050 ac ehangu'r ddarpariaeth sydd ar gael ôl-16 i astudio drwy'r Gymraeg a chyfleoedd i ddysgu'r iaith fel dinasyddion gweithredol a gweithgar.

Objective 1: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.

What we will do:
Ensure that all learning is guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers.

Objective 2: Breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work.

What we will do:
Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.

Objective 3: A positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances.

What we will do:
Ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying.

Objective 4: High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.

What we will do:
Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.

Objective 5: Community-based learning, with strong institutions engaging, integrating and being empowered by their communities.

What we will do:
Empower all learners, families and communities to build strong relationships and partnerships with education providers, so that we tackle disadvantage and deliver world-class education locally and nationally.

Objective 6: Cymraeg belongs to us all, giving every learner equal access to the language and the opportunity to reach their potential.

What we will do:
Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.

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

Datblygu Annibyniaeth Plant Ymhellach

trwy Wella'r Defnydd o'n Fframwaith Pwrpasol, Datblygu Darpariaeth Meysydd Dysgu a Darparu Mwy o Gyfleoedd Dysgu Creadigol

Further Develop Children's Independence

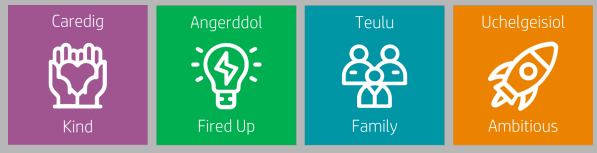
through Enhancing the Use of Our Bespoke Framework, Developing Provision Learning Areas and Providing Increased Creative Learning Opportunities

Yn gysylltiedig ag Argymhelliad 1 yn Adroddiad Arolwg Estyn (Medi 2023)

Linked to Recommendation 1 in Our Estyn Inspection Report (September 2023)

2024-2025

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility:* **Mrs. Elin Johnson** gyda chymorth y Corfflu Datblygu Annibyniaeth

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?*	

Yn dilyn ein harolygiad Estyn llwyddiannus diweddar yn 2023, mae ein hysgol yn gyson yn ceisio hunan-wella a datblygu cryfderau yn arfer sy'n arwain y sector a gwendidau mewn i arfer dda. O'r herwydd, un o'n ffocws ar gyfer blwyddyn academaidd 2024-2025 fydd datblygu annibyniaeth plant ymhellach. Byddwn yn datblygu ein fframwaith annibyniaeth pwrpasol ymhellach ac yn parhau i ddatblygu matrics sy'n fwyfwy rhan o wead ein hysgol, yn fwy ymarferol i bob defnyddiwr ac yn helpu ein plant i ddod yn ddysgwyr **uchelgeisiol**. Byddwn yn sicrhau bod ein plant yn dod yn ddysgwyr uchelgeisiol. yn fwyfwy cyfarwydd â'n fframwaith ac yn magu hyder wrth ddefnyddio'r eirfa o ddydd i ddydd. Bydd datblygu annibyniaeth plant trwy ein meysydd dysgu a darpariaeth well yn flaenoriaeth arall i sicrhau cysondeb mewn dulliau a safonau ar draws Camau Cynnydd 1 a 2 i ddarparu cyfleoedd cyfoethog ac amrywiol i ddisgyblion hwyluso ac ymgorffori eu sgiliau. Bydd hyn yn rhoi mwy o ddewis i blant yn yr ystafell ddosbarth ac yn eu helpu i fod yn fwy **angerddol** am eu dysgu. Byddwn yn sicrhau ein bod yn darparu cyfleoedd i blant ddatblygu'n greadigol trwy gyfleoedd dysgu ystyrlon a dilys.

Following our recent successful Estyn inspection in 2023, our school is constantly seeking to self-improve and develop strengths into sector leading practice and weaknesses into good practice. As such, one of our foci for the 2024-2025 academic year will be to further develop children's independence. We will further develop our bespoke independence framework and continue to develop a matrix that is increasingly more part of the fabric of our school, more functional for all users and helps our children to become **ambitious** learners.. We will ensure that our children become ever-increasingly familiar with our framework and will gain confidence whilst using the vocabulary on a day to day basis. Developing children's independence through our learning areas and enhanced provision will be another priority to ensure consistency in approaches and standards across Progress Step 1 and 2 to provide rich and varied opportunities for pupils to facilitate and embed their skills. This will give children more choice within the classroom and help them become more **fired-up** about their learning. We will ensure to provide opportunities for children to develop creatively through meaningful and authentic learning opportunities.

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. Further embed the use of our **bespoke independence framework** in order to support children's resilience, working together, curiosity, resourcefulness, effort and self-awareness.	1.1. **Review and refine the Independence Framework**. Before embedding the framework further, it is important to ensure that it is well-understood, relevant, and easily accessible. Organise a meeting with the Independence Task Force and curriculum leaders to review the current framework. Refine language and examples to ensure they are age-appropriate and aligned with school values. Circulate the updated framework to teaching and support staff for feedback on how effectively it is being used in the classroom. Gather examples of best practice and areas that require additional support. Update all framework materials to reflect the latest version. Develop resources that make the framework easily accessible to both staff and children,, such as posters for classrooms, simplified versions for younger children.	1.1. Children to use the correct vocabulary and use the framework directly within their work to show they are familiar with the framework. The framework is reviewed and aligned with current curriculum goals. Staff feedback is collected and incorporated into revisions. Updated materials are distributed and understood by all staff members. The framework is clearly linked to curriculum plans and displayed in lesson plans. Teachers consistently reference the framework in their lessons. Projects and thematic activities explicitly promote the development of these key skills.	1.1. Elin Johnson and the Independence Task Force	1.1. One day release time for EJ and Independence Framework	1.1. Whole staff input has now produced a refined version of the Welsh framework which conveys the same content but simplifies the language. In relation to their development and understanding, almost all of the pupils have the opportunity to work independently and together with peers. As last time, this was seen across the Progress Steps through examples of work and was seen using the Design Thinking Continuum in Science and through the use of Philosophy for Children sessions. The evaluations of baseline assessments, also reviewed as part of this evidence review, shows that children are less independent coming into the school and that good improvements have already been made over the first half term – especially as a result of the evidence of the impact of initial changes to provision areas within	1.1. Welsh and English frameworks have been simplified and are now being embedded through all foundation phases. Pupils in Progress Step 1 use the independence framework in their learning objectives to complete a task and Progress Step 2 and 3 have developed their Learning Objectives to ensure consistency and progress across all age groups.	1.1. Evaluation of the impact of the independence framework shows that pupils are receiving more opportunities to develop their independence and are utilising the framework within lessons well. This is clear in nearly all classes. The revised version of the framework is proving to be much easier for pupils to understand and is helping self-evaluation skills.

					the classes. In relation to their development and understanding, pupils are beginning to take increasingly successful approaches to self-evaluation, identifying the next steps in learning. When using the school's 'Independence Framework', many take more responsibility for their own learning by expressing their strengths and areas for improvement. However, Progress Stage 3 is now going to look at simplifying their recording of the 'Independence Framework' in books. Most of the pupils respond effectively to feedback, addressing any learning gaps and where appropriate for development, doing this independently. Almost all of the pupils are confident using the marking code. In most classes, it was seen that checking in green was used as a consistent method and the children do so confidently. There is improvement in the necessity to ensure that the checking in green is		

					reviewed by the teacher more regularly from the last report. Therefore, this is an area to continue to monitor to ensure that improvements stay consistent. Additional training has been provided to one new member of staff.		
	1.2. A well-prepared staff team is essential for the successful embedding of the framework. Conduct in-depth training sessions for teachers and support staff, focusing on practical ways to integrate the framework into everyday lessons. Assign time during staff meetings for teachers to share experiences and discuss how to incorporate the framework in different subjects. Encourage staff to explicitly model behaviours associated with the framework, such as demonstrating resilience, curiosity, and resourcefulness when problem-solving or teaching. Implement peer coaching where experienced teachers who are effectively using the framework support colleagues who may need guidance. Develop an	1.2. All staff have attended professional development sessions. Observations show increased modelling of the framework in classrooms. Teachers feel confident and supported in embedding the framework across subjects and activities.	1.2. Elin Johnson and the Independence Task Force	1.2.	1.2. Training course held for staff on the basis of independence within childhood development. This was a whole day inset training. Staff meetings have also been allocated to further develop the framework and simplify the Welsh language. It was seen, during lesson observations, that the pupils engage with new, unfamiliar experiences and ideas and participate readily and complete tasks in almost every single class. Within most of the classes, learners appropriately maintain focus and avoid distractions and persevere or look for new solutions when faced with difficulties in age-appropriate ways. Good support is given to the very few learners who	1.2. During lesson observations, the Annibyniaeth framework is observed consistently (age appropriately) across all classes, fostering increasing levels of collaboration and cooperation. Pupils demonstrate improved interpersonal, leadership, and social skills while showing respect for others. They also exhibited growing capabilities in research, discussion, analysis, and presentation, with some independently selecting methods. To advance, learners could be encouraged to take on specific team roles, such as leader or timekeeper. In Cam Cynnydd 2 and Cam Cynnydd 1, clear and structured learning areas enabled pupils to utilise their	1.2. Lesson observations and pupil focus groups showed that the independence framework is being used in all classes and effectively in nearly all. Where this works best is where staff consistently model independence and highlight independence foci verbally as they model. We now want to see less worksheet orientated learning to further increase the effectiveness of this priority as we move to next year's development plan. Staff in Progress Step 1 in particular have been supported by TS in improving more opportunities for choice, independent learning and kinesthetic authentic experiences. Staff in Progress Step 2 now will be supported in the same

	open-door policy where staff can observe lessons where the framework is being successfully integrated.				find it difficult to concentrate due to medical conditions or significant needs. The school's 'Independence Framework' was seen being used in all classes across the school and, in most classes, being used effectively in order to have a positive impact on learning. Progress Step 3 is now going to be looking at a better way of self-recording and self-assessment towards the elements of the framework. In most classes, the learning environment effectively supported children's independent or collaborative learning. The next step is to monitor the use of the independence poster while conducting learning walks and classroom monitoring. Scrutiny of teaching by SLT and SIP have shown: -Setting Clear Expectations: Improvement in outlining tasks and goals helps learners understand what is expected of them. -Providing More Choices: Allowing children to make	environments to support and extend independent learning while encouraging collaboration. Staff promoted independence effectively, using strategies like "3 before me," and clear structures and discipline facilitated the correct and independent use of spaces. Effective use of resources supported challenge and extended learning. Across the stages, pupils showed emotional intelligence and self-awareness, gaining confidence and independence. Most learners engaged readily with new and unfamiliar experiences, completing tasks in nearly every class. Support was provided to those with medical or additional needs to help them focus. Overall, the learning environment successfully encouraged independent and collaborative learning, fostering pupils' development in self-confidence and the ability to work both autonomously and in teams.	way from September..

					choices in their learning activities fosters decision-making skills. -Encouraging Self-Assessment: Teaching children to better evaluate their own work helps them take ownership of their learning in addition to metacognitive self-assessment using the Independence Framework. -Gradual Release of Responsibility: Using the "I do, we do, you do" model to gradually shift responsibility from teacher to child. -Creating a Supportive Environment: Establishing a classroom culture that encourages risk-taking and learning from mistakes. -Offering Scaffolding: Providing temporary support structures that can be removed as children become more proficient. -Promoting Goal Setting: Helping children set and work towards their own academic and personal goals. -Modelling Independence: Demonstrating independent thinking and		

					problem-solving in everyday classroom activities. -Using Peer Learning: Encouraging children to work together and learn from each other. -Providing Feedback: Giving better constructive feedback that guides children towards greater independence.	.	
	1.3. For the framework to truly be embedded, learners must understand and engage with it personally. Hold assemblies to launch revised version of the independence framework, breaking it down for different Progress Steps and explaining its purpose. Run workshops that focus on each area of the framework (resilience, teamwork, etc.), where children are given practical scenarios and challenges to help them understand these skills. Create classroom-based challenges where children can earn recognition for demonstrating key attributes like curiosity and resourcefulness. Display the key areas of the	1.3. Children can articulate the elements of the framework and give examples of how they use it. Staff Framework Ambassadors are in place to model to other members of staff. Daily reflection and visible reminders of the framework are embedded in the school routine.	1.3. Elin Johnson and the Independence Task Force	1.3.	1.3. Children have met with and articulated elements of the framework with confidence to Lynn Griffiths. They spoke about the framework within their work as well as how it has developed their interpersonal confidence. Key findings of Senior Leader and SIP scrutiny of the framework, this term have been: -Enhanced Self-Confidence: Children are expressing increased confidence in their abilities to complete tasks independently. -Improved Problem-Solving Skills: Children are developing better problem-solving skills by tackling challenges.	1.3. The simplified framework is being embedded into classes. Children in Progress Step 3 are becoming more confident in self-assessing utilising the elements. Planning has been scrutinised in order to ensure that staff are planning and providing opportunities for independent learning at the right level. This scrutiny showed that the planned learning demonstrates that the Four Purposes are established and applied across various environments. It integrates subjects regularly, enabling skills learned in one area to be applied in others. Learning experiences are designed to reflect	1.3. Evaluation of the impact of the independence framework shows that pupils are receiving more opportunities to develop their independence and are utilising the framework within lessons well. This is clear in nearly all classes. The revised version of the framework is proving easier for children to understand and is helping self-evaluation skills. Lesson observations and pupil focus groups showed that the independence framework is being used in all classes and effectively in nearly all. Where this works best is where staff consistently model independence and highlight independence

	framework in all classrooms and public areas as reminders for learners. Build daily reflection time into the school day where learners assess their own use of the framework (e.g., "How was I resourceful today?").				-Greater Responsibility: Learners take more responsibility for their learning and personal tasks. -Increased Engagement: Learning walks, focus groups and lesson observations have shown higher levels of engagement in classroom activities and projects. -Better Time Management: Children are learning to manage their time more effectively. -Reduced Teacher Dependency: Less reliance on teachers for guidance, fostering a more self-sufficient learning environment. -Positive Peer Interactions: Encourages collaborative learning and peer support.	real-life situations and provide opportunities for pupils to self-assess and peer-assess against learning objectives, success criteria, and prior learning. Tasks are differentiated by outcomes, support, or resources, ensuring learners are challenged. Clear, shared, and relevant learning objectives align with activities for all pupils. Evidence shows the development of critical thinking skills in many subject areas. Activities include problem-solving to foster independence and resilience, tailored to pupils' learning needs. Plans also highlight activities for developing research, analysis, and presentation skills through collaborative group work.	foci verbally as they model.
	1.4. As a partnership school with the EAS for children's independence, we will **support other schools** with methodologies for developing their own framework. Meet with EAS representatives and key internal stakeholders (senior	1.4. Positive feedback is received from the initial communication campaign, showing that the framework is understood and its relevance is appreciated. Training sessions and resource packs are well-attended, and schools report a high level of satisfaction (80%+ positive feedback). Schools feel adequately supported and confident to begin implementing the	1.4. Dr. Matthew Williamson-Dicken, Elin Johnson and the Independence Task Force	1.4. Income generated from EAS work (+£2,100)	1.4. The school has presented at the ASPE conference in Belfast on the development of our independence framework. The school has led training with the St. Alban's Cluster and the Croesyceiliog Cluster. Positive feedback has	1.4. The school has supported New Inn Primary SLT and then subsequently whole staff training by demonstrating our choice of direction and strategy in improving children's independence. St. Alban's Cluster and	1.4. The partnership between Ysgol Panteg and the EAS in supporting schools to develop frameworks for fostering children's independence has yielded very positive results. Feedback from partner schools

	leaders, teachers, SENCO, etc.) to review the bespoke independence framework. Identify the main goals for sharing the framework (e.g., improving pupil independence, enhancing SEN practices). Set clear expectations and responsibilities for your school's role as a partnership school. Develop a timeline for the sharing process and create a resource pack that includes key materials, such as case studies, templates, and support documentation. Develop a communication plan to reach schools within the EAS network, outlining the framework's benefits and how it aligns with shared educational goals. Identify key contacts at each partner school (e.g., SENCOs, headteachers, classroom teachers) for personalised outreach. Design training sessions (e.g., webinars, in-person workshops, online resources) to explain the framework and	framework after the training sessions. Pilot schools report measurable improvements in pupil independence, such as an increase in pupils completing tasks independently or improved self-regulation. Pilot feedback leads to refinements that increase the usability and accessibility of the framework for a diverse range of schools. Schools adapt the framework or make their own to fit their own needs, demonstrating flexibility and innovation while maintaining core principles. Quantifiable improvements in pupil independence across partner schools, with 60% of schools reporting positive outcomes in pupil development (e.g., enhanced life skills, reduced reliance on support). A significant increase in pupil confidence and autonomy, with data reflecting changes over time.			been received from these training courses and continuing work with the Croesyceiliog Cluster is planned for Term 2 to work with them in developing their methodologies and own frameworks. EAS partnership work continues in Term 2.	Croesyceiliog Cluster feedback has been positive especially with regards to the exploration of what the term 'independence' stands for and its constituent parts. St Alban's cluster is working on developing their own framework whilst the Croesyceiliog Cluster is piloting elements of our framework. 16 schools have fed back to the EAS with positive feedback regarding the training and the impact on pupil standards. The partnership school network has allowed us to share our good practice and also gain additional ideas from others.	highlights the training's depth, accessibility, and practical application, with all respondents rating its relevance and quality highly. Schools have reported significant shifts in pedagogy, incorporating the independence framework into their daily teaching and assessment practices. The training sessions, featuring theory, and practical implementation strategies, has empowered staff to develop resilience-focused approaches, particularly in Reception through Year 6. Early indicators show a quantifiable rise in pupil autonomy. On a scale of 0-5, schools rated their staff knowledge of children's independence as an average of 2.11. However, after training, the average rating was 4.33. Schools have embraced flexibility, either adapting the framework to meet their specific needs or adopting it outright. We are due to continue our own independence

	its implementation. Provide practical examples of how the framework has impacted your pupils and can be adapted for other schools. Set up regular check-ins with partner schools to monitor how well their own framework is being integrated and provide additional support as needed.						journey as a school next year and we have been asked by the EAS to continue with this work in supporting other schools with training around our choice of roadmap to improving children's independence and the opportunities provided to children..
2. Further **develop provision areas** in Progress Step 1 and 2 classes across all learning areas.	2.1. Develop a system to **track and present evidence of continuous and enhanced provision** in Progress Step 1 and 2.	2.1. To effectively track and present evidence of continuous and enhanced provision for Progress Step 1 and 2, a structured system will be implemented to document children's learning, independence, and development. For Progress Step 1, scrapbooks titled "Llyfr Llawen" will be created to capture children's use of the provision areas and highlight their growing independence. These scrapbooks will serve as dynamic, visual records of each child's progress through a variety of formats. In "Llyfr Llawen", evidence will be gathered through pictures, independent work, and quotes taken from the children themselves, when relevant. The intention is to document authentic moments where children engage with the learning environment and demonstrate their autonomy. This qualitative approach will create a rich, child-centred narrative that emphasises individual growth and engagement. As the children transition into Progress	2.1. All staff Progress Step 1 and 2 leads to monitor use and effectiveness.	2.1.	2.1. Scrapbooks have been introduced successfully in Nursery and Reception classes. They have been used during book and evidence scrutinies to track pupils progress within the areas of the classroom. These have been found to be highly effective in also tracking pupils' independence in these areas. Successful use of these scrapbooks have also included direct quotes from pupils, this has been shared as good practise and is now used in areas within the classroom. A continuation can then be seen when we move into Progress Step 2 where all children have individual	2.1. Scrapbooks continue to be used effectively to display children's independence. They have been effective in evidencing the use of areas around the classroom and how the children use them effectively and these have been used in recent assessment and our 'deep dive'. Progress Step 2 independence books were also used as a foundation for assessment of children's independence and this displayed the development of children's independence as they progress through the school. The children in many classes, actively use Seesaw	2.1. These scrapbooks have been effective and will remain in place for next year. They have been effective in evidencing the use of areas around the classroom and how the children use them effectively and these have been used in recent assessment and our evidence scrutinies.

		Step 2, the focus shifts towards tracking their progression along the developmental continuum. Each child will be provided with a personalised book, "Llyfr Annibyniaeth", to document the tasks they complete in provision areas. These individual books will track not just participation, but also skill acquisition, independence in task completion, and problem-solving abilities. Through this system, both "Llyfr Llawen" and "Llyfr Annibyniaeth" will form a cohesive framework for tracking and presenting the children's learning and independence in a personalised and meaningful way. This approach will ensure that evidence of continuous provision is documented in a way that is both flexible and reflective of the individual needs and progress of each child.			independence books 'llyfr annibyniaeth'.	independently to upload pictures of their continuous and enhanced provision work.	
	2.2. **Improve the quality of 'provision areas'** in the Progress Step 2 classes to ensure a stimulating environment that will engage and encourage pupils to be independent and creative learners.	2.2. Success in improving the quality of provision areas in Progress Step 2 classes will be measured by the development of engaging, stimulating environments that foster independent and creative learning. The provision areas must be well-organised, inviting, and clearly defined, offering diverse resources that cater to pupils' interests and developmental needs. Each area should encourage exploration, problem-solving, and imaginative play, providing hands-on materials that promote curiosity and critical thinking. Staff will regularly assess and adapt the spaces to ensure they remain relevant,	2.2. All staff and EJ and KW to monitor half-termly to ensure standards.	2.2. £1,000 for resources.	2.2. During learning walks and observations EJ and KW noted that specific learning areas were clear in nearly all of the classrooms of Progress Step 1 and 2. It was noted that there were language patterns, pictures of the children using the areas independently and a good quality of resources available to children in classrooms. Progress Step Leads have met with ThS who has	2.2. Improvement has been made in all classrooms to develop learning areas in progress Step 1 and 2. This has been noted in recent 'deep dive' monitoring. ThS has worked closely with primary lead from Gwynllyw to develop posters on learning areas that include resources that should be available as well as relevant questions and	2.2. The piloting of the provision area posters has been successful. From September, more will now be introduced which will enhance more areas - especially outdoors areas. These have supported staff with sentence stems, ways of challenging children and key vocabulary to introduce in the provision areas.

		challenging, and inclusive for all learners. The engagement of pupils will be evident through their active participation, enthusiasm, and extended periods of self-directed learning. Staff will observe a noticeable improvement in pupils' confidence, creativity, and independence as they interact with the enhanced environment. Feedback from pupils and staff, alongside formal observations, will confirm that these changes positively impact learners' development and progress. Progress Step 1 and 2 leads will have worked collaboratively to ensure consistency across Progress Steps in regards to expectations. This will be discussed and agreed by all staff during meetings to ensure all stakeholders are in agreement on expectations.			demonstrated very good practise within indoor and outdoor provisions to discuss and create a development plan. Initial development plan has been created and steps to further develop indoor and develop outdoor provision areas with TS will begin in the new year. This will involve learning walk, sharing good practice and close monitoring of the provision areas. This will support the development of consistency between Progress Step 1 and 2. Staff have met in Year Groups to arrange a resource list to develop outdoor learning provision.	vocabulary that can be used by staff in those areas to encourage children. These have been shared with all staff in Progress Step 1 and 2 and they have developed three areas within their classrooms successfully. These were noted in our recent 'deep dive' monitoring days. On our recent training day, teaching assistants and HLTAs were given further training on all the rationale behind learning areas and importance of high level interaction with pupils in those areas.	
3. Ensure increased **creative learning opportunities** across all year groups.	3.1. Continue to develop areas of **learning teams with specific lead roles** that will ensure that our purple planning is adapted and modified so that learning opportunities are purposeful and creative.	3.1. Lead roles for music, drama and art (TS a BP) will ensure that planning is effective and consistent to allow all learners to develop creatively. Effective monitoring and pupil voice from target 2.3 will also feed into Expressive Arts lessons which will provide rich and varied opportunities for learners to develop their skills.	3.1. TS/BP and Progress Step Leaders	3.1. N/A	3.1. Areas of Learning Teams have had initial meetings and have initial ideas on how to further develop their AOLE within the school. Further work in these teams will enable sharing good practice from experienced staff within the teams. Purple planning for Term 1 has included a range of activities that develop	3.1. Planning and work scrutiny shows increased opportunities for creative learning across all year groups. This has tied well with our focus in increasing the opportunities for independent learning. Learning teams have met at regular intervals across the year and have provided feedback to	3.1. Planning and work scrutiny continues to show increased opportunities for creative learning across all year groups. Music, dance and drama are really focused across the year with multiple opportunities. Opportunities are effective but we feel that next year we want to

					creativity whilst also developing ICT skills, including creating computer animations, radio jingles and opportunities to use the school radio system. The Musical Theatre after school club, introduced in Term 1, will run for the entirety of the school year, further developing creative skills and promotion of Expressive Arts within Progress Step3 out of school hours.	staff who have acted on feedback to adapt planning. Expressive Arts clubs and family sessions have been held throughout the year. The school has competed in the Urdd Eisteddfod, Pontypool Eisteddfod, Torfaen's Got to Dance competitions. Family courses including Cooking for the Family, Tech Skills for the Family, Drama Workshops for the Family and Fitness for the Family.	ensure they are more structured, in line with Recommendation 2 of our Estyn report to develop skills.
	3.2. Provide extra curricular activities that provide learners with ample opportunities to develop confidence and independence through **various creative competitions.**	3.2. Expressive Arts and staff will hold after school clubs throughout the year to ensure sufficient time and preparation. These clubs will support applications for the Urdd Eisteddfod as well as Pontypool Eisteddfod. These competitions will include dramatic performances, recitation, dancing and art project work. EP will also support in dance competitions that are organised throughout the year.	3.2. SA, EP	3.2. N/A	3.2. The Musical Theatre after school club, introduced in Term 1, will run for the entirety of the school year. The club has supported the development of creative skills in preparation for Christmas productions. We increased the number of Christmas productions from 3 different performances to 4 which gave more children opportunities to act and perform. Art competitions have been held to encourage and motivate children's creativity. We have also increased opportunities with Music,	3.2. Expressive Arts clubs and family sessions have been held throughout the year. The school has competed in the Urdd Eisteddfod, Pontypool Eisteddfod, Torfaen's Got to Dance competitions.	3.2. Across the year a variety of afterschool clubs have been held which have supported drama, performance, dance and art. Children have performed in the Art Urdd Eisteddfod and are at the Dance Festival in the Summer Term.

					for instance, we have invested in songs for teaching language patterns in conjunction with CerddTorfaenMusic and Carreg Lam aimed at Reception to Year 2. We have also increased performance opportunities for groups through Radio Panteg which has had two full episodes and units of work (including digital Q&A session with an expert) to inspire.		

	3.3. Work towards the **Gold UNICEF Rights Respecting Schools Award**. Conduct a comprehensive audit to evaluate how rights-based education is currently embedded across the school. Identify areas of improvement based on feedback from the Silver award review. Gather input from staff, pupils, parents, and the local community to gain a full understanding of how rights-respecting principles are currently understood and applied. Ensure pupil voice is considered in policy updates, involving children in discussions and decision-making processes where appropriate. Deepen Pupil Involvement: Set part of the School Council's agenda to be focused on involve pupils in decision-making, planning, and reviewing progress towards the Gold award. Create opportunities for peer mentoring, where older learners support younger ones in understanding and applying children's rights.	3.3. Whole-School Understanding of Rights: All staff, pupils, and stakeholders demonstrate a deep understanding of the UNCRC and how it applies to daily school life. Pupils confidently articulate their rights and responsibilities, showing respect for the rights of others in their behaviour and interactions. Pupil-Led Initiatives: The School Council is active, with clear evidence of pupils taking the lead on initiatives and decision-making processes. Peer mentoring programs are established, with older pupils effectively guiding younger ones in understanding and promoting rights. Curriculum Integration: Lessons across all subjects consistently embed children's rights, with pupils able to make connections between rights and their learning. Rights are explicitly mentioned in planning documents, and teachers regularly assess pupils' understanding of rights through classroom discussions, projects, and assessments. Positive Behaviour and School Ethos: There is a noticeable culture of respect, fairness, and inclusion across the school. Behavioural incidents related to discrimination or exclusion significantly decrease. Pupils and staff consistently use the language of rights in discussions about behaviour and conflict resolution.	3.3. EJ and VR	3.3. £800 registration fee.	3.3. Feedback from the Silver UNICEF award review has been shared with all staff giving suggestions for ways forward as we move towards the Gold award. Changes to lessons have included Pupil voice specific lessons, these have been specifically planned and prepared by individual classrooms which means that have ranged from ICT focused days, cookery sessions and outdoor learning themed lessons. School Eco Council have accompanied the school PTA in arranging a very successful laser show. In preparation the whole school had the opportunity to design posters for the event, the school Eco council presented this in the form of a school assembly as well as filmed a segment on S4C Welsh language evening news programme. School Criw Cymraeg have planned and presented in an assembly monthly challenges set	3.3. Lessons have been undertaken focusing on the UNICEF award. The school is heading in the right direction for achieving the Gold Award in the next academic year (as per the plan). The school has led cluster meetings in order to work on the development of an anti-racism charter for the Gwynllyw cluster, defining key anti-racism and anti-prejudice terminology and coming up with educational ideas for each AoLE to complement DARPL training. The school has been focusing on key rights in the Head's Bulletin with a short explanation and a video by children explaining the right. Radio Panteg episode focusing on children's rights has also been released. Children's rights are integrated into subjects and learning experiences. Lesson plans and resources link	3.3. UNICEF Rights have been shared with parents via Headteacher's Bulletin. These have been in the form of information videos recorded by Progress Step 3 children. These have then been covered in our whole school assemblies by Elin Johnson and Vienna Robinson. Children have used the assemblies as a reflection to the rights, discussing their thoughts and how these rights are represented within our school. School clubs including British Sign Language have performed in assembly and produced videos to promote inclusion. In analysis and questionnaires, nearly all children across the Progress Stage 3 have been able to explain what the main UNICEF rights. All had seen the videos created by the pupils and some had seen the videos on the bulletin. Nearly all children were able to explain or point to where the rights are displayed around the school. Over half of the children were

	Integrate children's rights into all subjects and learning experiences. Develop lesson plans and resources that explicitly link rights to curriculum objectives, ensuring rights are consistently referenced. Reinforce a rights-respecting culture in daily routines, assemblies, and extracurricular activities. Ensure that the language of rights is used consistently by staff and pupils. Incorporate global citizenship themes to encourage pupils to explore human rights issues worldwide. Organise fundraising campaigns or awareness events around global issues linked to the UNCRC. Regularly assess progress against the Rights Respecting Gold Award criteria through surveys, feedback, and observations. Conduct termly reviews with staff and pupils to evaluate the effectiveness of initiatives and adapt where necessary.	Impact on Global Citizenship: Pupils are knowledgeable about global human rights issues and show empathy and action towards others. Sustained Monitoring and Evaluation: The school maintains a clear, documented process for tracking progress towards the Gold Award. Termly evaluations, pupil surveys, and feedback sessions show positive impacts on pupil engagement, behaviour, and learning outcomes. The school receives regular guidance and support from UNICEF Rights Respecting Schools advisors, ensuring it is on track for achieving the Gold award.			for pupils and their families. Pupil reading mentorship now fully embedded. TIS training received by all staff and being embedded into all policies. Head Girl has been proactive in setting up, organising and leading a lunchtime football club for girls. All staff have received 'Maintaining Positive Relationships in the Classroom: a PACE approach' training and this is reflected in day to day behaviour management across the school.	rights to curriculum objectives, ensuring that rights are consistently referenced.	able to name and explain which clubs have also promoted these rights.

Nodiadau Ychwanegol / *Additional Notes*		
Tymor yr Hydref / *Autumn Term*	Tymor y Gwanwyn / *Spring Term*	Tymor yr Haf / *Summer Term*
Draft 1 and Draft 2 of the Independence Framework given in Appendix 6 and 7.	New Positive Behaviour Policy has been through the Wellbeing Sub-Committee and has been through multiple drafts based on feedback. Final draft being presented at Governors 26/03/2025.	We are now looking to complete the UNICEF Gold Award in the Autumn Term.

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

Ffocws ar Wella Uwch Sgiliau mewn Llythrennedd

trwy Ddarparu Cyfleoedd Llafaredd Cyfoethog ac Ystyrlon, Dadansoddi Testunau Darllen a Gweithio tuag at Wobr Aur Athroniaeth i Blant

Focus on Improving Higher Order Skills in Literacy

through Providing Rich and Meaningful Oracy Opportunities, Analysis of Reading Texts and Working towards the Gold Philosophy for Children Award

Yn gysylltiedig ag Argymhelliad 2 yn Adroddiad Arolwg Estyn (Medi 2023)

Linked to Recommendation 2 in Our Estyn Inspection Report (September 2023)

2024-2025

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility:* **Ms. Nerys Phillips** gyda chymorth Mrs Bethany Exall (Arweinydd Athroniaeth i Blant)

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?*	Caredig – Kind; Angerddol – Fired Up; Teulu – Family; Uchelgeisiol – Ambitious

Yn dilyn ein harolygiad Estyn llwyddiannus diweddar yn 2023, mae ein hysgol yn gyson yn ceisio hunan-wella a datblygu cryfderau yn arfer sy'n arwain y sector a gwendidau mewn i arfer dda. O'r herwydd, un o'n ffocws ar gyfer blwyddyn academaidd 2024-2025 fydd darparu profiadau llafaredd cyfoethog ac ystyrlon trwy adeiladu ar ein cyflawniad diweddar gyda'n gwobr Athroniaeth i Blant. Bydd hyn yn ein cynorthwyo i ennill y Wobr Aur a fydd yn ein helpu i barhau i arloesi wrth ddysgu sgiliau meddwl. Mae llais y disgybl wedi chwarae rhan bwysig yn ein taith tuag at ragoriaeth ac mae canolbwyntio ar wella sgiliau lefel uwch mewn llythrennedd yn gwreiddio ymhellach ein pedwar diben o greu dysgwyr **uchelgeisiol**, creadigol ac **angerddol**. Bydd plant yn cael eu hannog i ddatblygu eu sgiliau llafaredd trwy brofiadau dilys amrywiol a chyfleoedd cydweithredol seiliedig ar brosiectau. Bydd deunyddiau darllen cyffrous ac ysbrydoledig yn sicrhau bod dysgwyr yn datblygu eu sgiliau darllen a deall wrth ddatblygu eu dadansoddiad o destunau darllen. Bydd hyn yn adeiladu'n llwyddiannus ar eu cariad at ddarllen yr ydym wedi'i ddatblygu mor dda tra'n parhau i adeiladu ar ymestyn eu geirfa a'u dealltwriaeth o naratifau a thestunau mwy cymhleth.

Following our recent successful Estyn inspection in 2023, our school is constantly seeking to self-improve and develop strengths into sector leading practice and weaknesses into good practice. As such, one of our foci for the 2024-2025 academic year will be to provide rich and meaningful oracy experiences by building on our recent achievement with our Philosophy for Children award. This will aid us in achieving the Gold Award which will help us to continue to innovate in teaching thinking skills . Pupil voice has played an important part in our journey for excellence and focusing on improving higher order skills in literacy further embeds our four purposes of creating **ambitious,** creative and **fired-up** learners. Children will be encouraged to develop their oracy skills through various authentic experiences and project based collaborative opportunities. Exciting and inspiring reading materials will ensure that learners develop their comprehension skills whilst developing their analysis of reading texts. This will successfully build on their love for reading that we have developed so well whilst continuing to build on extending their vocabulary and their understanding of more complex narratives and texts.

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. To introduce a new reading website Darllen & Co to raise comprehension skills and further **develop learners analysis of** reading texts.	1.1. Darllen & Co will be introduced from Year 2 upwards. Children will be taught how to become **confident in logging on and navigating the website** along with creating profiles and choosing their favourite books.	1.1.All learners will be introduced to the new website during reading time and morning activities and will be taught how to navigate and set up their account. All children in Progress Step 3 will be given their own chrome books and children in Progress Step 2 will use the Ipads to login using their HWB logins to ensure ease and efficiency. Children will be confident in logging on and navigating the website along with creating profiles and choosing their favourite books.	1.1.Progress Step Leaders and class teachers	1.1. £800 for the Darllen Co. materials and access to be reimbursed from Cluster Grant.	1.1. This has been an exciting venture but has been very hard to get up and running due to a few false starts with the new Darllen Co system. However, all learners have been introduced to the new website during reading time and morning activities and have been taught how to navigate and set up their account. All children in Progress Step 3 have got their own chrome books and children in Progress Step 2 use the iPads to login using their Hwb logins to ensure ease and efficiency. Most pupils in Progress Step 3 are confident in logging on and navigating the website along with creating profiles and choosing their favourite books. The system has a few minor elements that still being worked on (e.g. the quiz sections). This will be further introduced for a hard launch in January.	1.1. Darllen Co is now up and running effectively in most classrooms in Progress Step 2 and 3. Most pupils in Progress Step 3 are confident in logging on and navigating the website along with creating profiles and choosing their favourite books. Most learners in Progress Step 2 are accessing Darllen Co independently in areas of provision as well as during time tabled reading sessions. The website itself is now working to full capacity and minor glitches have now been addressed.	1.1. Darllen Co is now up and running effectively in all classrooms in Progress Step 2 and 3. The majority of pupils in Progress Step 3 are confident in logging on and navigating the website along with creating profiles and choosing their favourite books. Most learners in Progress Step 2 are accessing Darllen Co independently in areas of provision as well as during time tabled reading sessions. The website itself is now working to full capacity and minor glitches have now been addressed.

	1.2. Reading groups will be created by the class teacher and reading activities on the website will be used to **ensure deeper analysis of reading texts** which are in line with personalised reading assessments. Follow up activities based on the Darllen Co. books will be created to deepen understanding.	1.2. Learners will have access to a variety of reading materials of their choice and teachers will also have the opportunity to sign post different books to encourage independent reading. Teachers will use the website to form their reading groups therefore children's comprehension skills will be developed and raised further developing learners analysis of reading texts. Teachers will use the platform to signpost learners to author of the term	1.2.Progress Step Leaders and class teachers	1.2. Half Day Termly Monitoring x 3	1.2. Learners have access to a variety of reading materials of their choice and teachers have started to sign post different books to encourage independent reading as well as group reading. However, some classes have been hindered with some technical issues with the website itself. NPh is in contact with Alex Knott website creator to ensure that any technical difficulties are dealt with efficiently. The classes which have not been able to set up reading groups yet are continuing to use the Oxford reading books In order to continue to develop children's comprehension skills.	1.2. Darllen Co is now up and running effectively in most classrooms in Progress Step 2 and 3. Learners in Progress Step 3 access the website during their Reading Carousel sessions and are encouraged to read aloud, to discuss and analyse the text through questioning and group discussions. This deeper analysis of texts which is in line with the personalised assessments is reflected in data. In Year 6, 72% of learners have made progress by 6 points or more from the previous test. In year 5, 87% of learners have made progress by 6 points or more from the previous test and in Year 4, 71% have made progress by 6 points or more from the previous test. In Progress Step 2 most learners are now accessing Darllen Co independently in areas of provision as well as during time tabled reading sessions. Feedback from learners and staff is positive.	1.2. Darllen Co is now up and running effectively in all classrooms in Progress Step 2 and 3. Learners in Progress Step 3 access the website during their Reading Carousel sessions and are encouraged to read aloud, to discuss and analyse the text through questioning and group discussions. This deeper analysis of texts which is in line with the personalised assessments is reflected in data. In Year 6, 72% of learners have made progress by 6 points or more from the previous test. In year 5, 87% of learners have made progress by 6 points or more from the previous test and in Year 4, 71% have made progress by 6 points or more from the previous test. In Progress Step 2 most learners are now accessing Darllen Co independently in areas of provision as well as during time tabled reading sessions. Feedback from learners and staff is positive.

	1.3. A **pamphlet** will be created along with an **open evening** will be held to ensure that parents and carers are familiar with t**he website to support pupil reading at home.**	1.3. Parents and carers will be invited to a launch evening of Darllen Co. Alex Knott - website creator will deliver guidelines and instructions on how to navigate the website with tips on how best to support reading at home. Monitoring of children's usage of the reading materials will show an increase in engagement over the course of the year.	1.3. Nerys Phillips and Progress Step Leaders. Alex Knott.	1.3. £20 printing costs.	1.3. Parents and carers attended a launch evening of Darllen Co. Alex Knott - website creator delivered guidelines and instructions on how to navigate the website with tips on how best to support reading at home. Pamphlets and instructions have been shared with families.	1.3. There has been an increase in the amount of children accessing Darllen Co at home and feedback from parents has been positive especially with regards to the audio element of Darllen Co which aids and supports reading in addition to supporting proper pronunciation of vocabulary which parents have found useful.	1.3. There has been an increase in the amount of children accessing Darllen Co at home and feedback from parents has been positive especially with regards to the audio element of Darllen Co which aids and supports reading in addition to supporting proper pronunciation of vocabulary which parents have found useful.
	1.4. Pupil Reading interviews will be implemented to collect **pupil voice and feedback on reading trends**.	1.4. A semi-structured interview process will be carried out with a sample of children (cross-section) of the school in order to see patterns and what aspects of the website the children enjoy and is more beneficial in raising standards. We will also be able to gauge how confident children are in reading within a group and independently and how they feel about reading. This information will be shared with the class teacher in order to inform the way reading is taught.	1.4. Nerys Phillips	1.4. One Day in Autumn Term / One Day in Summer Term to evaluate difference.	1.4. NPh has compiled a questionnaire to collect pupil voice and feedback. Analysis shows that more work needs to be done with getting pupils to use the website for home reading. Alex Knott website creator is visiting school `before Christmas in order to iron out any problems staff have had with QR codes so that pupils can use the website effectively over the Christmas period.	1.4. Alex Knott has been into school to support staff and to iron out any technical problems. Evaluation of this activity now due in Summer term.	1.4. Staff questionnaires now show that all technical problems have been ironed out and that the Website is running effectively with no glitches or hitches following Alex's visit.
2. To develop 'Radio Panteg' which will ensure that learners **have authentic and meaningful opportunities** to develop their oracy	2.1. Develop Radio Panteg by timetabling different classes **to communicate important information** every morning at a regular timely slot of 8.55 - 9.10.	2.1. Progression Step Leaders will time table and allocate classes to relay information over the tannoy system. This will transmit throughout the school at a regular time slot.	2.1. Nerys Phillips Progress Step Leaders.	2.1. New tannoy system installed as part of Critical Incident Plan (c.£4,000).	2.1. School council and Head boys and girls have had ample opportunities to relay information over the tannoy system ensuring that they communicate clearly and	2.1. Five different programmes highlighting various topics and themes have now been recorded, edited and transmitted. Many learners across Progression Step 2 and 3	2.1. The pupils of Ysgol Panteg have now successfully recorded six radio programmes, showcasing their growing confidence and expanding skill set. Each

through presenting and public speaking.					effectively. Two full radio programmes have been recorded and edited. The children have written scripts for the new year as part of their literacy work.	have had various exciting opportunities to script, record and edit as well as use the tannoy system within the school to convey information effecitvely. Learners are developing confidence and passion for public speaking which was evident in a television report on 'Newyddion Ni'. This focused on the development of Radio Panteg and its contribution to raising the confidence of pupils with their oracy skills.	episode has allowed them to refine their communication, teamwork, and technical abilities, while also embracing creativity and independence in their presentations.With every broadcast, their ability to engage an audience, structure content effectively, and work collaboratively has strengthened. The Head Boys and Girls proudly presented to the governors the remarkable journey of Radio Panteg, highlighting its successes and profound impact on the school community. They outlined how it has fostered unity among pupils, creating a shared platform for expression, collaboration, and creativity.
	2.2. There will be a focus on pupil led opportunities as learners will decide Scgiiand create a **purposeful script.**	2.2. Each classroom will hold pupil voice sessions to decide on their particular script. Learners will have ownership over the information they transmit and will be encouraged to convey information regarding date, weather, topical news and sharing good classroom practice. Learners will gain confidence in speaking	2.2. Class teachers.	2.2. 10 mins each morning.	2.2. School council has created a list of topics for the script that has been shared. Progress Step 3 have worked on a unit of literacy work focusing on a script following a team session (Q&A) with Marc	2.2. Learners have now put together five scripts for 5 radio shows that have been transmitted. Pupils have written podcasts and individual scripts in the literacy work in order to learn the skills	2.2. Classes have now successfully recorded and completed their own radio programmes, marking a huge step forward in the development of Radio Panteg.These

		clearly and confidently giving equal opportunities to all. We will have a daily theme that shares either music or a thought.			Griffiths a Welsh Radio presenter on Radio Cymru and Cymru FM has been held to ensure pupils have a clear understanding of a purposeful radio script.	to make a radio programme. Each class in Progress Step 3 will now be responsible for scripting a radio programme. This ensures that as many pupils as possible are actively involved in scripting, editing, and recording. By participating in this process, learners gain hands-on experience in developing essential communication and technical skills.	classroom-led productions have allowed students to take full ownership of their shows, demonstrating independence, teamwork, and technical skills while shaping content that reflects their experiences and interests. The quality of storytelling, interviews, and discussions continues to improve, showing remarkable progress in structuring and delivering compelling broadcasts.
	2.3. There will be clear focus on **digital competency** through inspiring opportunites to use different software and innovative digital platforms.	2.3. Competitions will be held in Progression Step 3 to create and design different aspects and features such as a Radio jingle and logo. Digital platforms such as Music Lab and Adobe Create will be used thus further developing digital competency through purposeful and inspiring activities. See also our Target 3 of this School Development Plan.	2.3. Nerys Phillips Progress Step Leaders.	2.3. N/A	2.3. Purple planning for Progress Step 3 reflects inspiring opportunities such as creating a radio jingle through Music Lab. Children have made their jingles using recording and editing software as well as AI. A radio workshop with 'StudioBox' has been arranged for January. Pupils will have the opportunity to use various digital platforms and equipment to create a radio programme which will be aired on Cymru FM.	2.3. Scripting a radio programme has allowed pupils to enhance their digital competency by fostering skills in planning, collaboration, and effective communication. The process involves using tools like Audacity, where learners gain hands-on experience in audio editing, such as trimming, layering, and refining sound. Through this, they become familiar with digital software interfaces and develop the confidence to navigate	2.3. The introduction of Zoom H4 recorders has allowed pupils to explore professional audio recording techniques. By learning to operate new equipment, they have strengthened their ability to capture high-quality sound, manage recordings efficiently, and experiment with different technical settings—taking their radio programmes to a more advanced level.

						new technologies. We have invested in new equipment which learners will now use to further enhance their skills. The children have also recorded their own podcasts in small groups and shared these internally on Google Classrooms.	
	2.4. Parents and carers will be kept informed and will have access to special 'broadcasts' of Radio Panteg through **links on the school's social media pages** and the Head's Bulletin	2.4. Links and recordings will be shared on social media and through Headmasters Bulletin on a regular basis. A small number of radio show broadcasts will be produced throughout the year for special occasions - such as Bonfire Night, Christmas, Diwali, Chinese New Year, St. David's Day. A class will be given the 15 min slot to fill and therefore there will be different classes responsible for each 'special broadcast'. These classes will be Progress Step 2 and 3.	2.4. Nerys Phillips and Class Teachers	2.4. £200 for access to editing software.	2.4. Two Radio Panteg episodes have now been shared with children and families. These episodes have been focused on Bonfire Night and Christmas. A specific space on the website has been created to host the radio station. Social media and Head's Bulletin have informed parents about these episodes.	2.4. Five Radio Panteg episodes have now been shared with children and families. These episodes have been focused on Bonfire Night, Christmas, Children's Wellbeing and Dydd Miwsig Cymru. A specific space on the website has been created to host the radio station. Social media and Head's Bulletin have informed parents about these episodes.	2.4. Nine Radio Panteg episodes have now been shared with children and families. These episodes have been focused on Bonfire Night, Christmas, Children's Wellbeing and Dydd Miwsig Cymru. A specific space on the website has been created to host the radio station. Social media and Head's Bulletin have informed parents about these episodes.
3. To work towards the **Gold Philosophy for Children Award** to further develop learners ability in P4C methodology and enquiry approach	3.1. Create resources for **Progress Step 1 and 2** warm ups that will help establish these practices ready for confident usage in **Progress Step 3.**	3.1. Pupils can set and revise their own 4C focus for development. Pupils can demonstrate and/or exemplify behaviours, skills and attitudes related to the 4Cs. Pupils use the language of philosophical enquiry and caring and collaborative behaviour within and beyond P4C sessions. Pupils demonstrate respectful agreement and disagreement.	3.1. P4C Lead (Bethany Exall) with support from Nerys Phillips and the Senior Leadership Team	3.1. Day Release for BE	3.1 Resources have been created and are ready to be shared with staff during a meeting in the new year.	3.1. A matrix of philosophical skills has been created by the P4C lead and supported by the Humanities team. This is now visible in Progress Steps' planning and in lessons. This is supporting teachers, particularly in earlier year groups to plan	3.1. Matrix of resources have been shared with staff and are utilised in their P4C sessions and through their planning. 10 members of staff in addition to those who attended the Level 1 training in January have access to additional

						for P4C more effectively.	resources on the SAPERE portal.
	3.2. **All new teachers to undertake Level 1 training** with Jane Yates, SAPERE. Philosophy for Children leaders and an **additional two members of staff to complete the Level 2B**, including coursework.. **P4C lead to undertake a 'P4C Lead' course** to further develop their role.	3.2. The P4C leader and a minimum of one -P4C practitioner has completed the Level 2B including course report. The P4C leader and P4C facilitator(s) support colleagues in planning P4C sessions and developing their philosophical facilitation skills. The P4C leader and facilitators continue to develop their own understanding of philosophical concepts. Philosophy for Children leaders will work with Jane Yates on SAPERE support days to ensure training is embedded and consistently being used.	3.2. P4C Lead (Bethany Exall) with support from Nerys Phillips and the Senior Leadership Team	3.2. £3050 set aside for all training, support days and award process.	3.2. The P4C Leader and Alana (Y6) recently attended the Level 2B course. P4C lead undertook the first of three P4C lead courses. The school is hosting Level 1 P4C training in January along with SAPERE (this was due in November - but was moved to the first week in January).	3.2. The school has hosted SAPERE training and all teachers are now trained. Level 2B training completed by a delegation of staff in order to develop the skills of facilitating leading philosophical enquiries. This also means that we have some succession planning for P4C.	3.2. The school has hosted SAPERE training and all teachers are now trained. Level 2B and the P4C Lead training completed by a delegation of staff in order to develop the skills of facilitating leading philosophical enquiries. This also means that we have some succession planning for P4C.
	3.3. Evidence of Philosophy for Children and Critical Thinking development will be logged in an online folder and the **SAPERE Gold Award Submission** will be submitted.	3.3. Evidence of Philosophy for Children and Critical Thinking development will be logged on a termly basis building towards the SAPARE Gold Award Assessment. The P4C leader and P4C facilitators plan for a broad range of philosophical enquiries, exercises and reviews. Supported by the P4C leader, P4C facilitators plan a series or cycle of P4C enquiries consistently, either as a distinct P4C session or as part of a curriculum area where philosophical concepts are evident	3.3. P4C Lead (Bethany Exall) with support from Nerys Phillips and the Senior Leadership Team	3.3.	3.3. First of three days with Jane Yates completed. Resources have been created ready. Next steps have been put in place and will be implemented across the school in January. New staff are being supported to get to the same level of P4C practice as those who have been practicing for the last two years.	3.3. Support days for P4C have been held and next steps are being enacted. Positive feedback received as a result of the creation of the P4C matrix.	3.3. All support days have been completed. Positive feedback and steps forward for the Gold Award Assessment. Application has been submitted alongside the evidence for the Gold award.

Nodiadau Ychwanegol / *Additional Notes*		
Tymor yr Hydref / *Autumn Term*	Tymor y Gwanwyn / *Spring Term*	Tymor yr Haf / *Summer Term*
We are due to work with Ysgol Gymraeg Caerffili so show how we have established our radio station. This will also support us with an additional audience for the children to record for.	Teams meetings have been held between Ysgol Panteg and Ysgol Gymraeg Caerffili in order to support the initial setting up of a radio station.	See Appendix 8 for Application Document for SAPERE Gold Award for Philosophy for Children.

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

Datblygu Cymhwysedd Digidol Ymhellach

trwy Gynyddu Cyfleoedd Tasgau Digidol Annibynnol a Chydweithredol, Archwilio'r Defnydd o Ddeallusrwydd Artiffisial (AI) a Chynllunio Effeithiol

Develop Digital Competency Further

through Increasing Digital Independent and Collaborative Task Opportunities, Exploring the Use of Artificial Intelligence (AI) and Effective Planning

2024-2025

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility:* **Miss Tanwen Davies** gyda chymorth Mrs. Catrin Wallis Evans (Arweinydd Addysgeg Digidol)

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?*	Caredig – Kind; Angerddol – Fired Up; Teulu – Family; Uchelgeisiol – Ambitious

Yn dilyn ein harolygiad Estyn llwyddiannus diweddar yn 2023, mae ein hysgol yn gyson yn ceisio hunan-wella a datblygu cryfderau yn arfer sy'n arwain y sector a gwendidau mewn i arfer dda. O'r herwydd, un o'n ffocws ar gyfer blwyddyn academaidd 2024-2025 fydd datblygu ein cymhwysedd digidol ymhellach ar draws yr ysgol gyfan, gan ganolbwyntio ar ddarparu cyfleoedd i weithio ar y cyd ac yn annibynnol trwy gynllunio effeithiol, gan ddarparu cyfleoedd ymarferol i ddefnyddio gwahanol dechnolegau, datblygu'r defnydd o apiau a llwyfannau digidol fel Google Classroom a SeeSaw ymhellach a chyflwyno Deallusrwydd Artiffisial fel rhan naturiol o ddysgu yn yr ystafell ddosbarth. Mae deallusrwydd artiffisial yn ddod yn rhan o'n byd ac mae angen i ni baratoi ein plant ar ei gyfer i fod yn rhan o ddiwylliant bob dydd. O'r herwydd, byddwn yn darparu cyfleoedd dysgu ac hyfforddiant sy'n cwmpasu saith maes gwahanol: dibenion AI, sicrhau cydymffurfiaeth, hyrwyddo gwybodaeth am lythrennedd deallusrwydd artiffisial, addysgu cydbwysedd trwy edrych ar fanteision a risgiau AI, uniondeb wrth ddefnyddio AI, pwysleisio cynnal penderfyniadau dynol wrth ddefnyddio AI, a gwerthuso'r defnydd o AI. Bydd hyn yn ein helpu i fyw yn llwyr ddiwylliant ysgol lle rydym yn **angerddol** ac yn awyddus i sicrhau ein bod yn ymgysylltu â phlant i fod yn ddysgwyr gydol oes mewn byd cynyddol ddigidol. Mae annog ein dysgwyr i ymgysylltu'n annibynnol ac fel grŵp ar y cyd yn cefnogi ein diwylliant o fod yn **deulu** ymhellach a bydd hyn yn datblygu ac yn ymgorffori ymhellach sgiliau gweithio cydweithredol, gan gynnwys cyfathrebu digidol ac ymdrechion cydweithredol.

Following our recent successful Estyn inspection in 2023, our school is constantly seeking to self-improve and develop strengths into sector leading practice and weaknesses into good practice. As such, one of our foci for the 2024-2025 academic year will be to further develop our digital competency across the whole school, focusing on providing opportunities to work both collaboratively and independently through effective planning, providing practical opportunities to use different technologies, further developing the use of apps and digital platforms such as Google Classroom and SeeSaw and the introduction of Artificial Intelligence as a natural part of classroom learning. Artificial intelligence is fast becoming part of our world and we need to prepare our children for it to be a part of everyday culture. As such, we will provide learning and training opportunities that cover seven different areas: the purposes of AI, ensuring compliance, promoting knowledge of AI literacy, teaching balance though looking at the benefits and risks of AI, integrity when using AI, agency to maintain human decision when using AI, and evaluating the use of AI. This will help us fully live out a school culture where we are **fired-up** and eager to ensure that we are engaging children to be lifelong learners in an increasingly digital world. Encouraging our learners to engage independently and as a collective further supports our culture of being a **family** and this will develop and further embed co-operative working skills, including digital communication and collaborative efforts.

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.We will establish a partnership with University of South Wales to **increase digital independent and collaborative task opportunities**.	1.1. Contact and arrange series of **digital workshops with University of South Wales** to be delivered within Progress Step 3 classes. This will allow teachers to observe and then deliver collaborative tasks by utilising good practise and pedagogy.	1.1 Initiate contact and schedule meetings with university representatives. Share time table of digital workshop sessions to be undertaken by the University of South Wales with all Progress Step 3 classes. Ensure that digital learning tasks developed through the partnership align with the national curriculum and the pupils' development areas. Tasks should foster critical thinking, problem-solving, and creativity in children while supporting literacy, numeracy, and STEM subjects. Digital tasks and tools provided through the partnership should be age-appropriate, engaging, and stimulating for our children. Resources should include a balance of independent work and opportunities for collaborative learning. Provide continuous professional development for teachers on using digital platforms and tools effectively in both independent and collaborative settings. Success would involve improved teacher confidence and competence in integrating digital learning tools. Success would include children demonstrating higher levels of proficiency in digital research, presentations, and collaborative tasks. Monitor the effect of digital tasks on pupil engagement and academic achievement, comparing performance metrics before and after	1.1. Tanwen Davies/Kaysha Wulder	1.1. £500 bus costs.	1.1. University of South Wales have been contacted and sessions have been allocated for Years 4-6 in Term 2 both in school, virtually and in USW. There has also been a session scheduled with digital leads within the school. Timetable of workshops has been created and shared with relevant staff and sessions allocated within purple planning. STEM sessions have been planned and delivered through PS3 "ice kingdom theme, including building 3D models of the Titanic, coding on Scratch. PS1 have used beebots to code during their "Beth nesaf" topic. Through successful application of the Edina Grant the science and innovation team have ordered more lego education equipment to further increase capacity in using STEM resources. All staff have received adobe AI training across the areas	1.1. We have worked in partnership with the University of South Wales and NDEC to deliver units of work focused on safety and security online and cybersecurity. These sessions were particularly successful in engaging children with new elements of digital technology and safety using problem solving skills. A session has also been undertaken with digital leads within the school. Lego education (Spike and Bricq) has been mapped to coincide with our thematic planning across PS2 and 3 and this has been undertaken by classes. Peer training has been particularly successful as it has meant that the team are working closer to develop and deliver units of work rather than one-off lessons in this subject.	1.1. Following on from work with University of South Wales we have utilised collaborative tasks within purple planning using digital technology, for example writing a blog in PS3 and PS2 & 3 collaborative lesson on hand hygiene. Lego Education has been undertaken by PS2 and 3 classes during "diwrnodau sbardun" and further suitable lessons have been mapped out according to our three year thematic planning..

		implementation.			of learning.		
	1.2. Integrate university expertise into School Curriculum by **developing resources** to be used to target digital independence. **Create our own scheme of work** to be used in our future planning in different topics to embed good practise and pedagogy across the curriculum.	1.2. Identify and select relevant digital resources to be used in sessions independently by children utilising Google Classroom and Seesaw. Develop digital task modules and collaborative projects for various subjects and pilot these modules in classes. Monitor and support pupil participation and engagement by collecting and analysing pupil feedback and performance data.	1.2. Progress Step leader and Catrin Wallis-Evans	1.2. 2 Days Release Time	1.2. Google classroom and Seesaw are used consistently across the school, this is apparent in purple planning as observed during book looks and lesson observations during the term. Pupils digital leaders have met to participate in a lunch time club and have worked alongside Catrin Wallis-Evans to share. The university project information will be added to our curriculum after the sessions conclude with USW in the new calendar year.	1.2. We have worked in partnership with the University of South Wales and NDEC to deliver units of work focused on safety and security online and cybersecurity. These sessions were particularly successful in engaging children with new elements of digital technology and safety using problem solving skills. A session has also been undertaken with digital leads within the school. Training has been given in order that teaching staff can now integrate similar projects within purple planning across different topics.	1.2. Digital wizards have prepared and presented a whole school assembly to highlight the elements following on from the NDEC workshops. Resources from NDEC workshops are shared in the planning folder to be adapted for the next academic year to coincide with new topics.
	1.3. Enhance teachers' skills in using digital tools and facilitating collaborative tasks by **sharing programme of work** with teaching staff to utilise strategies to develop children's digital independence and collaborative task opportunities on the classroom floor.	1.3. Progress step 3 to share resources and observations of good practice from university of south wales session and pedagogy with all staff to utilise consistent strategies across the school. Provide ongoing support to staff after sharing resources and program of work.	1.3. Tanwen Davies / Catrin Wallis-Evans	1.3. Whole staff meeting	1.3. Digital activities are consistently planned using Seesaw and Google classroom to promote digital independence and collaborative task opportunities. In relation to their development and understanding, it has been seen that pupils apply their digital skills consistently across the curriculum. When analysing the evidence, it	1.3. Digital activities are consistently planned using Seesaw and Google classroom to promote digital independence and collaborative task opportunities. Good progress has been achieved in developing digital skills among learners at all levels. At Cam Cynnydd 3, pupils effectively utilised digital	1.3. Lego Education programme of work has been shared with teaching staff to coincide with the three year topic cycle across PS2 and PS3. Pupils are consistently using seesaw and Google Classroom to create and share work collaboratively.

					was seen that the majority have the skills needed to access the information and breadth of the school's digital curriculum and the wealth of opportunities it offers. There are good examples of pupils developing their competence and ability in these skills and, where there are opportunities, extending and applying them across all the Learning and Experience Areas.	competencies to enhance their learning, demonstrating how these skills supported numeracy and language lessons. They created animations using Meta Demo Lab and collaborated through Google Classroom, with one class co-writing monologues before progressing to independent tasks, showcasing creativity and self-sufficiency. At Cam Cynnydd 2, learners demonstrated notable advancements in using ICT tools, such as Tric a Chlic and Seesaw, to reinforce their understanding of numeracy and literacy, while at Cam Cynnydd 1, foundational skills were developed through age-appropriate tools like interactive screen games and purposeful apps. These activities promoted teamwork, typing proficiency, and problem-solving. The introduction of platforms such as SeeSaw encouraged pupils to independently upload their work, fostering future autonomy.	

2. We will **explore the use of Artificial Intelligence (AI)** through training opportunities which we will develop into learning opportunities that cover seven different areas**..**	2.1. Staff to attend ICT courses to **further develop understanding and knowledge of the purposes of AI** to help pupils understand what AI is and the various purposes it serves in every day life**.**	2.1. Staff to share current learning resources from courses which can be applied and utilised in our purple planning. Staff will have delivered in house training to further develop understanding and knowledge on the topic. Pupils can explain why fairness and transparency matter in AI decisions.	2.1. Nerys Phillips / Kaysha Wulder / Catrin Wallis-Evans	2.1. £300 for ICTMrP course	2.1. All staff have participated in adobe AI training in specific subject areas across the AoLE, activities using Adobe have been observed during book scrutinies. Science and technology and humanities innovation team are looking at how to appropriately deliver AI sessions through the use of P4C sessions. In most classes, pupils apply their skills independently and consistently across the curriculum in a way that is appropriate to their stage and age. There were more digital learning opportunities from children across the school and 'Corneli Clic' are used more regularly by children in the majority of classes. However, this good practice needs to spread across a few other classes. In most classes, pupils show a solid understanding of how learning specific disciplinary ideas supports wider learning	2.1. Peer training has been particularly successful as it has meant that the team are working closer to develop and deliver units of work rather than one-off lessons in this subject. Teams have worked together to implement the training. In addition, staff have worked at Progress Step level to analyse gaps in digital learning and AI in order to plan for HT4, 5 and 6.	2.1. Staff have shared our AI development plan with teachers from Abercarn Primary as a partner school. Staff came for the day to observe our children working on AI and seeing the approach the school takes to safety-first and the 7 pronged approach.

					across the Learning and Experience Areas. This leads to more and more pupils being able to appreciate how disciplinary ideas can be grouped and organised coherently. The lessons observed show that learners have a good grasp of digital competence skills. There is good progress especially in the increase of independent and collaborative digital task opportunities by creating films, creating vlogs, using different software. Observations showed more exploration of the use of artificial intelligence (AI) and many learning opportunities were seen following our training which covered seven different areas.		
	2.2. Ensure children have access to **AI technologies** which can be used **cross-curricularly** on the classroom floor and that these are planned effectively in school purple planning to ensure pupils develop a fundamental understanding of how AI works and how to interact with it.	2.2. All classrooms have access to allocated technology, children know how to use technology in a range of topics. pupils understand key AI concepts such as data and algorithms. Pupils can engage with simple AI tools or games. Pupils can explain how AI uses data to learn and improve decisions over time across all six Areas of Learning and Experience.	2.2. TD, CWE and All Teaching Staff	2.2. Good use of PPA time for planning.	2.2. Google classroom and Seesaw are used consistently across the school as observed during book looks and lesson observations during the term. All staff have received adobe AI training across the areas of learning. In the new year, the piloting that has happened with regards to	2.2. All staff have undertaken training for AI softwares utilising the Adobe package recommended by the Welsh Government. Book looks and lesson observations show that Adobe software is being utilised well to enhance lessons utilising the balanced method we've	2.2. The integration of AI into classrooms has significantly strengthened pupils' digital literacy, with Purple Planning ensuring its seamless incorporation across subjects. All classrooms now have access to appropriate Hwb AI-driven technology,

					AI usage across the curriculum, will be monitored against our seven areas of artificial intelligence: AI purposes, ensuring compliance, promoting knowledge of artificial intelligence literacy, teaching balance by looking at the benefits and risks of AI, integrity in the use of AI, emphasising maintaining human decisions in using AI, and evaluating the use of AI.	outlined in the School Development Plan. The first half term of the year was really dedicated to teaching around safety and AI before branching out. As you might expect, AI is easier to teach at older ages – however, Progress Step 1 and 2 have been using the Adobe software and simple apps for generative purposes (such as drawing a character from a book and then using AI to animate it). We feel that we are making good progress towards this target and are comfortable that we will meet the target. We have reached a good balance where AI is not taking over creativity.	fostering confidence in applying digital tools beyond ICT-specific tasks. Through book looks and planning, a balanced approach to AI use has been observed, complementing traditional learning methods. AI supports analytical thinking across all six Areas of Learning and Experience, enriching subjects from humanities to expressive arts. However, we have also focused on when not to use AI and the appropriateness of refraining use of AI. Further focus will be placed on real-world applications, ethical AI considerations, and creative engagement. AI literacy continues to evolve, positioning pupils as responsible, informed digital citizens prepared for an increasingly AI-driven future.
	2.3 Teach pupils about the **ethical use of AI** and basic principles of fairness, transparency, and responsibility **ensuring compliance with AI standards and ethics.**	2.3 Success will be evident when our pupils demonstrate an understanding of the ethical use of AI, recognising the importance of fairness, transparency, and responsibility. They will be able to identify and avoid issues like bias in AI tools, and respect copyright rules by using resources responsibly. Children	2.3. TD, CWE and All Teaching Staff	2.3. PPA time for teachers.	2.3. Dedicated AI assemblies timetabled for PS3 during the first half term to discuss AI specifically. Science and technology and Humanities innovation teams have looked at	2.3. Staff are using artificial intelligence training to incorporate AI into lessons across the AoLEs. Lesson planning, book looks and lesson observation shows that there is regular	2.3. Staff are continuing to use artificial intelligence training to incorporate AI into lessons across the AoLEs. Lesson planning, book looks and lesson observation shows that

		will understand plagiarism, valuing originality in their work. Their ability to discuss AI's ethical implications, including respecting privacy and complying with ethical standards, will show meaningful engagement. Success will also include teachers observing improved decision-making skills and responsible use of AI tools in class tasks and projects.			developing ethical use and compliance through P4C. All staff have received adobe AI training across the areas of learning. The staff are starting to use their artificial intelligence training in order to design quality lessons.	discussion and work around understanding the purposes of AI, ensuring compliance, promoting AI knowledge, balancing the benefits and risks of AI, maintaining integrity, preserving human agency in decision-making, and evaluating AI's impact. Progress Step 2 have planned out some additional creative work utilising AI for the Summer term as a result of collaborative discussions with staff.	there is regular discussion and work around understanding the purposes of AI, ensuring compliance, promoting AI knowledge, balancing the benefits and risks of AI, maintaining integrity, preserving human agency in decision-making, and evaluating AI's impact.
	2.4. To ensure pupils develop a fundamental understanding of how AI works and how to interact with it promoting **knowledge of AI literacy**,	2.4. Success in meeting this target will see our children gaining a foundational understanding of AI concepts, such as how machines learn from data, make predictions, and assist with tasks. Pupils will be able to interact with AI tools confidently, using age-appropriate platforms, and understand the ethical considerations, limitations, and potential of AI. They will demonstrate AI literacy through hands-on projects, class discussions, and practical applications in collaborative and independent learning settings. Success will also include improved problem-solving skills, critical thinking, and a curiosity-driven approach toward exploring AI technologies responsibly and creatively.	2.4. TD, CWE and All Teaching Staff	2.4. PPA time for teachers.	2.4. AI is starting to become apparent in purple planning as observed in lessons during the Term. All staff have received adobe AI training across the areas of learning.	2.4. AI is apparent in purple planning as we move onto a new theme and adapt from previous plans, all teaching staff are adapting lessons so utilise opportunities to include AI in lessons across the AoLEs. We feel that we are making good progress towards this target and are comfortable that we will meet the target. We have reached a good balance where AI is not taking over creativity.	2.4. AI is embedded appropriately in purple planning. The successful implementation of this AI literacy initiative has resulted in pupils gaining a strong foundational understanding of AI concepts, including how machines learn, make predictions, and assist with tasks. Through interactive learning experiences, they have developed confidence in engaging with age-appropriate AI tools while recognising ethical considerations and limitations. The blend of

							hands-on projects, class discussions, and independent exploration has fostered critical thinking and problem-solving skills, equipping pupils with the ability to approach AI responsibly and creatively.
	2.5. Help pupils recognise both the **advantages and potential risks of AI** technology.	2.5. Success will be achieved when our children demonstrate a clear understanding of AI technology, including its benefits and risks. Pupils will be able to identify practical advantages, such as AI's role in assisting with tasks and improving learning experiences, while also recognising potential dangers like cyberbullying, misinformation, and fake news. They will develop critical thinking skills to evaluate online content, understand how AI can be misused, and apply digital literacy strategies to stay safe. Furthermore, they will engage in discussions about online ethics and demonstrate responsible behaviour when interacting with AI-based platforms and technologies. Pupils will confidently participate in discussions and debates about AI's role in society. and pupils will demonstrate critical thinking by considering both sides of AI's impact.	2.5. TD, CWE and All Teaching Staff	2.5. PPA time for teachers.	2.5. The staff are starting to use their artificial intelligence training in order to design quality lessons. However, we have only been running a term of this. Therefore, it is necessary to monitor learning and teaching against our seven areas of artificial intelligence: AI purposes, ensuring compliance, promoting knowledge of artificial intelligence literacy, teaching balance by looking at the benefits and risks of AI, integrity in the use of AI, emphasising maintaining human decisions in using AI, and evaluating the use of AI.	2.5. Staff have been continuing to draw on their artificial intelligence training in order to design quality lessons, this has been observed whilst monitoring learning, planning and teaching. Lesson planning, book looks and lesson observation shows that there is regular discussion and work around understanding the purposes of AI, ensuring compliance, promoting AI knowledge, balancing the benefits and risks of AI, maintaining integrity, preserving human agency in decision-making, and evaluating AI's impact.	2.5. Staff have further drawn on their artificial intelligence training in order to design quality lessons, this has been observed whilst monitoring learning, planning and teaching. Lesson planning, book looks and lesson observation shows that there is regular discussion and work around understanding the purposes of AI, ensuring compliance, promoting AI knowledge, balancing the benefits and risks of AI, maintaining integrity, preserving human agency in decision-making, and evaluating AI's impact.
	2.6 Teach pupils the importance of using AI responsibly and truthfully to	2.6. Success will be demonstrated when our children can articulate key principles of responsible AI use,	2.6. TD, CWE and All Teaching Staff	2.6. PPA time for teachers.	2.6. All staff have received adobe AI training across the areas	2.6.Lesson planning, book looks and lesson observation shows that	2.6. Lesson planning, book looks and lesson observation shows that

	develop **integrity** when using AI.	including accuracy, honesty.. Pupils should be able to identify and discuss examples of responsible versus irresponsible AI use, understanding how AI can impact personal and societal integrity. They will exhibit the ability to critically evaluate AI-generated content, questioning its reliability and truthfulness. Classroom activities should reflect their learning, with pupils creating projects or presentations that highlight the importance of using AI tools ethically. Additionally, children will show an increased awareness of privacy and data security, demonstrating respect for others' information. Teachers will observe improved pupil engagement in discussions about AI ethics and responsible behaviour, indicating a solid grasp of these concepts. Success will also be evident through pupils' application of these principles in their digital interactions and collaborative tasks. Pupils pledge to use AI ethically and responsibly.			of learning. Philosophy for Children lessons have been held focusing on this strand of the AI foci allowing children to discuss what integrity means and what it means within the context of AI.	there is regular discussion and work around understanding the purposes of AI, ensuring compliance, promoting AI knowledge, balancing the benefits and risks of AI, maintaining integrity, preserving human agency in decision-making, and evaluating AI's impact.	there is regular discussion and work around understanding the purposes of AI, ensuring compliance, promoting AI knowledge, balancing the benefits and risks of AI, maintaining integrity, preserving human agency in decision-making, and evaluating AI's impact. Learners able through P4C sessions and in general discussion show a good understanding of integrity when using AI.
	2.7 Emphasise that humans should remain in control and not rely completely on AI to **maintain human decision when using AI.**	2.7. Pupils understand the difference between AI suggestions and human decisions. Pupils demonstrate agency by making informed choices in AI-supported tasks. Pupils articulate reasons for following or overriding AI decisions. Success will be demonstrated by our children consistently making informed decisions about the use of AI, showing an understanding that human judgement is crucial. Children will engage in discussions about the role of AI,	2.7. TD, CWE and All Teaching Staff	2.7. PPA time for teachers.	2.7. Pupils are beginning to demonstrate agency by making informed choices in AI-supported tasks. Pupils are beginning to articulate reasons for following or overriding AI decisions. We will focus more on this element to fully embed. However, we foresee that this will be an continual reminder	2.7. Most pupils have demonstrated agency by making informed choices in AI-supported tasks, and can articulate reasons for following or overriding AI decisions when participating in philosophical discussions around the topic. Lesson planning, book looks and lesson observation shows that there is	2.7. Lesson planning, book looks and lesson observation shows that there is regular discussion and work around understanding the purposes of AI, ensuring compliance, promoting AI knowledge, balancing the benefits and risks of AI, maintaining integrity, preserving human

		expressing awareness that while AI can provide valuable support, it should not replace human oversight. They will be able to articulate situations where human decisions are necessary and why AI should be used as a tool rather than a replacement for human reasoning. Through project work and activities, pupils will show they can effectively balance AI assistance with their own critical thinking and decision-making skills. Additionally, teachers will observe pupils applying these principles in their digital tasks, making thoughtful choices that reflect an understanding of the importance of human control over AI technologies.			and teaching over the coming years.	regular discussion and work around understanding the purposes of AI, ensuring compliance, promoting AI knowledge, balancing the benefits and risks of AI, maintaining integrity, preserving human agency in decision-making, and evaluating AI's impact.	agency in decision-making, and evaluating AI's impact. Most pupils have continued to demonstrate agency by making informed choices in AI-supported tasks, and can articulate reasons for following or overriding AI decisions when participating in philosophical discussions around the topic.
3. Through **effective planning** we will improve our use of Google Classroom, Seesaw and AI in our day to day practice to ensure digital literacy has a cross-curricular focus and is a natural part of classroom learning.	3.1. Ensure all classrooms have more **regular access to Seesaw**, and Progress Step 3 to **Google Classroom**. All children have age appropriate access to both platforms and **AI tools**. Create a resource bank with guidelines and examples for using each tool in different subjects.	3.1. All staff will plan lessons to utilise best use of Seesaw and Google Classroom cross-curricularly. Children will use Seesaw and Google Classroom more regularly and more confidently across the curriculum developing their stage appropriate digital skills through these platforms. Provide support for teachers to integrate these tools into their lesson plans.	3.1. TD, CWE and All Teaching Staff	3.1. PPA time for teachers. Half Day release to prepare training for staff.	3.1. Google classroom and seesaw are used consistently across the school as observed during book looks and lesson observations during the term. The allocation of Chromebooks to Years 4-6 either 1:1 or 1:2 has supported this significantly.	3.1. AI tools have been shared with staff during training sessions, staff have been researching age appropriate tools appraised by Welsh Government to include in purple planning to support learning experiences in different subjects. Resources are shared within progress steps and across the AoLEs.	3.1. AI tools that have been shared with staff over the academic year have been used in purple planning across the AoLE's. Staff have been embedding these technologies into planning to provide a balanced use of AI tools across the curriculum.
	3.2. Re-introduce **"dosbarth rhithiol"** as a platform for children to develop their independence whilst engaging with digital tools to refine other key skills such as numeracy and literacy that	3.2. Children can use dosbarth rhithiol independently to engage and refine learning. Dosbarth rhithiol to be observed as natural part of classroom provision.	3.2. TD, CWE and All Teaching Staff	3.2. N/A	3.2. Dosbarth rhithiol has been introduced to PS3. It is also ready as part of planning for Term 2.	3.2. Dosbarth rhithiol is being used in most PS3 classes to support purple planning and develop independence whilst engaging with digital tools to refine numeracy	3.2. Dosbarth rhithiol continues to be used by most PS3 classes to support purple planning and as a tool to develop digital independence across the curriculum.

	span multiple subjects.					and literacy skills that span multiple subjects.	
	3.3. Equip teachers with the skills and knowledge to effectively use digital tools which provides **Professional Development and Support** for staff.	3.3. We will have organised workshops and training sessions on Google Classroom, Seesaw, and AI. Develop and distribute instructional materials and best practice guides. Offer ongoing support through coaching and troubleshooting sessions. Purple planning will show that digital literacy is being embedded more in a cross-curricular fashion after teaching skills using a discrete method before in-context method.	3.3. Progress Step Leaders	3.3. Regular termly monitoring of planning - designated and timetabled SLT management time.	3.3. All teaching staff have been allocated professional development target linked with AI. Training has been offered through Adobe Education. More training will be held in the Spring and Summer term. Our 'DyfodolFuture Conference' has been designed to look at AI as part of its keynote address (in April) with Professor Gary Beauchamp leading sessions.	3.3. Teachers who require further support have signed up to additional sessions on AI, specifically in our Dyfodol Conference and through ASPE. All teaching staff evaluated AI development as part of their professional development review and have set further personal targets on improvement. We have reached a good balance where AI is not taking over creativity.	3.3. Further support has been shared with staff in regards to age appropriate apps and expectations through AoLE team project, with a matrix shared outlining expectation from PS1 to PS3.

Nodiadau Ychwanegol / *Additional Notes*		
Tymor yr Hydref / *Autumn Term*	Tymor y Gwanwyn / *Spring Term*	Tymor yr Haf / *Summer Term*
Even in the term since we have started looking at this focus, technology has developed at a very fast pace. We believe by looking at the principles outlined, we will do better than simply looking at specific softwares.	Link Governor Visit Completed by HC with target lead. Deloitte Cybersecurity workshop held with Year 4 pupils with the link Governor (HC).	

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

Gwella Ein Darpariaeth Anghenion Dysgu Ychwanegol a Lles

trwy Ddarparu Hyfforddiant Wedi'i Anelir Yn Benodol at Ddysgwyr Cymhleth a Chymhleth Iawn, Mireinio Gweithdrefnau Ymyrraeth a Chysoni Ein Hethos ag Arferion Ysgol Gwybodus o Drawma

Enhance Our Additional Learning Needs and Wellbeing Provision

through the Provision of Training Specifically Aimed at Complex and Highly Complex Learners, Refining Intervention Procedures and Aligning Our Ethos with Trauma Informed School Practices

2024-2025

Cyfrifoldeb Arweinyddiaeth Penodedig / *Assigned Leadership Responsibility:* **Miss Caitlin O'Sullivan, Mrs. Kaysha Wulder a Dr. Matthew Williamson-Dicken** gyda chymorth 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?*	Caredig – Kind; Angerddol – Fired Up; Teulu – Family; Uchelgeisiol – Ambitious

Yn dilyn ein harolygiad Estyn llwyddiannus diweddar yn 2023, mae ein hysgol yn gyson yn ceisio hunan-wella a datblygu cryfderau yn arfer sy'n arwain y sector a gwendidau mewn arfer dda. O'r herwydd, un o'n ffocws ar gyfer blwyddyn academaidd 2024-2025 fydd sicrhau bod pob aelod o staff yn hyderus wrth ddarparu cymorth i'n holl ddisgyblion ag anghenion dysgu ychwanegol, trwy ddarparu hyfforddiant wedi'i anelu at ddiwallu anghenion ein disgyblion cymhleth a uwch gymhleth. Rydym am wreiddio ymhellach ein pedwar diben a diwylliant **teuluol**, drwy roi mynediad i'r cwricwlwm i bob disgybl a dathlu cynnydd unigol pob dysgwr. Byddwn yn mireinio ein gweithdrefnau ymyrryd ac yn sicrhau ein bod yn darparu'r cymorth a'r strategaethau ymyrraeth hanfodol i'r disgyblion er mwyn datblygu pob disgybl i fod yn ddysgwyr **uchelgeisiol** ac **angerddol**. Mae cynhwysiant a chefnogaeth ar gyfer holl anghenion plant yn bwysig i ni. O'r herwydd, rydym am ddatblygu dosbarth anghenion dysgu ychwanegol arloesol sydd ag adnoddau a staff da i wella ein cymorth i ddisgyblion sydd ag anghenion cwricwla ac anghenion dysgu unigryw.

Following our recent successful Estyn inspection in 2023, our school is constantly seeking to self-improve and develop strengths into sector leading practice and weaknesses into good practice. As such, one of our foci for the 2024-2025 academic year will be to ensure all members of staff are confident in providing support to all our additional learning needs pupils, by providing training aimed at meeting the needs of our complex and highly complex pupils. We want to further embed our four purposes and the culture of **family**, by providing all pupils with access to the curriculum and to celebrate the individual progress of each learner. We will refine our intervention procedures and ensure we are providing the pupils with the essential support and intervention strategies in order to develop all pupils to be **ambitious** and **fired up** learners. Inclusion and support for all children's needs is important to us. As such, we want to develop an innovative additional learning needs class that is resourced and staffed well to improve our support of pupils with bespoke curricula and learning needs.

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 and further develop our **Additional Needs Provision** to ensure that we are able to provide further support to pupils identified as **Complex or Highly Complex** by developing a **small class provision** in order to provide a bespoke curriculum as a part of our ALN Provision.	1.1. Improve the staff knowledge by **observing good practice in established settings**.	1.1. All staff will have a deeper understanding of specific learning support interventions and teaching staff will understand how to plan and meet individual needs within mainstream classes. A small team of teaching and supporting staff will have an understanding of how to effectively plan and provide improved bespoke curricula to pupils identified as Complex and Highly Complex. Team will develop bespoke lesson planning that meets individual needs better.	1.1. Kaysha Wulder	1.1. Triad Learning Sessions Timetabled	1.1. A group of teachers and support staff have received training with Speech and Language on Gestalt learning processing which supports our highly complex individuals in school. In addition to this whole staff have also received a training session on Gestalt language processing. Yr Academi staff have received training with Hanen Teaching Talking strategies and have linked with Bro Teyrnon and SenCom to support each other.	1.1. Staff at Yr Academi have made further links with specialist placement settings such as Pen y Garn site in order to support facilitating appropriate assessment of pupils who have been identified as ALN. This practice has been shared with school ALNCO to further develop assessment of ALN pupils currently in the mainstream to support developing bespoke curriculum.	1.1. Staff at Yr Academi have attended the Hanen A and B teacher talking course and have used strategies within the Yr Academi setting. Kaysha has also given training on these strategies to Progress Step 1 and 2 staff in order to support consistency between Yr Academi and mainstream class settings. Partnership with Crownbridge has supported us improving the quality of the provision.
	1.2. **Consult external agencies** in order to further support staff understanding of ALN provision and to **develop entry criteria** to the small class provision.	1.2. All staff will have a thorough understanding of how to meet pupils identified as ALN pupils. Professional discussions will further support staff understanding's definition of Complex and Highly Complex needs and how to support meeting these needs. Through consultation with external agencies, a robust criteria to support entry to small class provision, including quantitative data will be drafted and used.	1.2. Kaysha Wulder	1.2. Release time to work with Bethan Moore (Crownbridge Special School), 2x Half Days	1.2. Criteria for entry to the small class provision has been established and used in order to establish suitability for entry to the provision. A consultation was held with Bethan Moore (Crownbridge) in order to develop a robust entry and exit criteria. This professional relationship will continue in the future.	1.2. Further connections with Pen y Garn to support additional assessment strategies to support monitoring and tracking progress of ALN learners both in Yr Academi and those accessing mainstream settings. The school has developed a pathway for staff to support them in understanding how pupils meet criteria to	1.2. The diagnostic team have met regularly using the implemented criteria for entry to Yr Academi and staff have further developed knowledge and understanding of how to evidence pupil needs being met at a classroom level as supporting evidence for entry to Yr Academi. Staff continue to develop their understanding of

						access Yr Academi through the school's Diagnostic team. This has also been introduced to the whole school staff.	completing and tracking One Page Profiles and tracking of individual targets. Children are able to partake in main-stream lessons where appropriate and the small class provision also where appropriate ensuring that the level of challenge is appropriate at all times.
	1.3. Consultation between school staff and school's ALN team in order to **identify pupils meeting criteria** to access small class provision. This will lead to parental consultation and involvement, via **PCP meetings**, of pupils accessing small class provision.	1.3. Create a referral system that includes professional discussions and supporting documentation to identify the pupil as requiring small class provision. PCP meetings, involving family and supporting agencies, to be conducted in order to engage family involvement in pupil access to small class provisions.	1.3. Kaysha Wulder	1.3. Part of regular ALN release time - timetabled.	1.3. Systems and flow charts for entry to the small class provision have been established. Professional discussions with teaching staff have been held and all PCP meetings held before 25/10 for all pupils currently on register to access the small class provision. All pupils accessing Yr Academi have One Page Profiles completed in consultation with parents and external agencies as appropriate. IDPs are in place for the majority of pupils accessing Yr Academi and further IDPs are in the process of being reviewed and developed for the remaining pupils.	1.3. IDPs have been finalised and additional pupils accessing Yr Academi are being assessed against the entry criteria. Additional assessments have been completed for pupils who have accessed Yr Academi as a transitionary period. PCP meetings have been arranged with families of new pupils accessing Yr Academi to discuss their progress and future steps.	1.3. All pupils accessing Yr Academi have been assessed against the entry criteria and have completed additional assessments such as Communication screening tools in order for some pupils to further develop communication. All families of pupils attending Yr Academi have been involved in PCP meetings to discuss progress and future steps. This is fully established as a process. It is likely that we will have to further adapt as revisions to the ALN code, which we expect across the next year, are embedded.
	1.4. Create an **entry**	1.4. Robust and informative entry	1.4. Kaysha Wulder	1.4. Release	1.4. Entry criteria for	1.4. Entry criteria has	1.4. Entry criteria has

	points-based system formulated with consultation from **external specialist support** including employing ALN tools, such as the **'Removing Barriers to Learning Matrix'.**	criteria to access a small classroom. Informed, robust entry and exit criteria for access to small class provision Use of staff and parent consultation and the Removing Barriers to Learning Matrix.		time to work with Bethan Moore (Crownbridge Special School), 2x Half Days	access to small class provision is established. Removing Barriers to Learning Matrix used consistently to assess needs of pupils on register accessing small class provision. Baseline assessments have been conducted in order to feed this assessment.	been refined to include the Diagnostic Team as part of the entry process to ensure there are elements in place to support pupils' needs before attending Yr Academi as stated in the entry criteria referrals.	been used in Diagnostic Team meetings to support staff in evidencing the need for entry to Yr Academi. The Removing Barriers to Learning Matrix has been used to support identifying pupils' learning challenges which are then fed into the development of IDP targets and Additional Learning Provisions. This is fully established as a process. It is likely that we will have to further adapt as revisions to the ALN code, which we expect across the next year, are embedded.
	1.5. Provide **daily support to children through 'Yr Academi'** small class provision allowing children to access their required provision in a designated area of the school and with a minimum of 2:12 staff to children ratio.	Yr Academi will be a success if we can demonstrate the following: 1. Pupil Progress: Significant improvement in pupils' academic performance. 2. Parental Satisfaction: Positive feedback from parents regarding their child's progress and support. 3. Behavioural Improvements: Noticeable reduction in behavioural issues. 4. Attendance Rates: High attendance rates in the ALN class. 5. Engagement Levels: Increased pupil engagement and participation within tasks and classroom with appropriate shorter activities. 6. Staff Feedback: Positive feedback	1.5. Kaysha Wulder	1.5. £35,000 for building work and establishing of resources. 0.5 teacher and 0.5 HLTA.	1.5. All children access Yr Academi provision, despite the physical space not being in place at present, on a daily basis, every morning. Pupils transition into Yr Academi without difficulties and there is notable increased engagement in the activities and pupil wellbeing has increased, there has also been noticeable reduction in behaviours from pupils accessing Yr Academi. Pupils' self-esteem and	1.5. On a day to day basis, we are seeing children, who access Yr Academi, provision, progressing due to the increased levels of differentiation that can be offered through this small class provision. Attendance rates for children accessing Yr Academi are good and consistently high. SIP noted that this graduated support provided is enabling these pupils to remain within a mainstream	1.5. The evaluation for this point has been split into two sections: 1.5a for the progress of learners and 1.5b for progress of designated space. See below.

		from whole staff regarding the support and resources provided. 7. Integration Activities: Successful inclusion of ALN Pupils in mainstream activities where appropriate. 8. Peer Relationships: Improved social interactions and relationships among peers. 9. Pupil Self-Esteem: Enhanced self-esteem and confidence in pupils. 10. IDP Goals: Achievement of more challenging IDP goals for each pupil as a result of additional support. 11. Support Services: More effective collaboration with support services such as speech therapists and counsellors. 12. Pupil Retention: High retention rates of pupils. Reduce drop out rate to other schools with ALN classes. 13. Pupil Independence: Increased levels of pupil independence and self-management. 14. Extra-Curricular Participation: More participation of ALN Pupils in extra-curricular activities. 15. Pupil Wellbeing: Positive impact on pupils' emotional and mental wellbeing. 16. Inclusion Policies: Improved school-wide policies that support and promote inclusion that are Trauma Informed Schools friendly. 17. Future Readiness: Preparation of pupils for future educational and/or vocational opportunities.			confidence has increased and parents are reporting that their child is happier and more confident when engaging with Yr Academi and teaching staff.	setting and be integrated with their peers. Due to the lack of development in providing a designated area of the school to hold Yr Academi, the vision is not fully realised. Problems around the building project's funding and tender process has hindered the progress. We have learnt a number of lessons with this element - however, we are currently focusing on providing the best provision we can within the confines of not having the ideal designated space. It is unlikely that we will have the provision's space before September if the ALN Capital Grant Funding bid is won. IDP targets are being met through the very focused nature of Yr Academi's provision.	1.5a. The pupils at Yr Academi continue to make progress against their individual targets. The increased level of differentiation and continuous assessment continues to support attainment against their individual targets. Yr Academi staff have provided additional support to pupils in mainstream settings, daily to further develop basic skills such as reading and spellings. Analysis of work shows good progress for all pupils supported through Yr Academi. Positive parental satisfaction is evident through discussions and PCP meetings. Children where behavioural needs were identified alongside their academic development have shown good signs of improvement with a significant reduction in the amount of time they spend dysregulated. This will be a continual support focus for these pupils. Attendance rates have improved for these children. Good progress has been made for each pupil against their IDP

							targets and new targets set, where appropriate and in line with the review timelines. Very good links have been made and maintained with SenCom to support training and speech and language. 1.5b. The element that has been most challenging is the lack of dedicated physical permanent space. We have worked our hardest throughout the year to provide quality education in a temporary area of the street. However, we are expecting building work to begin over the Summer holidays to create a dedicated space for Yr Academi.
2. Further developing staff understanding of	2.1. Provide whole staff training in order to introduce and **improve staff**	2.1. Staff will gain a more thorough understanding of differing levels of need within the school. Further	2.1. Kaysha Wulder Cailtin O'Sullivan	2.1. Training Day time set aside. Day release time	2.1. Whole staff training provided on Yr Academi procedures and	2.1. Staff express that they are more confident with writing and	2.1. Elements reported at the end of the Spring term are now embedded.

ALN systems via training to increase staff confidence in **identifying Complex and Highly Complex pupils.**	**understanding of Complex and Highly Complex needs**. This will further embed understanding of the school's **ALN Provision Map** and the graduated response to the varying levels of support.	professional development of some staff will also enable meeting the needs of Complex and Highly Complex pupils appropriately within class setting.		for Caitlin O'Sullivan and Kaysha Wulder to prepare.	necessary evidence required to identify pupils as having Complex or Highly Complex needs, including evidence to support IDP. The whole staff have received training on how to maintain and create OPP for our complex pupils. A group of teachers and support staff have received training with Speech and Language on Gestalt learning processing which supports our highly complex individuals in school.	maintaining OPP. They have been reviewed recently during pupil progress meetings to ensure they are updated and individual targets are monitored. The staff have been using the Gestalt learning processing strategy with our highly complex pupils. The ALNCo has contacted Speech and Language in order to create resources. All teachers have received training with In-reach on an introduction to PACE approach. A change of wording and funding mechanisms for April 2025 means that differentiation between complex and highly complex will not be utilised in Torfaen. Instead, a more holistic discussion-based approach will be utilised to see the provision needs for a child.	Staff training provided by Kaysha has also given training on Hanen strategies to Progress Step 1 and 2 staff in order to support consistency between Yr Academi and mainstream class settings. The Diagnostics Team have worked well under the leadership of the Deputy ALNCo in order to ensure that the process for support is measured and children get the elements of support they need whilst not overwhelming them with lots of different types of support all at once - this has meant that staff are providing support in a more structured way.
	2.2. **Further embed the referral system** implemented to identify pupils with needs. Staff further improve their knowledge and understanding of levels of the school's provision map in	2.2. Staff will gain a thorough understanding of differing levels of need within the school. Staff with specific training will be able to support specific needs of targeted pupils within mainstream classes at a targeted level. This further supports identification of	2.2. Kaysha Wulder Cailtin O'Sullivan	2.2. Half-Termly Monitoring	2.2. Appointment of 2 new Deputy ALNCOs supports the embedding of the referral system and ensures understanding of the system across the whole	2.2. The Deputy ALNCo has been working on embedding the referral system in school. Staff have been referring to the Diagnostic team regarding requesting	2.2. Staff at Yr Academi have attended the Hanen A and B teacher talking course and have used strategies within the Yr Academi setting. Kaysha has also given training on

	order to **support identification of Complex and Highly Complex needs.** Staff develop an understanding of **how to support** pupils identified as Complex and Highly Complex. Staff with specific training (such as POPAT and ELSA) to share good practice as part of targeted intervention on school Provision map.	Complex and Highly Complex pupils and evidence of meeting criteria to access small class provision.			school. ELSA training completed by September and sessions being held with pupils. PACE and WINE strategies more confidently utilised by staff.	support for individual pupils. The ELSA sessions have been held consistently. Further TIS sessions have been held with children. POPAT strategies are showing good impact levels in Year 1 and Progress Step 1 in particular. All teachers have received training with In-reach on an introduction to PACE approach. This approach will support our staff with implementing our new school behaviour policy.	these strategies to Progress Step 1 and 2 staff in order to support consistency between Yr Academi and mainstream class settings. The Diagnostics Team have worked well under the leadership of the Deputy ALNCo in order to ensure that the process for support is measured and children get the elements of support they need whilst not overwhelming them with lots of different types of support all at once - this has meant that staff are providing support in a more structured way. POPAT and ELSA training has been shared and we are seeing good results consistently from those who are receiving this support. Those children receiving TEN-DD, especially in Year 1 and 2, are making very good progress and this programme has been used effectively by staff to identify ALN and intervention targets.
	2.3. Develop a core group of staff to engage with specialists for **specific**	2.3. Core of staff with additional training will gain additional knowledge, understanding and develop strategies	2.3. Kaysha Wulder Cailtin O'Sullivan	2.3. £1,000 training linked to ALN	2.3. ALNCo and Deputy ALNCo attended the CYDAG on how to best	2.3. Staff at Yr Academi have made further links with specialist	2.3. The Diagnostics Team has been a key feature of this support

	training in providing tasks that support the **development and success of bespoke curriculum.**	of how to ensure pupils accessing small class provision. Pupils accessing small class provision will receive specialist interventions and bespoke curriculum.		Implementation Grant.	provide the best supporting strategies for ALN pupils. In order to supporting the development of appropriate strategies in the small class provision and for Complex/Highly Complex pupils, leader of Yr Academi and associated teaching assistant have accessed the Hanen Teacher Talking course in order to improve communication skills with pupils who have communication difficulties. Gestalt training opportunity for all staff was held.	placement settings such as Pen y Garn site in order to support facilitating appropriate assessment of pupils who have been identified as ALN. Our ALN team and Wellbeing team have undertaken significant amounts of training with the new Torfaen ALN team and the established Wellbeing team. This has included moderation of IDPs, consultation on new ALN approaches within the county and improving the graduated response of the school.	for staff and pupils. Staff at Yr Academi have attended the Hanen A and B teacher talking course and have used strategies within Yr Academi setting. Kaysha has also given training on these strategies to Progress Step 1 and 2 staff in order to support consistency in strategies to develop language and literacy skills within Progress Step 1 and 2. POPAT and ELSA training has been shared and we are seeing good results consistently from those who are receiving this support. ALNCo and Deputy ALNCo have also received further training as part of the ALNCo Forums and through Cheryl Deneen (Autism Specialist).
3. Further improve our Health and Wellbeing Curriculum by **further implementing Trauma Informed practices,** across the school, following our training, in order to meet wellbeing needs of all pupils at	3.1. Introduce and implement a **positive behaviour policy** using **TIS informed strategies** to support whole school behaviour at a **universal level.**	3.1. TIS informed positive behaviour policy piloted by group of staff in the Summer term of 2023-2024, to be implemented fully. Positive behaviour policy to be presented to the school Governors, discussing new strategies and processes that encompass TIS informed strategies. Whole school staff to have a refresher of the positive behaviour policy. A whole-staff trial period to be completed where staff can become familiar with the positive	3.1. Caitlin Harley	3.1. Termly half day release for CH to monitor and review.	3.1. All staff received training with our school's In-reach practitioner to develop the use of PACE and WINE strategies/approaches. Whole school training provided by CH to staff. Policy has been to the Wellbeing Subcommittee of Governors and will return with amendments	3.1. Policy has been to Wellbeing Subcommittee of Governors in January. Significant discussion occurred as a result of appropriate governor scrutiny and this was not passed. The team has now taken time to go through the policy and significantly redraft ready for the March full	3.1. The Wellbeing Subcommittee has passed this policy and we are now implementing this fully. Staff training has been provided. Communication to parents was staggered and was completed through the Head's Bulletin. Head and Deputy have then

a **Universal level.** Further supporting **individual needs for Targeted Pupils by TIS informed practitioners** leading their individual support.		behaviour policy and any changes can be made to ensure an inclusive, effective policy. Staff will use the positive behaviour policy as daily practice and consistently throughout school. Pupils with wellbeing needs will be supported as part of the whole school provision			in January,.	governing body. It is now hoped that the newest draft of the policy will be adopted so that we can fully train staff, communicate with parents and employ the policy in action.	engaged with any questions that parents had on a one-to-one basis.
	3.2. Build, develop and introduce an **outdoor wellbeing area,** using **Pupil Voice,** so that all pupils can access wellbeing provision independently during unstructured times.	3.2. An outdoor area to be developed with pupils in order to provide well-being provisions throughout break time as part of additional wellbeing provision. School wellbeing committee to collaborate on the project and timetable activities and generate guidelines in order to ensure success of the project. School Wellbeing Committee to deliver a school assembly in order to introduce the outdoor wellbeing project and ensure whole school clarity.	3.2. Caitlin Harley	3.2. £1,000 allocated for outdoor furniture and resources.	3.2. Outdoor wellbeing area created and Wellbeing Pupil Voice Council have timetabled different activities for each playtime. This is in its infancy and will be further embedded next term. Feedback from pupils shows the positive impact of the area and how we can improve it by making it more colourful.	3.2. The children have worked on creating a wellbeing area. They take out different activities each play time (on a rota) to engage children. The Wellbeing Committee have led assemblies on this and are enjoying varying the playtimes for children. The children have added a friendship bench at the side of the yard where people can come to chat or find a friend.	3.2. Caban Y Coed has been successfully used over the course of two terms to support this outdoor wellbeing area. Year 6 pupils have also taken the lead in providing activities (such as a darts club and wellbeing activities).
	3.3. **Targeted ELSA** (Emotional Literacy Support Assistant) intervention to be piloted, ELSA practitioner to gain confidence and pupils to access bespoke sessions.	3.3 ELSA practitioner to work with Wellbeing Lead to create a curriculum and become familiar with ELSA strategies. ELSA practitioner to plan individual sessions, focusing on each pupil's individual needs. ELSA intervention to be provided weekly and sessions to be tracked and monitored in order to ensure positive impact and effect.	3.3. Caitlin Harley	3.3. Half Day per week timetabled ELSA practitioner time.	3.3. ELSA sessions are being provided consistently, with each session being tracked and monitored. Personalised sessions have been instrumental in addressing the specific emotional and social challenges faced by the pupils, leading to noticeable improvements in their wellbeing. ELSA member of staff also	3.3. ELSA sessions are being provided consistently, with each session being tracked and monitored. Personalised sessions have been instrumental in addressing the specific emotional and social challenges faced by the pupils, leading to noticeable improvements in their wellbeing. ELSA member	3.3. ELSA sessions are being provided consistently, with each session being tracked and monitored. Personalised sessions have been instrumental in addressing the specific emotional and social challenges faced by the pupils, leading to noticeable improvements in their wellbeing. ELSA member of staff also

					receiving ELSA supervision.	of staff also receiving ELSA supervision. This will continue now ad infinitum.	receiving ELSA supervision. This will continue now ad infinitum.
	3.4. **Tailored support** for identified, targeted pupils accessing wellbeing provision using **TIS informed supporting strategies** via **TIS informed practitioner.**	3.4. Pupils with trauma based wellbeing needs will have access to bespoke 1:1 time to support wellbeing with a TIS informed practitioner. Team Around the Family meeting to be organised to discuss support, session outlines and outcomes, in order to strengthen home and school relationships. Groups to be timetabled and shared to relevant staff.	3.4. Caitlin Harley	3.4. Half Day per week timetabled TIS practitioner time.	3.4. Pupils with trauma-based wellbeing needs have access to bespoke 1:1 time to support their wellbeing with a TIS-informed practitioner. A Team Around the Family meeting is organised to discuss support, session outlines, and outcomes, aiming to strengthen home and school relationships. Groups/individual times are timetabled and this information is shared with relevant staff. TIS practitioner receiving relevant supervision.	3.4. Pupils with trauma-based wellbeing needs have access to bespoke 1:1 time to support their wellbeing with a TIS-informed practitioner. We need to be building a second TIS practitioner over the next year for capacity and for succession management.	3.4. Two members of staff (Head and Deputy Wellbeing Lead) have received 2 days of TIS training each to support children during the maternity leave of our TIS practitioner. It is planned that a further member of staff will be supported to complete the full TIS diploma from September.

Nodiadau Ychwanegol / *Additional Notes*		
Tymor yr Hydref / *Autumn Term*	Tymor y Gwanwyn / *Spring Term*	Tymor yr Haf / *Summer Term*
Yr Academi's processes are in the process of being established. This has been hampered by the lack of physical space. Building work on schedule to go out for tender by the end of the Autumn term - with the schedule of completion by Easter. (See Appendix 5).	Delays on the building work for Yr Academi due to increased costs. MWD working with the authority to establish a solution.	We are due to receive money from the ALN Capital Grant which will be topped up by the designated fund set aside by the school. To be confirmed by end of June. We are expecting building work for Yr Academi to begin in the Summer holidays.

Camau Cychwynnol at Lwyddiant / *Initial Steps to Success*

Cynllun Camau i'w Gyflawni dros Tymor yr Hydref 2024-2025 / *A Plan of Intended Steps for the Autumn Term 2024-2025*

[Gweler Atodiad 4 am fwy o wybodaeth / Please see Appendix 4 for more information]

Yr Academi

Y Weledigaeth / The Vision
Yn Ysgol Panteg, rydyn ni'n gosod disgyblion wrth galon popeth rydyn ni'n cynllunio ar ei gyfer ac yn ei wneud, er mwyn sicrhau eu bod yn gadael ein hysgol gyda'r hyder i ffynnu mewn bywyd. Rydym yn deall anghenion dysgu ychwanegol ein disgyblion ac yn ymfalchïo mewn dod i adnabod ein plant yn dda. Ein cenhadaeth yw sicrhau ein bod yn cefnogi plant gyda'r ddarpariaeth orau bosibl i lwyddo. Rydym yn annog ein holl ddisgyblion i ddod yn unigolion caredig, angerddol, uchelgeisiol, tosturiol, a gwydn. Mae cynhwysiant yn allweddol i'n hysgol ac rydym am fyw ymhellach ein gwerth o fod yn deulu. Rydym yn cydnabod y gallem wneud hyn yn well drwy ailstrwythuro ein darpariaethau dysgu. Dyma pam rydym yn datblygu dosbarth arbennig fel haen arall o gefnogaeth i blant fel rhan o'n hymateb graddedig anghenion dysgu ychwanegol. Enw'r dosbarth hwn fydd 'Yr Academi'. Anelwn i bob plentyn gael profiad addysgol anhygoel, tra yn Ysgol Panteg. Bydd lansio 'Yr Academi' yn ein helpu i wella ein gallu i: • Darparwch amgylchedd diogel, sicr ac arbenigol, sy'n caniatáu i blant weithio ar eu cyflymder eu hunain, cael hwyl a mwynhau eu hunain. Eu galluogi i feithrin cariad at ddysgu a sicrhau ei bod yn flaenoriaeth allweddol bod pob un o'n plant yn hapus yn yr ysgol. • Darparu agwedd hyblyg, ymarferol, wedi'i phersonoli at ein cwricwlwm gyda phwyslais ar sgiliau cyfathrebu craidd, lles a sgiliau bywyd ar gyfer annibyniaeth, rhyngweithio i feithrin perthnasoedd, gwybyddiaeth a sgiliau dysgu i gredu ynddynt eu hunain. • Sicrhau bod bwriad, gweithrediad ac effaith y cwricwlwm yn cael eu gwreiddio ar draws pob pwnc a phob disgybl, yn amherthnasol i'w hanghenion dysgu ychwanegol. • Sicrhau bod pob disgybl yn cael ei herio i gyrraedd ei lawn botensial ac nad oes unrhyw blentyn yn cael ei adael ar ôl. • Sicrhau bod cynlluniau datblygu unigol ein disgyblion yn gyfredol, yn briodol ac yn flaengar. • Datblygu gwersi, profiadau a chyfleoedd, sy'n archwilio ac yn datblygu, gan greu cyfleoedd a datblygiad llythrennedd a rhifedd ychwanegol. • Tyfu ein hamgylchedd gan sicrhau ei fod yn adlewyrchu ein polisïau a'n harferion. • Cryfhau perthnasoedd â phlant, staff a theuluoedd a sefydlwyd trwy anogaeth, ymddiriedaeth, her a pharch at ei gilydd. • Tyfu llais disgyblion gan sicrhau ei fod yn weithredol, yn cael ei werthfawrogi a'i wreiddio fel ein diwylliant democrataidd, yn enwedig o ran teithiau a dyheadau addysgol ein hunain. • Sicrhau ein bod yn datblygu ein darpariaeth dysgu a lles, lle mae ein harlwy yn rhan annatod o daith y dysgwr. • Cryfhau cydweithio a rhannu gweithgareddau, hyfforddiant ac arferion ag ysgolion eraill yn lleol ac yn genedlaethol. Trwy 'Yr Academi', bydd plant yn: • Cael eu hannog i gymryd rhan mewn amrywiaeth o weithgareddau a phrofiadau i hyrwyddo eu cynnydd, gwella eu cyfranogiad a'u presenoldeb a gwneud y newidiadau angenrheidiol i ymgysylltu â'u haddysg eu hunain. Gallant gyflawni a byddant! • Profi ffiniau cyson a rheoli ymddygiad yn gadarnhaol gyda staff hyfforddedig trwy strategaethau wedi'u cynllunio'n ofalus. • Credu yn eu hunain, gwerthfawrogi eraill a pharchu cymuned eu hysgol.

- Gallu gosod nodau a thargedau realistig iddynt eu hunain. Yn enwedig yn eu hadolygiadau blynyddol a chyfarfodydd proffesiynol.
- Deall ein bod yn credu y gallant wella, a'n nod yw eu helpu i gredu hyn.
- Datblygwch ymdeimlad o falchder yn eu hunain, eu gwaith a bod yn rhan o 'Deulu Panteg'.
- Ewch ymlaen i ddod yn ddysgwyr gydol oes a ffynnu.

At Ysgol Panteg, we place pupils at the heart of everything we plan for and do, to ensure that they leave our school with the confidence to thrive in life. We understand our pupils' additional learning needs and pride ourselves on getting to know our children well. It is our mission to ensure that we support children with the best provision possible to succeed. We encourage all of our pupils to become kind, fired-up, ambitious, compassionate, resilient individuals. Inclusion is key to our school and we want to further live out our value of being a family. We recognise that we could do this better through restructuring our learning provisions. This is why we are developing a special class as a further layer of support for children as part of our additional learning needs graduated response. The name of this class will be 'Yr Academi'.

We aim for every child to experience an amazing educational experience, whilst at Ysgol Panteg. Launching 'Yr Academi' will help us to improve our ability to:

- *Provide a safe, secure and specialist environment, which allows children to work at their own pace, have fun and enjoy themselves. Enable them to develop a love for learning and ensure that it is a key priority that all of our children are happy at school.*
- *Provide a flexible, practical, personalised approach to our curriculum with emphasis on core communication skills, wellbeing and life skills for independence, interactions to build relationships, cognition and learning skills to believe in themselves.*
- *Ensure the curriculum intent, implementation & impact are embedded across all subjects and all pupils, irrelevant of their additional learning needs.*
- *Ensure that all pupils are challenged to reach their full potential and no child is left behind.*
- *Ensure that our pupils' individualised development plans are current, appropriate, and progressive.*
- *Develop lessons, experiences and opportunities, which explore and develop, creating additional literacy and numeracy opportunities and development.*
- *Grow our environment making sure it is reflective of our policies and practices.*
- *Strengthen relationships with children, staff and families established by nurture, trust, challenge and mutual respect.*
- *Grow pupils' voice ensuring it is active, valued and embedded as our democratic culture, especially in regard to own educational journeys and aspirations.*
- *Ensure we develop our learning and wellbeing provision, where our offer is an integral part of the learner's journey.*
- *Strengthen collaboration and shared activities, training and practices with other schools locally, and nationally.*

Through 'Yr Academi', children will:

- *Be encouraged to engage in a variety of activities and experiences to promote their progress, improve their participation and attendance and make the necessary changes to engage in their own education. They can achieve and will!*
- *Experience consistent boundaries and positive behaviour management with trained staff through carefully planned strategies.*
- *Believe in themselves, value others and respect their school community.*
- *Be able to set themselves realistic goals, and targets. Especially in their annual reviews and professional meetings.*
- *Understand that we believe that they can improve, and we aim to help them believe this.*
- *Develop a sense of pride in themselves, their work and being part of 'The Panteg Family'.*
- *Go on to become life-long learners and thrive.*

Maes Datblygu / *Area of Development*	Camau i'w Cyrraedd / *Steps to Complete*	Cyfrifoldeb / *Responsibility*	Terfyn Ddyddiad / *Deadline*	Adnoddau (Amser ac Arian) / *Resources (Money and Time)*	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / *Graded Evaluation (See Appendix 1)*	
					Diwedd Tymor yr Hydref / *End of Autumn Term*	Diwedd Tymor y Gwanwyn / *End of Spring Term*
Establishing Our Pupil Base and Building Rapport	**Stage 1: September to October 2024** A. We will have worked collaboratively with external agencies to refine processes of identifying pupils with additional learning needs who would be suitable for 'Yr Academi'. B. Working with Bethan Moore, refine entrance and exit criteria for 'Yr Academi'. C. Identify children utilising refined processes and entry and exit criteria who would benefit from access to the provision that will be in place at 'Yr Academi'. D. Hold initial meetings with identified children's families to provide. E. Begin holding 'Pupil Centric Planning Meetings' with families and external specialists and identify and review current targets and interventions to ensure a smooth transition from mainstream provision. As part of this we will ensure that the targets of the Individual Development Plan are broken into shorter SMART targets (Specific, Measurable, Achievable, Relevant and Timely) and develop a programme and monitoring process to ensure that these are continually reviewed. F. Gain Parental Consent for children to attend 'Yr Academi' provision within our school. G. 'Yr Academi' staff to begin building relationships with pupils on a 1:1 level through wellbeing/socialising activities, further assessments (such as WellComm, BPVS3, P-Scales, Baseline) and interventions. This will be roughly 20 mins per child up to three times a week. H. 'Yr Academi' staff to present to full staff on the vision and provision available to children as well as the functions of the team as part of the school's graduated response to additional learning needs provision, including roles and responsibilities of the full Additional Learning Needs team.	KW, AH, MWD	25/10/2024	N/A	Work with external agencies to develop and refine identification processes of pupils with ALN for access to 'Yr Academi' has taken place and these processes have been established. These processes and criteria have been used to support identifying pupils who require additional support above targeted level in the school's provision map. All initial meetings held with parents to discuss their child attending Yr Academi and to gain parental consent (23/09/24). Mrs Wulder and Miss Harper have set timetables for individual time with each pupil before integrating them to small group settings and class settings. Building rapport and relationships with all pupils identified as attending Yr Academi (18/10/24). Whole staff meeting to introduce Yr Academi, its vision and provision as part of the school's graduated response to ALN (25/09/24). All Pupil Centred Planning meetings arranged before	N/A

					25/10/24 in order to create One Page Profiles and support development of IDPs.	
	Stage 2: November 2024 A. Finalise holding 'Pupil Centric Planning Meetings' with families and external specialists and identify and review current targets and interventions to ensure a smooth transition from mainstream provision. Finalise ensuring that the targets of the Individual Development Plan are broken into shorter SMART targets (Specific, Measurable, Achievable, Relevant and Timely). B. 'Yr Academi' staff to continue building relationships with pupils now at group level through wellbeing/socialising activities. We will finalise our further assessments (such as WellComm, BPVS3, P-Scales, Baseline) and continue academic interventions. This will now be around 1 hour per day for the group.	KW, AH, MWD	29/11/2024	N/A	All pupils are attending Yr Academi on a daily basis. All pupils have a One Page Profile and a SMART target for both numeracy and literacy which they work on within their time at Yr Academi. Assessments have been carried out and used to inform planning and activities and support core IDP targets and provision. Finalising IDPs is underway.	All pupils have reviewed One Page Profiles and SMART targets have been introduced to pupils to introduce independence and responsibility of targets. All pupils in attendance of Yr Academi have a drafted IDP. PCP meetings have been held with families and specialists in order to discuss pupil progress and to review IDPs as appropriate.
	Stage 3: December 2024 A. Daily routines established with children so that they now are attending for the full morning session. B. Initial 'Pupil Progress and Wellbeing Meetings', with families, two weeks after their transition into mornings at 'Yr Academi'.	KW, AH, MWD	22/12/2024	N/A	Daily routines established with one pupil who requires additional support to transition into school. All Yr Academi pupils access Yr Academi's initial stages of provision on a daily basis. We await the physical space (see Appendix 5).	Following assessments and bodies of work, some pupils are accessing mainstream for numeracy lessons and Yr Academi for literacy sessions as this better meets their learning needs in individual areas of learning. Professional discussions with teaching staff indicate that pupils attending mainstream numeracy and literacy are making progress within class.
Produce Information Materials for Families & Update School Website	Create an information booklet for families that includes: 1. Introduction to 'Yr Academi' - Purpose and goals of the class - Overview of how the class supports pupils with diverse needs 2. Eligibility and Referral Process - Criteria for pupil enrolment - How pupils are referred to the ALN class	KW, MWD	25/10/2024	N/A	Information booklet completed and has been shared with all current prospective students for the Academy. This information is also available on the school website and has been shared with staff. (25/09/24). This will	N/A

	- Assessment procedures 3. Types of Support Offered - Academic support - Social and emotional development - Behavioural interventions - Sensory and physical accommodations 4. Staffing and Expertise - Role of support staff, teaching assistants, and specialists - Collaboration with external professionals (e.g., therapists) 5. Individual Development Plans (IDPs) - What IDPs are and how they are created - Role of parents in IDP development - How IDPs are reviewed and updated - Develop an individual programme that contains SMART targets. 6. Daily Routine and Classroom Environment - Typical daily schedule in 'Yr Academi' - Special facilities or equipment used in the classroom - Integration with mainstream classes 7. Parental Involvement and Communication - How families can participate in their child's education - Regular communication channels between parents and the school - 'Pupil Progress and Wellbeing' meetings and updates 8. Behaviour Management and Support - Approaches to managing behaviour - Positive reinforcement techniques - Support for pupils with emotional challenges 9. Support Services and Resources - Access to speech and language therapy, occupational therapy, etc. - Available external resources and referrals 10. Transition Planning - Support for transitioning into and out of 'Yr Academi' - Preparing for secondary education or reintegration into mainstream classes 11. Frequently Asked Questions (FAQs) - Common questions families may have about 'Yr Academi' - Clear answers to help alleviate concerns or misunderstandings 12. Contact Information - How to reach 'Yr Academi' staff				be updated when the physical space is complete (see Appendix 5).	

	We will build an additional section to the school's current website in order to outline 'Yr Academi' and its principles in supporting the learning of identified ALN pupils.	MWD, KW	31/10/2024	N/A	The school webpage has an additional section that includes all information for Yr Academi. This page on the website is now live. (24.09.24). This will be updated when the physical space becomes ready. We would like to add a video tour of the room also to the website in addition to photographs.	N/A
Transform Storage Area into a Teaching Area	**Stage 1: Before September 2024** • Three contractors to provide quotes for building works to transform the garage into classroom area. • Design a suitable classroom layout space that is accessible and adaptable. • Governing body to review quotes and select contractor to complete the building work. • Building consent and planning permission sent to Local Authority for building work to commence.	MWD	31/07/2024	£35,000	Quotes all received. Governor approval of quotes after scrutiny by Chair and Vice Chair. Building consent forms sent off to TCBC. Met with Building Consultant to help with ensuring compliance. Following difficulties regarding Planning Permission for Yr Academi, alternative location in the school street has been discussed and reviewed and is being developed and used. Further discussion with builders in order to create a classroom has been conducted. See Appendix 5 for more details.	January: Contract for new building work has been put to tender March: Prices came in far higher than expected (£50k more). April: MWD working with Steve Tong to secure funding. TCBC have allocated funding from ALN Capital Grant to top up. Awaiting approval. June: Still awaiting approval. Delay due to Welsh Government awaiting British Government spending review. Work expected to commence over the Summer holidays.
	Stage 2: September 2024 Purchase resources and furniture. Purchase or acquire specific learning aids, technology, and materials such as visual aids, communication tools, and adaptive learning software.	KW, SR, MWD	20/09/2024	£5,000	Resources and furniture, including specific learning aids, technology, and materials such as visual aids, communication tools, and adaptive learning software ordered 13/09/24. Following difficulties regarding Planning Permission for Yr Academi, alternative location in the school street has been discussed and reviewed and	N/A

					furniture order will need to be reviewed in order to suit the new location .See Appendix 5 for more details.	
	Stage 3: November 2024 Building work to commence and transformation of storage space to teaching space. Build any furniture required.	MWD, Site Manager, Contractors	22/11/2024	N/A	New building drawings have been accepted and new building work to commence February 2025. See Appendix 5 for more details.	N/A
Ensure Appropriate Training	Kaysha Wulder to attend CYDAG in Aberystwyth (reviewing good teaching practice for ALN pupils across Wales) along with school ALNCo Caitlin O'Sullivan.	KW, C'OS	02/10/2024	£300	Caitlin O'Sullivan attended CYDAG and shared information. Kaysha Wulder has contacted Emily Niner of Autism Education Trust to engage with external agencies in developing the use of Welsh medium resources specifically for children with ASD diagnosis. Staff have visited Blaenavon Heritage Primary School to view their setting. Kaysha and Amy attend Hanen Teacher Talk to upskill in communication techniques for pupils with communication difficulties.	KW and AH have attended both Hanen A and B teacher talking courses and have applied the skills and strategies at Yr Academi which have been impactful. KW has given training on these strategies to the teaching and support staff ofProgress Step 1 and 2 in order to maintain consistency in approaches supporting the development of language and literacy in school.
	Establishing links and a networking and sharing community of specialist classes.	KW, AH	22/10/2024	1 Day Release for KW & AH	Bethan Moore has supported ideas in December focusing on what we can do to improve our provision until our physical space has been finalised.	Jennifer Lovering has supported KW and AH with assessment documentation, further discussion to be had when class space is built. Staff members have attended Crownbridge Special School in order to observe good practice and are also attending the school's Conference for Y Dyfodol for our inclusive practice.

	Kaysha Wulder and Amy Harper to visit and observe good practice in ALN settings across Torfaen CBC.	KW, AH	22/12/2024	1 Day Release for KW & AH	Staff have visited Blaenavon Heritage Primary School to view their setting. Links are now made with Pontnewydd Primary and Crownbridge Special School (Penygarn Site) in order to work together to observe good practice in the Spring Term.	Support through Penygarn has been successful. We have implemented strategies (such as different 'routes into learning') to support individual children.
	Kaysha Wulder and Amy Harper to observe good practice in teaching additional phonological strategies.	KW, AH	22/12/2024	1 Day Release for KW & AH	A group of teachers and support staff have received training with Speech and Language on Gestalt learning processing which supports our highly complex individuals in school. In addition to this whole staff have also received a training session on Gestalt language processing. Yr Academi staff have received training with Hanen Teaching Talking strategies and have linked with Bro Teyrnon and SenCom to support each other.	BR to provide POPAT training to KW to be able to use alternative strategies for learning phonics has been completed and are currently working collaboratively to combine POPAT strategies with Tric a Chlic phonic system.
Provision and Target Planning	**Stage 1: September 2024** Initial template of weekly lesson plans developed and finalised.	KW, Class Teacher(s)	22/10/2024	Half Day Release MWD & KW	Initial planning template has been introduced ready for Yr Academi to develop further. (20/09/24). This will be adapted again when the physical space is ready and we have been able to establish enhanced and enriched provision stations.	Planning focus activities happens daily in order to ensure that thorough assessment of previous activities is accurate - ensuring accurate and purposeful tasks and learning daily in Yr Academi. Evaluation booklet in use daily in order to plan the following days activities to ensure time to review any skills necessary and how to move learning forward when appropriate. The planning template has been edited and is used impactfully in order to plan

						lessons - this will need further development when Yr Academi has a building to support the development and tasks in the provision areas.
	Stage 2: November 2024 Template for breaking down long-term IDP targets into shorter SMART targets (Specific, Measurable, Achievable, Relevant and Timely) to be created. Individual programmes for pupils to be created.	KW, Class Teacher(s)	22/11/2024	1 Day Release for KW & AH Transition meetings between 'Yr Academi' staff and Class Teachers	Individual formats which 'chunk' broader IDP targets have been established and are utilised for planning. Working with Crownbridge Special School, we will adapt these following their good practice.	Daily planning processes established and fully embedded in order to chunk targets.

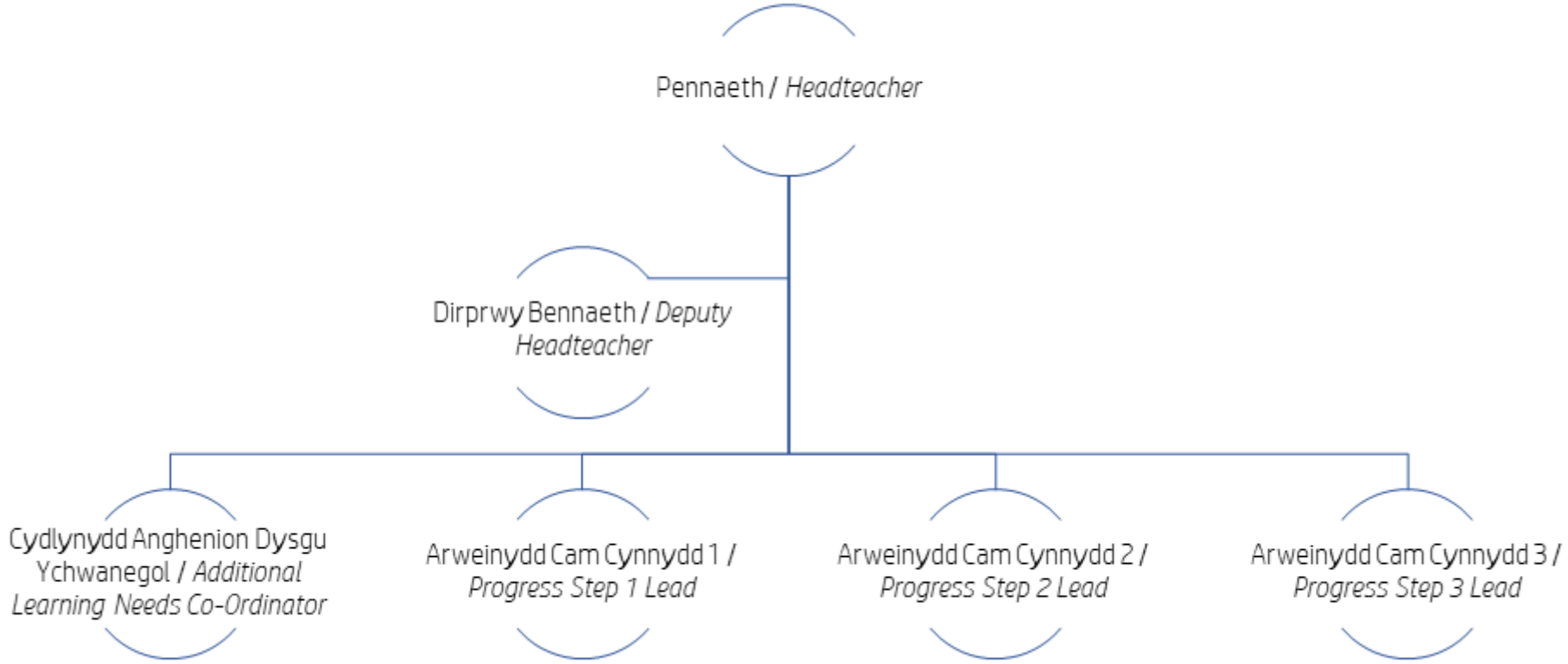
Atodiad 1 / *Appendix 1*

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*

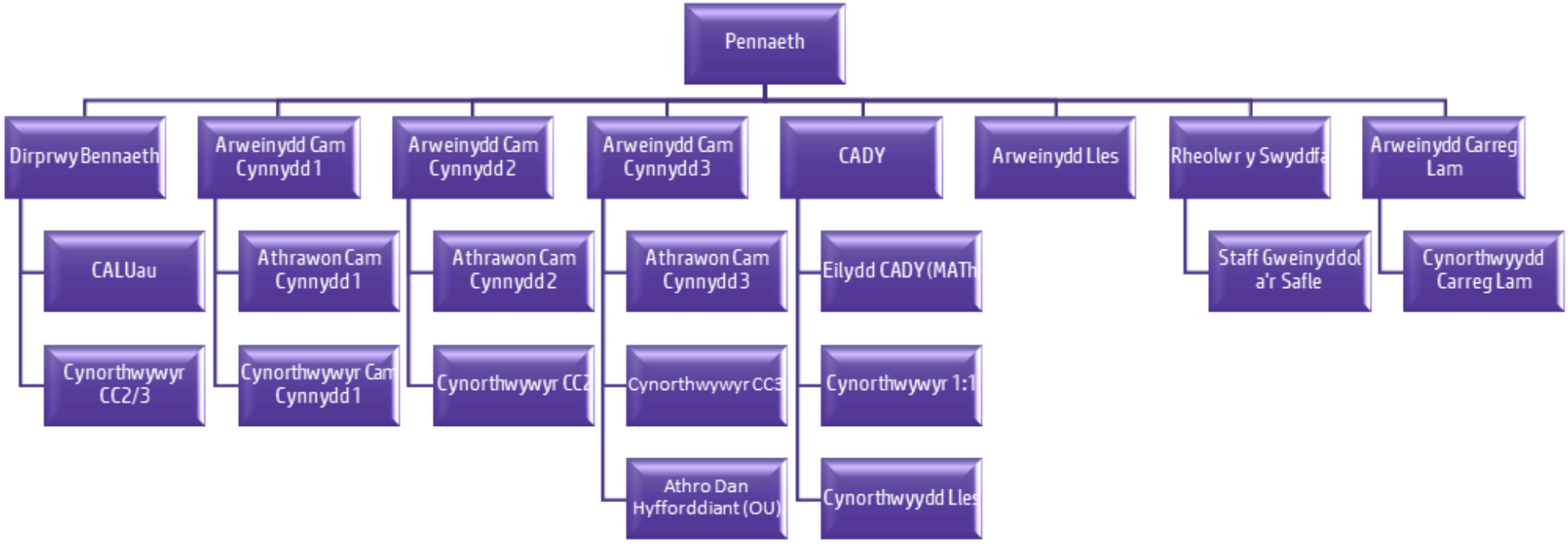
Atodiad 2 / *Appendix 2*

Strwythur Uwch-Arweinyddiaeth / *Senior Leadership Structure*



Atodiad 3 / *Appendix 3*

Strwythur Rheoli Perfformiad / *Performance Management Structure*



Yr Academi

Initial Development Proposal

Governing Body Meeting – 19/06/2024, v3

Ysgol Panteg

Caredig – Kind

Angerddol – Fired Up

Teulu – Family

Uchelgeisiol – Ambitious

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

01495 762581

www.ysgolpanteg.cymru

Rationale and Overview of Our Proposal

At Ysgol Panteg, we place pupils at the heart of everything we plan for and do, to ensure that they leave our school with the confidence to thrive in life. We understand our pupils' additional learning needs and pride ourselves on getting to know our children well. It is our mission to ensure that we support children with the best provision possible to succeed. We encourage all of our pupils to become kind, fired-up, ambitious, compassionate, resilient individuals. Inclusion is key to our school and we want to further live out our value of being a family. We recognise that we could do this better through restructuring our learning provisions. This is why we are developing a special class as a further layer of support for children as part of our additional learning needs graduated response. The name of this class will be 'Yr Academi'.

Special classes are part of a continuum of educational provision that enables children with more complex additional learning needs to be educated within our mainstream schools. They offer a supportive learning environment to children who are unable (or find it extremely difficult) to access the curriculum in a mainstream class, even with support.

We foresee this provision being a bespoke curriculum learning environment for a maximum of 12 pupils led by experienced and specialist staff. Access for the unit will be for children from Year 2 to Year 6.

The best guidance from both the Welsh Government and UK research states that children enrolled in special classes should be included in mainstream classes at timetabled points of the day in line with their abilities. Therefore, we propose a half day of specialist provision and rejoining classes for lessons which are appropriate and accessible. This will ensure that children do not become isolated and maintain friendships and other social connections.

The development of this provision will require the school to invest in modifying the building for the creation of a fit-for-purpose learning environment. It will require adequately resourcing with adaptive furniture and assistive technology. It will also require inclusion on our staffing structure, ongoing budget allocation and monitoring and planned professional learning.

What are the Current Obstacles and Issues?

The numbers of children with additional learning needs in our school and arriving at our school has increased significantly over the last three years. Most of the 'complex' additional learning needs we come across can be supported through universal or targeted support. However, in the last year, the number of children registering as 'highly complex' has grown exponentially from 2 pupil to 6 pupils. We are also expecting another 2 'highly complex' to arrive in September. Highly complex needs ranging from social communication needs to severe sensory needs are becoming more prevalent and they are extremely hard to support in classes due to most highly complex children requiring a bespoke curriculum. The current model of support for these pupils is that they are given allocated hours of time as per their individual development planning (or, in one case, their statement). However, this means that their support is being met with dip-in additional staff and the class teacher supporting. Yr Academi would provide a bespoke curriculum and a designated environment for these children's learning allowing for their support to be more consistent and honed. This would also help to minimise disruption for other learners. In our opinion, the establishing of Yr Academi would make good steps towards being more proactive and requiring less reactive actions to support children.

Vision

We aim for every child to experience an amazing educational experience, whilst at Ysgol Panteg. Launching 'Yr Academi' will help us to improve our ability to:

- Provide a safe, secure and specialist environment, which allows children to work at their own pace, have fun and enjoy themselves. Enable them to develop a love for learning and ensure that it is a key priority that all of our children are happy at school.
- Provide a flexible, practical, personalised approach to our curriculum with emphasis on: core communication skills, wellbeing and life skills for independence, interactions to build relationships, cognition and learning skills to believe in themselves.
- Ensure the curriculum intent, implementation & impact are embedded across all subjects and all pupils, irrelevant of their additional learning needs.
- Ensure that all pupils are challenged to reach their full potential and no child is left behind.
- Ensure that our pupils' individualised development plans are current, appropriate, and progressive.
- Develop lessons, experiences and opportunities, which explore and develop, creating additional literacy and numeracy opportunities and development.
- Grow our environment making sure it is reflective of our policies and practices.
- Strengthen relationships with children, staff and families established by nurture, trust, challenge and mutual respect.
- Grow pupils voice ensuring it is active, valued and embedded as our democratic culture, especially in regard to own educational journeys and aspirations.
- Ensure we develop our learning and wellbeing provision, where our offer is an integral part of the learner's journey.
- Strengthen collaboration and shared activities, training and practices with other schools locally, and nationally.

Through 'Yr Academi', children will:

- Be encouraged to engage in a variety of activities and experiences to promote their progress, improve their participation and attendance and make the necessary changes to engage in their own education. They can achieve and will!
- Experience consistent boundaries and positive behaviour management with trained staff through carefully planned strategies.
- Believe in themselves, value others and respect their school community.
- Be able to set themselves realistic goals, and targets. Especially in their annual reviews and professional meetings.
- Understand that we believe that they can improve, and we aim to help them believe this.
- Develop a sense of pride in themselves, their work and being part of 'The Panteg Family'.
- Go on to become life-long learners and thrive.

Key Responsibilities

'Yr Academi' would be run and managed by Ysgol Panteg and under our main school budget. The Headteacher would have responsibility for the setting and, as with all other aspects of the life of Ysgol Panteg, would report to Governors on developments, successes and challenges.

An experienced teacher would be allocated with support from a teaching assistant. These members of staff would work in conjunction with the Additional Learning Needs Co-Ordinator and Deputy Additional Learning Needs Co-Ordinator.

Impact: What Will Success Look Like?

1. **Pupil Progress:** Significant improvement in pupils' academic performance.
2. **Parental Satisfaction:** Positive feedback from parents regarding their child's progress and support.
3. **Behavioural Improvements:** Noticeable reduction in behavioural issues.
4. **Attendance Rates:** High attendance rates in the ALN class.
5. **Engagement Levels:** Increased pupil engagement and participation within tasks and classroom with appropriate shorter activities.
6. **Staff Feedback:** Positive feedback from whole staff regarding the support and resources provided.
7. **Integration Activities:** Successful inclusion of ALN Pupils in mainstream activities where appropriate.
8. **Peer Relationships:** Improved social interactions and relationships among peers.
9. **Pupil Self-Esteem:** Enhanced self-esteem and confidence in pupils.
10. **IDP Goals:** Achievement of more challenging IDP goals for each pupil as a result of additional support.
11. **Support Services:** More effective collaboration with support services such as speech therapists and counsellors.
12. **Pupil Retention:** High retention rates of pupils. Reduce drop out rate to other schools with ALN classes.
13. **Pupil Independence:** Increased levels of pupil independence and self-management.
14. **Extra-Curricular Participation:** More participation of ALN Pupils in extra-curricular activities.
15. **Pupil Wellbeing:** Positive impact on pupils' emotional and mental wellbeing.
16. **Inclusion Policies:** Improved school-wide policies that support and promote inclusion that are Trauma Informed Schools friendly.
17. **Future Readiness:** Preparation of pupils for future educational and/or vocational opportunities.

SWOT Analysis

Current Strengths	Current Weaknesses
• The school recognises individual's additional learning needs and knows each of our children well. • The school has a designated team for additional learning needs, wellbeing support with deputies for each of these roles. • The diagnostic team is fully set up to complete assessments to aid decision making with regards to the suitability of 'Yr Academi' for individual classes. • Additional learning and wellbeing provision are a particular strength in the school as highlighted by Estyn due to its coverage and the culture of continuous improvement. • The school works well with external agencies and with Torfaen specialists (such as Outreach and the Educational Psychology Department).	• We have a number of children who are finding mainstream class work more difficult and we are timetabling more time in smaller groups for specialist curriculum support (through intervention programmes such as 'Teaching Early Numeracy to Children with Developmental Difficulties'). This is requiring more time outside of class for individuals. • The school is a very busy place and there is no dedicated teaching space designated for children with complex or highly complex needs. • The cost of the current model of supporting children has included two additional teachers as well as additional staffing for 1:1 allocated time. This cost is high and, although it has reached the needs of many through the use of our surplus and though government post-Covid grants, it will not be sustainable moving forward. • 1:1 allocated time is extremely expensive and most children with additional learning needs need shorter bouts of activity and concentration rather than continual support. • We have more children requiring significant additional needs provisions than ever before. This is a rising trend across the authority and across the nation. This is becoming increasingly harder to manage especially for complex and highly complex children within the mainstream setting.
Opportunities for Development	**Threats, Risks and Mitigations**

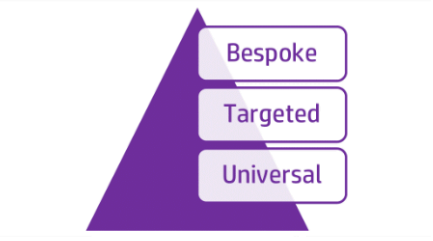
• We have an unutilised space that would simply need adapting to fit the needs for 'Yr Academi'.
• We have staff with a specialism in additional learning needs who can fulfil the roles within 'Yr Academi'.
• We need to develop staff further for specialist teaching and support because we know the range of needs we are seeing (especially in the early years) is increasing drastically. 'Yr Academi' could be a method by which to form a centre of excellence and when established provide training to other teachers at Ysgol Panteg and cluster schools.
• We see the creation of 'Yr Academi' as a method of further promoting our school in the community and maintain/improve numbers for Reception and Nursery.
	• The cost of a teacher and teaching assistant moving forward needs to be factored into the budget. If we utilise internal skilled individuals for these roles we can allocate:
	  ○ Teacher: 0.5 for 'Yr Academi', 0.1 for planning, preparation and assessment and 0.4 for covering other teachers' planning, preparation and assessment time.
	  ○ HLTA: 0.5 for 'Yr Academi', and 0.5 for covering teachers' planning, preparation and assessment time.
	• We would utilise a percentage of our surplus in creating a learning space that if budget cuts come could mean that we cannot afford to keep the provision open and leaving the space defunct. We can mitigate against this be utilising grant funding (where appropriate), utilising planning, preparation and assessment time cover as part of the equation, and allocating the finance allocated for children with complex and highly complex needs (providing they are attending the provision, of course).
	• More children require the additional learning provision through 'Yr Academi' due to its success, word of mouth and transfers to our school. The matrix contained in this document is used as a scoring tool (entry and exit criteria) to ensure the top priority needs are addressed. Should more highly complex children begin at Ysgol Panteg, their funding and support can be allocated and should a significant number join it might be viable to open 'Yr Academi' in the afternoons too.

Entry and Exit Criteria

Access to 'Yr Academi' would be through a period of consultation with the child's family and a points-based system formulated by looking at barriers to learning. Each child entering 'Yr Academi' will have an individual development plan or one-page profile written in conjunction with the family and relevant external agencies. These children may have many different needs or a more specific need:

- Children with speech, language and communication needs have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. This area includes those children and young people with an autistic spectrum disorder who also are likely to have difficulties with social interaction, and with language, communication and imagination, which can impact on how they relate to others.
- Learning difficulties cover a wide range of needs which include a complex learning difficulties and highly complex learning difficulties where children are likely to need support in most or all areas of the curriculum. Children with multiple needs are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This range of needs also includes specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Children a may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided in a mainstream setting. This includes pupils with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) who require specialist support and/or equipment to access their learning.

Levels of provision are explained in three broad terms: universal, targeted and bespoke. The majority of children's needs are met with universal provision, a smaller number's needs are met with targeted provision and a small number (those who will be considered for 'Yr Academi') need bespoke support for their needs to be met.



On the following pages, please see a comprehensive entry and exit criteria scoring tool which is intended to be used as a method of assessing and prioritising needs in addition to planning for the need. Each column is to be seen as a best-fit description. This has been adapted from the 'Barriers to Learning Matrix'.

In order to determine which children who gain access to this additional learning needs class, a panel of school staff and specialists (such as Early Years ALN Team, Link ALN Officer, Families First and Educational Psychologist) will meet with the family to determine what support should look like moving forward and to assess the appropriateness of Yr Academi for each individual.

Category	Level of Need					Score
	1	2	3	4	5	
Cognition	Cognitive abilities within broad average levels and National Curriculum attainments average or close to average	Pupil presents with some learning delay, shows some difficulties with conceptual understanding, in one or more areas of the core curriculum and attainments are more than 1 year below average.	Levels of attainment that are moderately lower than those of their age equivalent peers. Pupils will have moderate and persistent difficulties in the acquisition and/or use of language, literacy and numeracy skills which affect progress in other areas of the curriculum. Pupils may also have difficulties with other areas e.g. motor skills, organisation skills, behaviour, social or emotional issues and multi-agency advice may be required. Pupils require support and interventions e.g. regular group work /small group support alternative forms of recording with Access to occasional specially targeted 'different' interventions. Needs differentiated work and support with conceptual understanding, and reasoning across the core curriculum.	Pupil functions at a level that requires specialised interventions and adaptations to the curriculum. Experience significant problems across the majority of the curriculum. Their general level of development and academic attainment is significantly below that of their peers. Difficulties may include speech and/or language developmental delay. Some young people may also have poor social skills and/or may show signs of emotional and behavioural difficulties	Severe learning difficulties and global delay, affecting self-help and independence skills throughout school. Functions at a level that requires specialised interventions and adaptations to the curriculum. Young people with severe or profound and multiple learning difficulties are almost always identified before they reach statutory school age. Young people with SLD will be most likely to work at P level to end of year 1 expectations of the National Curriculum) up to school leaving age. A young person with PMLD will be most likely to work at early P levels until school leaving age. In most cases the LA will be able to draw upon a considerable body of existing knowledge arising from assessments carried out and provision made by Health Agencies and Children's Services.	
Learning Behaviour/Social Behaviour	No needs in this area.	No significant needs in this area. Sometimes has poor interactions with pupils. Sometimes is disrespectful to staff or property. Sometimes seeks attention inappropriately or unable to wait for rewards. Lack of a range of social skills, e.g. taking turns, working co-operatively, accepting the ideas others. Poor view of self and low self-confidence, difficulty in working independently. Unsettled behaviour in class, limited concentration and organisation in relation to age expectations. May avoid or become upset when faced with new and unfamiliar tasks or people.	Often has poor interaction with pupils. Often is disrespectful to staff or property. Often seeks attention inappropriately or unable to wait for rewards. Often has poor interaction with pupils. Often is disrespectful to staff or property. Often seeks attention inappropriately or unable to wait for rewards. May frequently challenge teachers' requests but will back down. Frequent attention seeking behaviour, often inappropriate or mildly challenging. Seeks to gain and maintain frequent close physical contact with adults (generally primary age children). Overreacts when disapproval is shown, attention is withdrawn or when thwarted. Appears to lack motivation and requires frequent encouragement to stay on task. Flits between activities and materials with little attention (younger children). No regular group of friends.	Frequently seeks attention inappropriately-unsettled and disruptive behaviour in class. Frequently loses temper or has tantrums. Has difficulty in maintaining relationships with members of staff, e.g. avoids engaging in work, and may challenge teachers in a verbally aggressive manner. Frequent aggressive conflict with peers. Remembers confrontations, 'bears a grudge' and seeks revenge. Seeks affection, approval and reassurance repeatedly but appears to remain insecure. Inappropriate actions in search of attention. Destroys own work or hard won social achievements. Demonstrates extremely low self-esteem and emotional neediness through social withdrawal. Demonstrates anxiety; clings and is tearful. Attendance may need to be monitored. Irregular attendance Evidence of putting themselves at risk.	Regularly shows only minimal respect for adults and peers. Is very difficult to direct. Regularly intimidates and readily resorts to physical aggression. Progress is very significantly affected by emotional, social and mental health difficulties. Very provocative, aggressive and confrontational behaviour which can include verbal and physical aggression towards peers and staff. Loses temper frequently during the day or has frequent tantrums. Outbursts are prolonged and are difficult for staff to manage. Has poor relationships with most staff, is disruptive in most lessons and unwilling to comply with teachers' requests. Refuses to acknowledge responsibility for inappropriate behaviour despite objective evidence. Has very few positive relationships with pupils, has frequent disputes and fights and is known to bully. Lacks confidence and independence and is dependent on other children. Very rarely volunteers a positive response in class. Very withdrawn; social contact with other pupils is very limited; appears isolated and has no friendship group in school. Chronic non-school attendance Shows extreme levels signs of anxiety in everyday situations. Behaviours associated with mental health disorders demonstrated e.g. moderate/severe anxiety/depression, suicide ideation, deliberate self-harm, eating disorders, psychotic symptoms that are having a significant impact upon daily functioning and therefore require involvement from mental health professionals. Adult support may need to be deployed flexibly to support re-integration in cases of chronic non-school attendance.	

Category	Level of Need					Score
	1	2	3	4	5	
Speech and Language	Language understanding and function and communication skills within average levels or above. No barriers to functionin	Pupil has moderate delay in expressive and / or receptive language and / or pupil has a mild speech sound disorder. Persistent immaturities with speech and language into KS2. Difficulties in areas of comprehension, asking and answering questions, understanding basic concepts and speech sounds. Some difficulties experienced in conveying more abstract and complex thoughts. Able to follow most conversations/instructions in context. Mostly confident with occasional difficulty integrating or fulfilling social activity. Mild, occasional upset, frustration, anger, distress.	Moderate language impairment. Long-term speech & language difficulties causing barriers to learning and social relationships. Moderate language impairment with problems in some areas which may involve one severe predominant area involving use / comprehension / expression / phonology. Free spontaneous speech often unintelligible. Good use of consonants and vowels at a single word level but poor transfer of sounds into sentences. Single words clear but connected speech poor. Intelligible to familiar listeners in context but not intelligible in context with unfamiliar listeners. Able to follow simple instructions in a clear context. Self-confidence and social integration limited by communication difficulties may respond inappropriately. Able to achieve some limited social integration with educational activities.	Severe language and /or speech sound disorder/ limited language. Uses mix of speech and augmented communication systems. Severely reduced speech sound systems. Not intelligible except to familiar adults in context and /or Severe language impairment, involving more than one component of language e.g. use/ comprehension/ expression. Severely reduced speech sounds. Self-esteem generally low. Pupils will have difficulty establishing social integration and friendships with peers. Pupil is likely to withdraw from communication in class, has limited social integration. Is likely to misunderstand social situations and respond inappropriately. May show signs of distress and confusion. Impacts significantly on learning in most/all subjects. Planned sessions to implement S&L targets. May need some 1:1/small group sessions with S&L professional. Will need some support in the classroom in areas where particular difficulties are experienced. Some may require a significant amount of time being taught in small groups. May require additional adult assistance for sensory strategies. There will need to be planned and monitored opportunities for social interaction with peers to develop language. Makaton and S&L sessions in small group or Resource Base. Have a teaching assistant who has good knowledge of the pupils learning style to provide an interface task and the environment to provide optimum learning.	Severely limited language skills, uses alternative communication systems to make needs/choices known. Unable to understand language even when supported by context and routine. The curriculum is likely to require very significant differentiation, adaptation and individualisation to account for difficulties that the pupil encounters in access learning tasks. Individualised/ simplified language used with consistent use of familiar words/ phrases to aid understanding. All language used is supported visually. Almost always uses alternative communication aids, visual supports to aid language understanding (e.g. Makaton, Picture Exchange Communication System) - consistently used throughout setting or by all key staff. Will need frequent breaks for physical activities, chosen activities or sensory diet activities. Application of an alternative curriculum defined by a multi-disciplinary team to address multiple needs.	
Engagement and Participation	Fully engaged and participating across the boa	Engaged in some activities where there is interest but can cause low level disruption. May need support in some aspects of learning, emotional regulation, personal care, sensory needs and behaviour management	The student is partly engaged throughout the day with some support needed in some aspects of learning, emotional regulation, personal care, sensory needs and behaviour management. - This student may require high levels of support, although this may be reduced at appropriate times throughout the day. - At this level of engagement there is an expectation students can appropriately self-occupy for short periods of time.	Rarely engaged or participating in activities. Frequent daily challenging behaviour /withdrawn and or isolated. Disrupting the teaching and learning of others. Requires some involvement with outside agencies. Complete disengagement from mainstream schooling and requires frequent physical intervention unable to self- regulate behaviour. Requires specialist intervention / teaching high level of involvement with outside agencies.	There are low levels of engagement throughout the day in the vast majority of aspects relating to learning, emotional regulation, personal care, sensory needs and behaviour management. - Engagement is emerging or fleeting. Are most likely to require high levels of staff input to support engagement, at identified key areas, to ensure progression in learning; this is however dependent on the individual student needs, and may be due to behavioural difficulties, sensory needs, or in line with their cognitive disability. - At this level of engagement students may be able to self-occupy but this usually presents as inappropriate interactions, or negative behaviours that create a barrier to their own or others learning.	

Category	Level of Need					Score
	1	2	3	4	5	
Social Communication	Appropriate social interaction and communication skills with peers and adults. Follows social rules.	Has social intent and knows the rules but does not know how to apply them. Can engage in activities / games with adult support scaffolding with adult intervention (scripts role model are able to interact and engage with others). Can take turns. Limited initiation of social interaction but can take part in some imaginative play if taught/supported.	Pupil has features of autism / a diagnosis of ASD but has academic and behavioural competencies that support their ability to cope with the expectations of school life with some non-specialised adaptations e.g. time out card. Functional language or communication difficulties across some settings Limited initiation of social interaction but can take part in some imaginative play if taught / supported, but cannot develop this independently. Some difficulties with restricted or repetitive patterns of behaviour or interest. Major communication difficulties (despite adequate vocabulary and language structures), which inhibit learning. Expressive language abilities are impaired to a degree that prevents effective age-appropriate communication. Difficulties with social interaction and/or restricted/ inflexible thinking leading to experiences of anxiety in certain situations, which the pupil finds difficult to cope with and which could occasionally lead to behaviour that challenges the norm. Occasional sensory or processing difficulties which cause the child anxiety, without intervention, these could lead to behaviours that challenge the norm. Use of adult stereotyped phrases, some evidence of reliance on routines and specific interests. Some reaction and resistance to change. Able to follow appropriate, structured and predictable classroom conventions so behaviour not usually challenging. They will work with a variety of adults. With support/ appropriate intervention the pupil can become calm relatively quickly. Transitions occasionally require additional planning to enable them to succeed.	Pupils may have a professional diagnosis of an autism spectrum condition. The pupils are likely to have persistent differences with social interaction, social communication or understanding emotions. Such differences will significantly impact on their access to the curriculum and general school offer. Pupils display: Limited functional language or communication difficulties across most settings. Difficulty seeing the point of learning activities or social activities, and require personalised rewards, reinforcement or activities that build upon personal interests to help them to engage. Persistent difficulties with restricted or repetitive patterns of behaviour or interest and some repetitive motor mannerisms used to self-regulate or self-occupy. Severe and persistent difficulties with communication. These lead to significant experiences of anxiety or heightened arousal in certain situations, which the pupil finds difficult to cope with and could lead to behaviour that challenges the norm. Severe and persistent difficulties with social interaction and/or restricted/inflexible thinking leading to heightened anxiety that can endure for a prolonged period even with support/appropriate intervention. Severe and persistent difficulties with sensory processing which leads to heightened anxiety levels and some behaviour which challenge the norm and/or impact on learning. Signs of distress over small changes in the environment and are reliant on routine and the expected. Some preoccupation with stereotyped or restricted patterns of interest that act as a barrier to other activities. Lack of understanding of classroom conventions, needing clearly defined roles and expected behaviours; they will interact with their own preferred adults. Some transitions need planned, personalised strategies to be successful. These pupils may have multiple difficulties i.e. dyspraxia, unstable epilepsy, mental health issues, ADHD, selective mutism that may not be formally diagnosed but require individual plans for supporting learning.	Severely limited language skills, uses alternative communication systems to make needs / choices known. Unable to understand language even when supported by context and routine. The curriculum is likely to require very significant differentiation, adaptation and individualisation to account for difficulties that the pupil encounters in access learning tasks. Individualised/ simplified language used with consistent use of familiar words/ phrases to aid understanding. All language used is supported visually. Almost always uses alternative communication aids, visual supports to aid language understanding (e.g. Makaton, Picture Exchange Communication System) - consistently used throughout setting or by all key staff. Child difficulties have a profound impact on their ability to function and multiple difficulties attaining developmental expectations They will have associated anxieties and/or sensory difficulties which have a significant impact on their ability to function across a range of settings. Pupil's ability to learn is significantly and persistently impaired by communication and interaction difficulties over prolonged periods. Pupils may have / display significantly limited functional language and communication across all settings. Attempts to approach others (only to meet their own needs) paying little or no attention to their response. Repetitive verbal and physical behaviours are frequent and preclude most engagement in learning. These can lead to severe anxiety, aggression or withdrawal. Severe and persistent frustration with communication cause extreme levels of acute anxiety experienced on a regular basis and across different settings. This will lead to extreme behaviours that will challenge the norm. Severe and persistent difficulties with social interaction, unpredictable, ongoing, extended periods of anxiety that cannot be reduced even with support and appropriate interventions. Passive / unsafe behaviours that challenge the norm and adversely affect the ability to engage with the world. Signs of distress over small changes in the environment and are reliant on routine and the expected. Significant difficulties with sensory processing and sensory modulation which lead to heightened anxiety levels. Significant and persistent adherence to personal, specific or complex routines across all settings. Highly dependent upon personal, routines and rituals leading to intense inappropriate reactions at times. All transitions require personalised and consistent strategies to be successful. These pupils will probably have multiple difficulties, i.e., ADHD, uncontrolled epilepsy, mental health issues, selective mutism, dyspraxia, etc., and are likely to have additional formal diagnoses that require an individual plan and support for learning.	

Category	Level of Need					Score
	1	2	3	4	5	
Sensory	No sensory need. Able to tolerate mainstream school environment with no adjustments.	Some sensory needs – able to tolerate/manage transitions across school day (class/work) without reasonable adjustments.	Moderate sensory need – not able to tolerate/manage transitions across school day (class/work) without reasonable adjustments such as visual cues, seating plans, staggered start to school day.	High level sensory avoidance. Strips off. Tackle defensive. Run off (noisy). Under table. Avoid canteen. Wait use of toilets. Refuse to wear certain clothes.	High level sensory avoidance. Strips off. Tackle defensive. Runs off (noisy). Under table. Avoids canteen. Wait - use of toilets. Refuse to wear certain clothes.	
Sensory Hearing Impairment	Hearing within normal limits.	Mild loss of hearing (e.g. conductive or unilateral loss). Can hear clear voice without aids/amplification. May suffer from temporary/seasonal hearing loss e.g. glue eye which may lead to: delayed receptive and expressive language and immature functional use of language; difficulties with comprehension, asking and answering questions, hearing/retaining some speech sounds; problems with some speech sounds, but will be intelligible and able to make needs known verbally; some difficulties in expressing/understanding more abstract and complex ideas/information although they should be able to follow most conversations/instructions in context.	Moderate hearing loss; uses post aural aids, non-verbal cues for communication. Ability to communicate through spoken language is moderately delayed. The pupil might require sign support the development of their residual hearing. Have a diagnosis of Auditory Neuropathy (ANSD). Requires hearing technologies. In circumstances where a pupil has additional disabilities of equivalent severity e.g. physical/medical disability, cognition and learning, chronic conductive overlay etc. which compound the effect of their hearing loss, the pupil may need to be placed in the next band. Special arrangements for assessments and examinations.	Severe hearing loss, needs aids (e.g. radio aids/ sound filed systems) for curriculum access. May use signing as aid to communication The pupil is likely to have significant developmental delay and deafness and other impairments will present barriers to learning. Pupil may have no established first language and require intense immersive practice and additional adult support. Pupil progress may be lateral rather than linear and will require a significant amount of repetition and consolidation. The pupil may have high levels of SEN in other areas (i.e. autism, physical difficulties). A specialist, differentiated curriculum will be required, designed to take account of the most effective way for each pupil to learn. Extensive adaptation will be required to the curriculum to include the provision of concrete, real experiences. The majority of learning will be through visual means, i.e. use of a Total Communication or bimodal bilingual approach. Special arrangements for assessments and examinations.	Very limited functional hearing for speech despite aids. Signing as first language. Complex Sensory / MSI The pupil will have one of the following: a severe/profound hearing loss plus a severe additional disability such as visual impairment, ASC, cognition and learning, BESD, physical disability, medical etc., resulting in the need for a high level of individual support. A very high level of deafness (pupil makes little or no use of auditory information) difficulties in achieving age-related expectations because of their deafness and additional need, a Multi-Sensory Impairment (MSI) - combination of significant visual and hearing difficulties; multiple difficulties and may have additional formal diagnoses that require and individual plan and support for learning a diagnosis of Auditory Neuropathy (ANSD), together with a high level of additional difficulties. Significant difficulties in perception, and in the acquisition and processing of language and information High anxiety and challenging behaviour as a result of the combination of their difficulties. The pupil may have additional disabilities (complex) needs, which make it difficult to ascertain their intellectual abilities. The pupil may have significant difficulty in accessing the curriculum and the environment. The pupil requires specialist teaching/support in order to make good use of their residual hearing and vision, together with their other senses. The pupil may need alternative means of communication. The pupil may have significant long-term difficulties requiring specialist/and or additional support to access the curriculum, which have significant resource implications for the school.	

Category	Level of Need					Score
	1	2	3	4	5	
Sensory Visual Impairment	Vision within normal range, including when corrected by glasses 6/6-6/12.	Mild impairment. Reads N12 print. Mild bilateral field loss or adapted to monocular vision. Independent mobility. Wears patch 1-2 hours daily. Necessitates use of appropriate strategies and resources.	Moderate impairment. Moderate bi-lateral field loss. Independent mobility in familiar areas. Moderate level of specialist equipment required. The pupil will have a visual impairment which greatly impedes access to the curriculum, necessitates use of specialist strategies and has significant resource implications for the school. The pupil will generally have a corrected visual acuity range between 6/60 to 6/95 or a severe field loss – unless their visual impairment is also known to be degenerative. The pupil will have a significant visual loss which merits registration as sight impaired/severely sight impaired. The pupil may have a high level of Cortical Visual Impairment which may merit registration as sight impaired/severely sight impaired. (This level of CVI will require environmental and presentational modifications e.g. individualised presentation routines to engage vision for a task, reduced distractions, clear background, colour contrast, size.) The pupil will need significant modification and adaptation to print. He/she will need additional time and reinforcement to consolidate understanding. The pupil's visual difficulty is likely to impair mobility, emotional and social development, access to the curriculum and ability to take part in school activities without adaptations.	Severe impairment. Significant level of specialist equipment required. The pupil will have a profound visual impairment which affects access to all aspects of the curriculum, necessitates use of highly specialist strategies and has extensive resource implications for the school. The pupil's vision will be within the range 3/60 to total blindness or they will have a very severe field loss e.g. tunnel vision of complex sensory. His/her visual loss will merit registration as severely sight impaired. The pupil may have a high level of Cortical Visual Impairment which will merit registration as severely sight impaired. Level of Cortical Visual Impairment means that pupil makes little or no use of visual information. The pupil may have a rapidly deteriorating visual condition. The pupil will need to use electronic aids and/or non-standard format e.g. Braille or Moon to read and record work. Sight difficulties will place the pupil at considerable risk of injury with particular reference to practical subjects and activities. Adaptations will be required to the environment to ensure safe access. The pupil will need considerable additional time to carry out tasks using predominantly non-sighted methods and extensive reinforcement to consolidate understanding. The pupil's visual difficulty will impair mobility, access to the curriculum and ability to take part in all school activities without significant adaptations. It is highly likely to impact upon the pupil's emotional and social development.	The pupil's vision will be within the range 3/60 to total blindness or they will have a very severe field loss e.g. tunnel vision. Where, in addition to this level of visual impairment, a pupil has additional disabilities of equivalent severity e.g. Hearing impairment, Physical/medical disability, Cognition and Learning etc. which greatly compound the effect of their sight loss, the pupil will need to be placed in the next band of complex sensory. Complex Sensory/MSI. Pupils have a profound visual loss plus a severe additional disability such as hearing impairment, ASC, cognition and learning, BESD, physical disability, medical etc., resulting in the need for a high level of individual support. The pupil is likely to have a range of other special educational needs. Pupils may have a very high level of Cortical Visual Impairment (pupil makes little or no use of visual information) together with a high level of additional difficulties. Pupils may have a Multi-Sensory Impairment (MSI) - combination of significant visual and hearing difficulties. Pupils will have difficulties in perception, communication and in the acquisition of information. There is little or no incidental learning. The combination of their difficulties may result in high anxiety and challenging behaviour. Pupils will require specialist teaching/support at all times in order to make good use of any residual vision and hearing, together with their other senses. Pupils may need alternative means of communication e.g. on body signing. Pupils will have significant long term difficulties in accessing the curriculum, requiring specialist/and or additional support, with extensive resource implications for the school. Adaptations will be required to the environment to ensure safe access and an appropriate learning environment e.g. acoustically treated rooms, visually uncluttered, quiet environment.	

Category	Level of Need					Score
	1	2	3	4	5	
Emotional Wellbeing	No needs in this area.	No significant needs in this area Some inappropriate emotions and responses. Somewhat lacks empathy with others. Sometimes appears low and miserable. Some occasional mood swings. Sometimes unsettled by change. Pupils are developing an awareness of consequences to their actions.	Often shows inappropriate emotions and responses. Often shows little empathy with others. Often unhappy, withdrawn, disengaged, shows mood swings. Often upset by change. The pupil presents persistent behavioural / emotional difficulties that have not been ameliorated by differentiated learning opportunities or by the whole-school behaviour management techniques. Lack of a range of social skills, e.g. taking turns, working co-operatively, accepting the ideas others. Poor view of self and low self-confidence, difficulty in working independently. Unsettled behaviour in class, limited concentration and organisation in relation to age expectations. May avoid or become upset when faced with new and unfamiliar tasks or people. May frequently challenge teachers' requests but will back down. Frequent attention seeking behaviour, often inappropriate or mildly challenging. Seeks to gain and maintain frequent close physical contact with adults (generally primary age children). Overreacts when disapproval is shown, attention is withdrawn or when thwarted. Appears to lack motivation and requires frequent encouragement to stay on task. Flits between activities and materials with little attention (younger children). No regular group of friends. Difficulty in maintaining relationships with pupils, e.g. minor scuffles in playground or classroom. Can display appropriate emotions but becomes highly anxious at times of transition, or when they do not understand or are unable to access a task. The pupil might disengage, become non-responsive, or become tearful and may require a high level of input to console them.	Frequently shows inappropriate emotional responses. Frequently distressed by change/transition. Frequently displays bizarre, obsessive or repetitive behaviours. This barrier to learning may include specific conditions requiring significant, regular additional adult support to access the majority of learning activities and to sustain concentration. Most areas of curriculum planning reflect the need to develop social, emotional and/or mental health well-being and resilience. These pupils are likely to be in a non-specialist SEMH environment. There will most likely be a behaviour support plan in place consistently implemented by all staff. Progress is affected by emotional, social and mental health difficulties Unsettled and disruptive behaviour in class Frequently loses temper or has tantrums Has difficulty in maintaining relationships with members of staff, e.g. avoids engaging in work, and may challenge teachers in a verbally aggressive manner. Frequent aggressive conflict with peers. Remembers confrontations, 'bears a grudge' and seeks revenge. Seeks affection, approval and reassurance repeatedly but appears to remain insecure. Inappropriate actions in search of attention. Destroys own work or hard won social achievements. Demonstrates extremely low self-esteem and emotional neediness through social withdrawal. Demonstrates extremely low self-esteem and emotional neediness through social withdrawal. Progress is significantly affected by their emotional, social and/or behavioural difficulties due to: Unsettled and disruptive behaviour in class which interrupts the progress of the lesson. Loss of temper or tantrums. Difficulty in maintaining relationships with members of staff, e.g. more than once daily refuses to complete work, challenge teachers' requests, but sometimes backs down. Difficulty in maintaining relationships with pupils, e.g. significant scuffles in playground or classroom. Victim of bullying or intimidation or intimidates others. Social isolation; usually appearing to be on the edge of activities. High demand of adult attention. Being easily rebuffed and sensitive to disapproval. Sullen, resentful and unhappy attitude and mood. High self-criticism; puts self-down. Pupils are not developing an awareness of consequences to their actions. May display a range of behaviours in response to any perceived demands, such as avoidance, distraction, bargaining, negotiation, leading to verbal and physical aggression as the pupil's level of anxiety increases in response to the perceived demand.	Regularly shows inappropriate emotional responses including self-harming. Regularly behaviour is severely withdrawn, bizarre or obsessional. Significant social, emotional and mental health difficulties requiring planned positive/ restrictive intervention. All areas of curriculum planning reflect the need to develop social, emotional and/or mental health well-being and resilience. There will be a history of; Progress is seriously affected by emotional, social and mental health difficulties. Frequent and significantly challenging and disruptive behaviour which includes refusal to accept consequences. Behavioural outbursts, generally on a daily basis. Significant difficulty in following basic classroom routines. Exceptional restlessness and inattentiveness for much of the school day. Aggressive confrontations with peers at least daily. Few constructive relationships with peers and seems isolated. Unpredictable emotional outbursts Withdrawn; relating to others at a minimal level tending to resist attempts to engage. Inappropriate response to praise Evidence of very frequent need for reassurance but anxiety remains after this has been provided. A high level of disaffection or anxiety which impacts on attendance. Behaviours associated with mental health disorders demonstrated, e.g. anxiety/depression, deliberate self-harm, eating disorders, which are having mild to moderate impact upon daily functioning but are able to be supported by school staff. Evidence of feeling victimised. Actions of putting themselves and others at risk. Pupils are not developing an awareness of consequences to their actions.	

Category	Level of Need					Score
	1	2	3	4	5	
Physical and/or Medical	No needs in this area, physical development and general health within normal levels.	Mild disability e.g. absent digits, mild diplegia. Pupil shows poor fine and/or gross co-ordination skills. Pupil is independently mobile without the use of aids etc. but requires assistance for some school routines/self-help skills. Pupil may need support with administration of regular medication in school. Pupils may: have medical conditions which reduce their levels of independence have conditions which require monitoring, e.g. arthritis and diabetes. Requires a Supporting Health care Plan.	Moderate disability Pupil is mobile with the use of walking aids. May require level access and/or supervision or assistance on stairs, etc. Pupil needs daily specialist programme for co-ordination skills. Pupil needs daily adult support with health care regimes. The pupil's progress through the curriculum and other subjects is affected by his/her physical and medical difficulties. The pupil's difficulties present him/her with some problems in participating in aspects of the curriculum, e.g. handwriting, D.T. May need catch-up programmes after periods of absence from school. Need support to set up equipment/learning environment but works independently in a range of curriculum areas. Requires a Supporting Health care Plan.	Severe disability. Pupil needs access to wheelchair for movement either independent with chair or adult support. Pupil requires specialist seating and possible other specialist equipment. Dependent on assistive technology and/or support for most curriculum access, e.g. alternative to handwriting. Pupils will have significantly reduced mobility, independence and/or self-help skills. In most cases they will be either motorised wheelchair users or use manual wheelchairs, but will frequently need adult assistance to move around school. They may have a postural programme requiring additional equipment. A totally accessible building with specialist personal care facilities will be required. Their learning may be affected by reduced attendance as a result of the severity of their condition. Pupil will need some of the following: Support with communication as a result of their physical difficulty / condition A detailed fine / gross motor programme. Management of a medical condition requiring intervention and monitoring Significant support with self-help tasks, e.g. Feeding. Allowances as they may tire easily or may be slow to complete physical activities or independent tasks. A high level of adult support to access the curriculum and activities On-going review if they have a deteriorating profile.	Profound or Progressive condition. Powered wheelchair or dependent on assistance for mobility. Non-weight bearing - requires use of hoisting. Staff require regular moving and handling training. Dependent on assistance for most personal care needs, e.g. toilet, dressing, eating and drinking. Specialist health care support required e.g. tracheostomy, gastronomy, pressure care. A very high level of adult support to access all aspects of the curriculum and daily living multi-agency joint working required. Pupils will have a very high dependency on adults for all aspects of their daily life. They may have a life-limited or deteriorating condition or critical medical needs. They will usually need nursing care or require the constant support of Complex Care staff. They are likely to have a postural programme requiring additional equipment. Their learning will be affected by reduced attendance as a result of the severity of their condition. Pupil will need some of the following Support for their physical management and personal care needs as their independence skills will be very limited or non-existent Specialist support with communication as they may be non-verbal. Significant allowances as they will tire easily or may be slow to complete physical activities or tasks Regular intervention and careful monitoring for a significant medical condition. Significant allowances as they will tire easily or may be slow to complete physical activities or tasks Regular intervention and careful monitoring for a significant medical condition.	
Specific Learning Difficulty	Literacy and numeracy within broad average levels and in line with expectation given the pupil's history of schooling.	Some difficulty with reading/ spelling of high frequency words and the acquisition of phonic skills. Reading 2 years behind chronological age in spite of extensive attempts to remediate difficulties. May also have difficulties with maths. Some pupils may grasp mechanical skills but lack comprehension, e.g. reading, maths.	Uneven profile of skills in core areas. Some difficulties with spelling and reading high frequency words. Unrecognisable spelling of phonic alternatives. Reading 3-4 years behind chronological age in spite of specialised advice to support and remediate difficulties over a period of more than two years. May also have difficulties with maths. Some pupils may grasp mechanical skills but lack comprehension, e.g. reading, maths.	Uneven profile of skills. Difficulty in all literacy based subjects. Severe difficulties with HF words. Reading 5 or more years behind chronological age. May also have difficulties with maths. Some pupils may grasp mechanical skills but lack comprehension, e.g. reading, maths. Pupil exhibits emotional barriers to learning as a consequence of their difficulties.	Severe difficulties in accessing any written material and displaying severe emotional barriers to engaging with learning.	

As learning needs may change over time, a child's enrolment in a special class should be kept under continual review by the school. At a minimum, a review will take place once a year and include a careful examination of the child's progress in achieving his/her learning targets. The review will consider:

- The child's views and those of family members, teachers and other relevant professionals;
- The suitability of the special class placement; and,
- Whether the child's needs might be best addressed in a mainstream setting or whether a more supported setting is required (e.g. special school setting).

Following a decision that the special class is no longer the most appropriate placement, a child may move to:

- a mainstream class within our school;
- a mainstream class within a different school;
- an assessment centre; or,
- a special school.

Financing

a. **Financing Context:** Each year, we are provided with Additional Learning Needs Funding to be used for Complex and Highly Complex pupils. For FY2024-2025, this amount is £53,108. In the last financial year (2023-2024), our expenditure on Additional Learning Needs support along with intervention was c.£82,715. This does of course not account for financial implications and time allocation of supporting Complex and Highly Complex pupils in small groups within the class. Last year financial year, allocated time on a 1:1 or small group (1:2/1:3) basis accounts for an approximate 1.4 of a TA. This financial year, the allocated time that was anticipated for 1:1 or small group (1:2/1:3) accounted for 2.5 of a TA. In the last days, 4 children have been allocated additional funding for ALN provision by the ALN Panel due to increasing highly complex needs (£21,334) which means the addition of another TA bringing the anticipated level of staffing to 3.5 TAs. Since our last meeting, 2 children have been refused specialist placement and the requirement will now fall upon the school to make significant adjustments for these children. It is anticipated that 2 others will be refused specialist placement due to availability of spaces and parental choice for Welsh language support. This is very hard to quantify due to the situation changing on a monthly or even weekly basis at present. However, 3.5 TAs at Grade 5 and Scale Point 14 (which is the average for a Level 3 Teaching Assistant) runs at £116,042.50. By setting up Yr Academi, we could reduce staffing costs significantly by around 56.5%.

b. **Planned Associated Costs:**
   i. Capital Building Costs:
   Full quotes available at request. Where possible, we have attempted to get like-for-like quotations. However, some companies' skills would require us to get some additional tradespeople to adapt certain elements.
      1. Quote 1: £16,975.00 (adaption of the room, but not including sprinker systems adaption and fire alarm adaption). Therefore, an anticipated £4,500 would be needed to put these elements right.
      2. Quote 2: £21,192.00 (adaption of the room and safety systems)
      3. Quote 3: £21,932.00 (adaption of the room and safety systems)
   ii. Resource and Finance Costs: £10,000 in FY 2024-2025 (and £2,500 per annum thereafter)
   iii. Staffing Model and Associated Costs:
      1. Teacher, 0.5 Teaching Time and 0.1 PPA Time = MP4-UPS3 = £23,428.00-£32,720.00. My plan is to put an experienced practitioner in this role who is UPS2 meaning a cost of £32,583.60.
      2. HTLA, 0.5 Teaching Time = Grade 6, SCP 20 = £17,837.50
      3. TOTAL STAFFING WORST CASE SCENARIO = £50,557.00
      4. TOTAL STAFFING REALISTIC CASE SCENARIO = £50,420.00.
   iv. Training Costs: £2,000 for FY2024-2025.
   v. Buffer Costs: £3,000

c. **High-Level Forecasting**
   Please find below a table outlining the estimated costs for the next 5 years. Assuming that a member of staff who is UPS2 moves to UPS3 in 2025-2026 and a 3% increase in costs per annum.

Type of Cost	FY2024-2025	FY2025-2026	FY2026-2027	FY2028-2029	FY2029-2030
Staff Running Cost	£50,420	£52,962.60	£54,549.48	£56,185.96	£57,871.53
Building Adaption Costs	Quote 1: £16,975 Quote 2: £21,192 Quote 3: £21,932	£0	£0	£0	£0
Start Up Resources and / Renewal of Resources Cost	£10,000	£2,500	£2575	£2652.25	£2731.82
Training Costs	£2,000	£1,000	£1030	£1060.90	£1092.73
Total	Quote 1: £79,395+£4,500 Quote 2: £83,612 Quote 3: £84,352	£56,462.60	£58,154.48	£59,899.11	£61,696.08

Timeframes

A new academic year and adjustments of personnel to our Senior Management Team bring challenges to establishing any new venture. It will also have an impact on timeframes due to capacity. As a result, it is anticipated that the Autumn Term of 2024-2025 will be allocated to fully establishing systems and processes, finalising capital building work and ensuring quality training for staff. We also anticipate that this will be a focus of our School Development Plan.

Staffing of classes for 2024-2025 as well as leadership responsibilities have been thoughtfully worked out to allow for capacity of individuals intended to staff Yr Academi.

When looking at Senior Leadership Team and Headteacher capatity for implementing this new ALN class, we are currently advertising (interally and externally) for an additional Progress Step Leader who will join our team in January 2025. In the meantime, September workload planning and staffing structures have been adjusted to support the school's operational continuity and for staff development over the Autumn Term.

Atodiad 5 / Appendix 5

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 Williamson-Dicken, MA(Ed), PGCert, BA(Hons), CMgr FCMI
Dirprwy Bennaeth | Deputy Head: Ms. Nerys Phillips

Update on Establishing 'Yr Academi'

12/11/2024

As governors will know from conversations we have had in meetings, 'Yr Academi' is in the process of being established. There are two main aspects to this: (1) the pedagogy and provision and (2) the physical space.

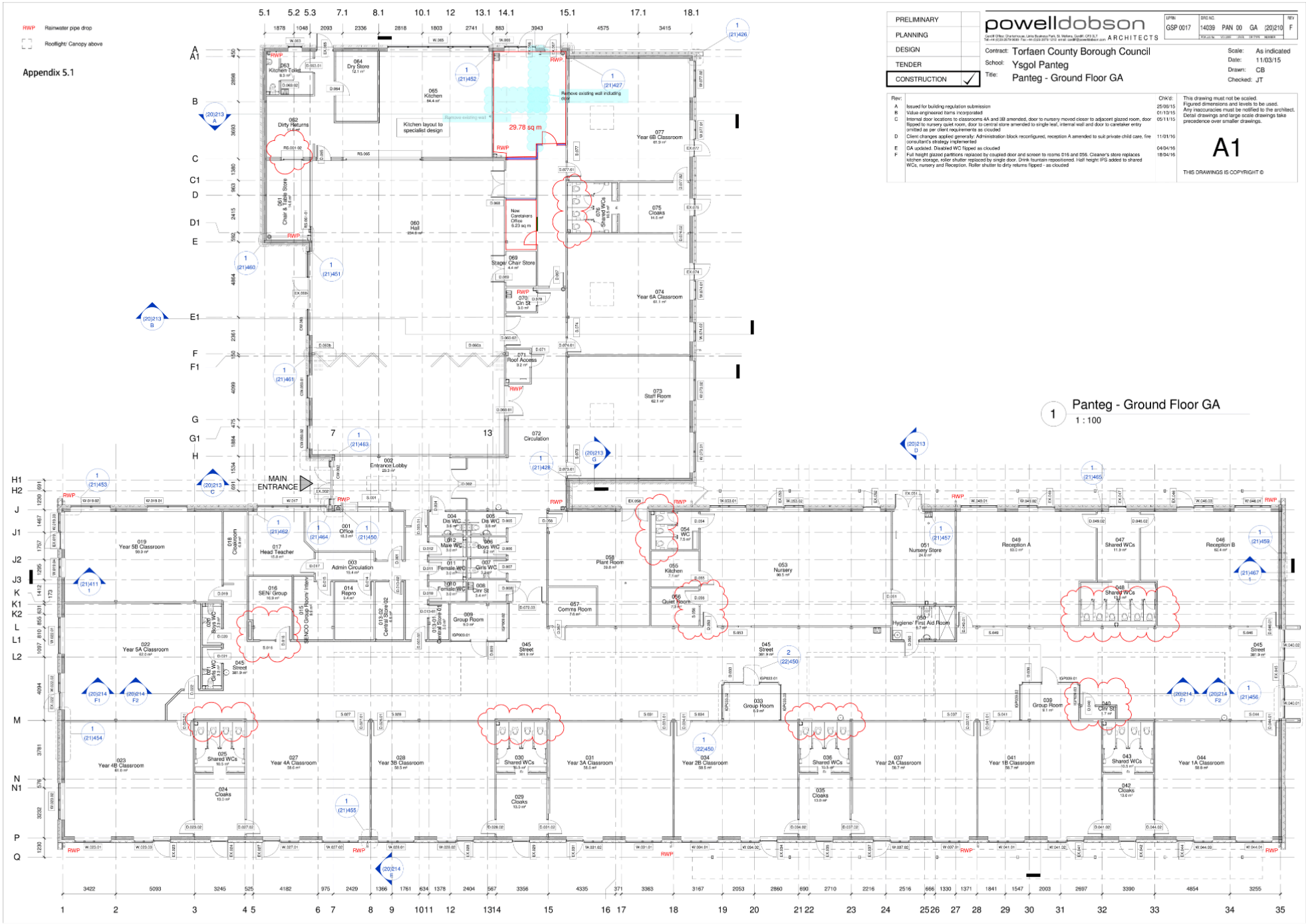
At Ysgol Panteg, 'Yr Academi' will aim for every child to experience an amazing educational experience. 'Yr Academi' will help us to:

- Provide a safe, secure, and purposeful environment, which will allow children to work at their own pace, have fun, and enjoy themselves. It will enable them to develop a love for learning and ensure that it will be a key priority that all of our children are happy at school.
- Provide a flexible, practical, personalised approach to our curriculum with an emphasis on core communication skills, wellbeing, and life skills for independence, interactions to build relationships, cognition, and learning skills to believe in themselves. Ensure that the curriculum intent, implementation, and impact will be embedded across all subjects and all pupils, regardless of their additional learning needs.
- Ensure that all pupils will be challenged to reach their full potential, and no child will be left behind.
- Ensure that our pupils' individualised development plans will be current, appropriate, and progressive.
- Help us develop lessons, experiences, and opportunities that will explore and develop, creating additional literacy and numeracy opportunities and development.
- Strengthen relationships between children, staff, and families rooted in nurture, trust, challenge, and mutual respect.
- Help us to grow pupils' voices, ensuring they will be active, valued, and embedded as part of our democratic culture, especially regarding their own educational journeys and aspirations. Ensure that we will develop our learning and wellbeing provision, where our offer will be an integral part of the learner's journey.

For the purposes of this short report, I want to give governors a concise update for these aims which will give an overview of where we are along our journey.

Provide a safe, secure, and purposeful environment.	This has been our biggest challenge. After planning was rejected for our original intended space, we have worked over the last 3 months with TCBC and their Consultant Advisors (Gleeds) to help us identify and plan a better space. This has been a frustratingly complex and slow process considering that we, as a school, after taking advice before the Summer holidays, thought that we were ready to go with the building work. However, Torfaen Planning and Gleeds have worked to create a plan (as well as a backup option) that ensures compliance. The CoG has been involved in some of these conversations to help us in the process. Appendix 5.1 gives the preferred option which has an estimated cost of £55,147.56. Appendix 5.2 gives the backup option which has an estimate of £43,810.86. Negotiations and discussions have been held with Torfaen around costs – TCBC have offered to pay c.£12k for the technical drawings. They have also offered £10k to cover costs since our discussions have stated that our build estimate was £45k. CoG and Steve Tong have been in discussion around what would happen should the tendering process show that it would cost more than £55,147.56 and the result of those conversations is that further discussions can take place with TCBC prior to any build to ensure the

	school's costs to do not increase. The timeline for this, provided by TCBC and Gleeds is to be completed on the 14/04/2024. See Appendix 3 for the project's Gantt Chart. Whilst not having the permanent designated space is far from ideal, staff are doing their best with the temporary space designated and we are seeing results – more information given below.
Provide a flexible, practical, personalised approach to our curriculum. Ensure that the curriculum intent, implementation, and impact will be embedded across all subjects.	Through baseline assessments, we have forensically identified what elements the children require immediate support with this has give us priorities to plan personalised approaches to intervention. This has meant that staff have prepared specific activities and learning experiences to aid these immediate priorities. When we have a better designated space, we will be able to create a system of focus tasks, enriched provision areas for independent play exploration and enhanced permanent provision areas for continuous basic skills development.
Ensure that all pupils will be challenged to reach their full potential, and no child will be left behind.	The team have been developing a tracking system both for Individual Development plan targets and for general assessment of progress. The team have worked on an assessment spreadsheet looking at literacy first of all to be able to track progress and to steer future planning. This will ensure that children are tracked very closely in 'Yr Academi' and ensure that we are focusing/planning the correct tasks.
Ensure that our pupils' individualised development plans will be current, appropriate, and progressive.	PCP meetings have been held with families and specialists for 9 families who are currently accessing our socialisation phase of the class. Intervention groups are being held more intensively than previously. During these sessions, full baseline assessments have been undertaken which have informed the co-development of One Page Profiles with children and families. Individual Development Plans are being reviewed, renewed or created where appropriate. These plans include SMART targets which are broken down for everyday focus – these have been the focus of the intervention.
Help us develop lessons, experiences, and opportunities that will explore and develop, creating additional literacy and numeracy opportunities and development.	The focus of the interventions held so far is limited by the physical space development. However, staff have been doing their best to provide literacy and numeracy opportunities and development that are appropriate for the developmental stage of each child. The staff are utilising the P-Scales approach for some pupils and the descriptors from Progress Stages of the National Curriculum. There are two direct learning results from this: (1) the amount of appropriate learning experiences has increased significantly allowing these children who would normally stand out in class as needing more support and bespoke activities to have more time working in their zone of proximal development; (2) we have been able to provide far more kinaesthetic learning experiences to these children which have provided them with more access to learning provisions. Both of these elements, however, are hampered by the lack of a designated permanent physical space for 'Yr Academi' which we hope will be remedied by the investment and building work planned for 2025. This is due to us not being able to set up enhanced permanent learning areas which allow children to be freer in exploration and experimentation with kinaesthetic provisions.
Strengthen relationships between children, staff, and families rooted in nurture, trust, challenge, and mutual respect.	This element has been the most successful part of our socialisation phase. Children are expressing to their class teachers that they are 'happier'. Families are expressing that children feel 'safer' and 'less anxious' about school. We are seeing children transition easier from family to school and back again at the end of the day – and we believe that when we have a designated area, this will be enhanced. Needs of pupils are better understood by staff through the baseline assessments carried out.
Help us to grow pupils' voices, ensuring they will be active, valued, and embedded as part of our democratic culture, especially regarding their own educational journeys and aspirations.	More time has been spent gathering children's voices especially with regard to the PCP meetings, One Page Profiles and Individual Development Plans. We better giving attention to individuals' needs – we have some way to go with this still. Targets are being developed and are forming a key part of the provision – as children grow more confident – some will be able to give more insight into their own aims and aspirations.



PRELIMINARY	
PLANNING	
DESIGN	
TENDER	
CONSTRUCTION	✓

powelldobson ARCHITECTS

Cardiff Office: Charlemagne, Lake Business Park, St. Mellons, Cardiff, CF3 0LT
Tel: +44 (0)29 2079 9630 Fax: +44 (0)29 2079 1213 email: cardiff@powelldobson.com

UPRN	DRG NO.				REV
GSP 0017	14039	PAN 00	GA	(20)210	F

Contract: Torfaen County Borough Council
School: Ysgol Panteg
Title: Panteg - Ground Floor GA

Scale: As indicated
Date: 11/03/15
Drawn: CB
Checked: JT

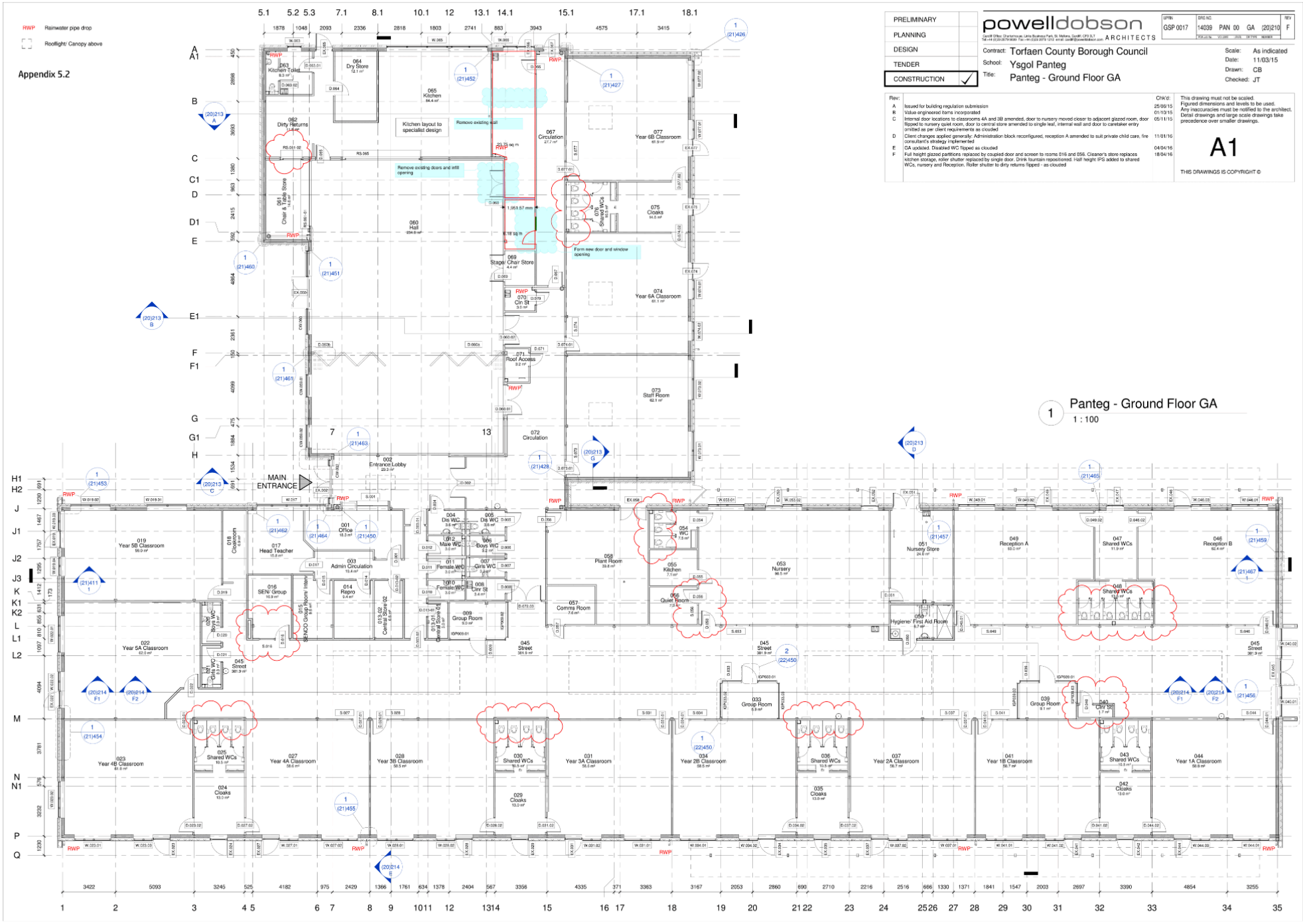
Rev:		Chk'd:
A	Issued for building regulation submission	25/08/15
B	Value engineered items incorporated	01/10/15
C	Internal door locations to classrooms 4A and 3B amended, door to nursery moved closer to adjacent glazed room, door flipped to nursery quiet room, door to central store amended to single leaf, internal wall and door to caretaker entry omitted as per client requirements as clouded	05/11/15
D	Client changes applied generally: Administration block reconfigured, reception A amended to suit private child care, fire consultant's strategy implemented	11/01/16
E	GA updated. Disabled WC flipped as clouded	04/04/16
F	Full height glazed partitions replaced by coupled door and screen to rooms 016 and 056. Cleaner's store replaces kitchen storage, roller shutter replaced by single door. Drink fountain repositioned. Half height IPS added to shared WCs, nursery and Reception. Roller shutter to dirty returns flipped - as clouded	18/04/16

This drawing must not be scaled.
Figured dimensions and levels to be used.
Any inaccuracies must be notified to the architect.
Detail drawings and large scale drawings take precedence over smaller drawings.

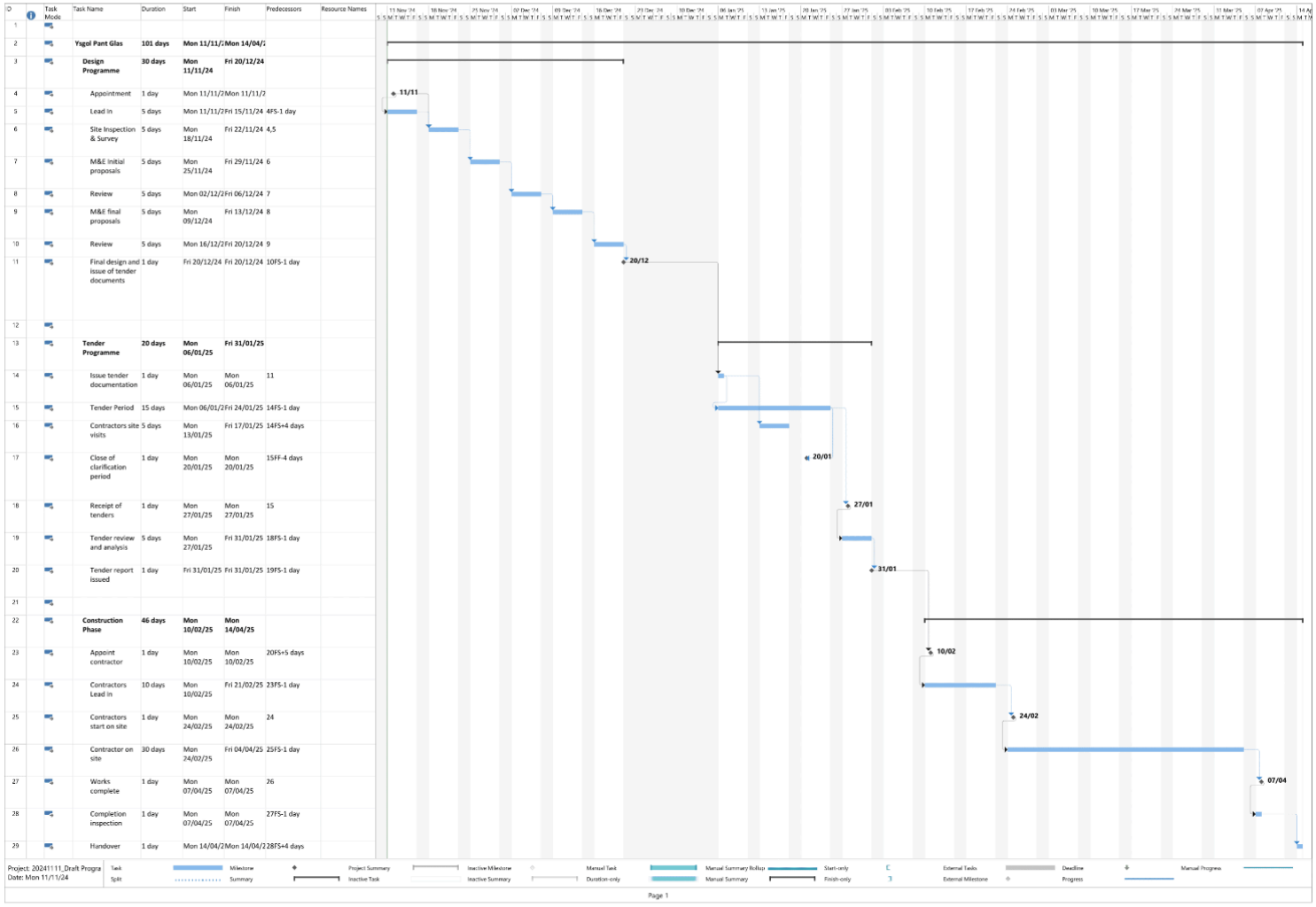
A1

THIS DRAWINGS IS COPYRIGHT ©

1 Panteg - Ground Floor GA
1 : 100


RWP Rainwater pipe drop
Rooflight/ Canopy above
Appendix 5.2
PRELIMINARY
PLANNING
DESIGN
TENDER
CONSTRUCTION
powelldobson ARCHITECTS
Contract: Torfaen County Borough Council
School: Ysgol Panteg
Title: Panteg - Ground Floor GA
Scale: As indicated
Date: 11/03/15
Drawn: CB
Checked: JT
A1
THIS DRAWINGS IS COPYRIGHT ©
1 Panteg - Ground Floor GA
1 : 100
MAIN ENTRANCE

Appendix 5.3



ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors	Resource Names
1							
2		**Ysgol Pant Glas**	**101 days**	**Mon 11/11/2**	**Mon 14/04/2**		
3		**Design Programme**	**30 days**	**Mon 11/11/24**	**Fri 20/12/24**		
4		Appointment	1 day	Mon 11/11/2	Mon 11/11/2		
5		Lead In	5 days	Mon 11/11/2	Fri 15/11/24	4FS-1 day	
6		Site Inspection & Survey	5 days	Mon 18/11/24	Fri 22/11/24	4,5	
7		M&E Initial proposals	5 days	Mon 25/11/24	Fri 29/11/24	6	
8		Review	5 days	Mon 02/12/2	Fri 06/12/24	7	
9		M&E final proposals	5 days	Mon 09/12/24	Fri 13/12/24	8	
10		Review	5 days	Mon 16/12/2	Fri 20/12/24	9	
11		Final design and issue of tender documents	1 day	Fri 20/12/24	Fri 20/12/24	10FS-1 day	
12							
13		**Tender Programme**	**20 days**	**Mon 06/01/25**	**Fri 31/01/25**		
14		Issue tender documentation	1 day	Mon 06/01/25	Mon 06/01/25	11	
15		Tender Period	15 days	Mon 06/01/2	Fri 24/01/25	14FS-1 day	
16		Contractors site visits	5 days	Mon 13/01/25	Fri 17/01/25	14FS+4 days	
17		Close of clarification period	1 day	Mon 20/01/25	Mon 20/01/25	15FF-4 days	
18		Receipt of tenders	1 day	Mon 27/01/25	Mon 27/01/25	15	
19		Tender review and analysis	5 days	Mon 27/01/25	Fri 31/01/25	18FS-1 day	
20		Tender report issued	1 day	Fri 31/01/25	Fri 31/01/25	19FS-1 day	
21							
22		**Construction Phase**	**46 days**	**Mon 10/02/25**	**Mon 14/04/25**		
23		Appoint contractor	1 day	Mon 10/02/25	Mon 10/02/25	20FS+5 days	
24		Contractors Lead In	10 days	Mon 10/02/25	Fri 21/02/25	23FS-1 day	
25		Contractors start on site	1 day	Mon 24/02/25	Mon 24/02/25	24	
26		Contractor on site	30 days	Mon 24/02/25	Fri 04/04/25	25FS-1 day	
27		Works complete	1 day	Mon 07/04/25	Mon 07/04/25	26	
28		Completion inspection	1 day	Mon 07/04/25	Mon 07/04/25	27FS-1 day	
29		Handover	1 day	Mon 14/04/2	Mon 14/04/2	28FS+4 days	

Appendix 6

Uchelgeisiol

Ambitious

The Rocket: Independence Framework

Last Updated: 16/11/2023

Independence Characteristics		Firing Up the Engine	Aiming for the Skies	Breaking through Clouds	Darting through Space	Shooting for the Stars
Resilience	Try	I can try tasks before asking for help.	I can try difficult tasks before asking for help. I can ask partners and friends for help before asking the teacher.	I can try tasks before asking for help. I can use the 3-before-me strategy without prompting.	I can attempt difficult tasks using strategies and tools independently.	I can try difficult tasks independently without teacher prompting.
	Persevere	I can persevere when things don't go right the first time.	I can persevere several times before asking for help if things are not going well.	I am able to persevere through using a selection of tools/strategies that have indicated before asking for help. I can use the 3-before-me strategy.	I can persevere with difficult tasks by taking risks, experimenting and questioning. I can think of ways to find information to solve the problem. I can use the 3-before-me strategy.	I can confidently persevere with difficult tasks by taking risks, experimenting and questioning. I can think of ways to find information to solve the problem and I use these ways independently. I can use the 3-before-me strategy.
	Manage Distractions	I can focus on a task for a short time in a quiet environment.	I can focus on a task for a while in a calm environment. Sometimes, I can manage my attention on the task as distractions happen around me.	I am beginning to understand how to manage distractions that will take my attention. This helps me focus more and take on the task at hand.	I understand how to manage distractions that will take my attention. This helps me to fully concentrate and take on the task at hand.	I understand how to manage distractions that will take my attention. This helps me keep focus on what is important and take on the task at hand. I keep track of the time in order to manage time well and ensure that I don't procrastinate the task.
	Make Choices	I can choose between two things.	I can choose between two things and give a reason for the choice.	I am starting to make sensible choices with logic. I am beginning to understand that my choices can affect others.	I can make sensible choices and discuss the rationale behind the choices. I can understand that everyone has the right to make their own choices and I am starting to respect this.	I can make sensible choices weighing up the impact of these choices. I can present the rationale for the choices. I can understand that everyone has the right to make their own choices and I respect these choices.
Working Together	Sharing	I can share resources with others. I can do this politely by using "Can I... please" and "Thank you".	I can share resources with others collaboratively. I can do this politely by using "Can I... please" and "Thank you" showing respect for people and things.	I am able to share resources and ideas and I am starting to discuss and present ideas with others.	I can share resources and ideas with others confidently. I am comfortable presenting and sharing ideas and respect the ideas and opinions of others.	I can confidently share resources, ideas and strategies with others without prompting. I am comfortable presenting and sharing ideas and can respect the ideas and opinions of others and use it to color my work.
	Listening	I can listen to simple instructions.	I can listen with increased attention. I can act on the ideas.	I can listen to the ideas and opinions of others with increased attention. I am beginning to respond to others by questioning.	I can listen to the ideas, concepts and opinions of others. I respect and value other ideas. I can respond to others and ask questions to better understand.	I can listen to the ideas, concepts and opinions of others with confidence. I respect and value other ideas. I can respond to others and ask questions with confidence to better understand.

Independence Characteristics		Firing Up the Engine	Aiming for the Skies	Breaking through Clouds	Darting through Space	Shooting for the Stars
	Communicate	I can communicate my simple personal needs with a familiar adult. I can ask for help where needed in a simple way.	I can communicate my needs with others. I'm starting to share my opinion with reasons (at times). I am starting to respond to others as they share opinions.	I am able to communicate my needs with others with increasing confidence. I am beginning to share my opinion with reasons.	I can communicate my opinion, the opinion of others and understand that different opinions are important. I can state reasons and evidence (at times) to support my opinion. I can respond to others and ask questions to better understand. I can communicate my needs and my rights clearly in Welsh and in English.	I can communicate my opinion in, the opinion of others confidently and understand that different opinions are important. I can state reasons and evidence to support my opinion. I can respond to others and ask questions to better understand. I can communicate my needs and my rights clearly in Welsh and in English.
	Empathise	I can tell when someone is sad or happy. I can offer help to others when they need the help.	I am beginning to recognise a range of emotions within other behaviours. I can offer help to others when they need the help.	I am starting to attempt seeing situations through other eyes. I can recognise a range of emotions within other behaviours (e.g. anger, sadness, fear, happiness, surprise, respect, jealousy). I can offer help to others when they need the help.	I am increasingly able to empathise with other emotions. I am starting to ask questions to better understand their emotions and opinions. I dare to see situations through other eyes. I can support others and their rights. I am beginning to sympathise and show empathy, where appropriate, even if I don't fully agree with the person's opinion.	I can empathise with others' emotions with confidence. I ask questions to better understand their emotions and opinions. I dare to see situations through other eyes. I can confidently support others and their rights. I can sympathise and show empathy, where appropriate, even if I don't fully agree with the person's opinion.
	Inclusion of Others	I can recognise others while playing.	I include others in play and within tasks. I am beginning to see the value of working together with others. I am beginning to recognise differences within others to compare with me.	I am starting to stand up for the rights and inclusion of others at school. I am beginning to understand that every individual has value and that it is important to listen to other opinions and include them in decision making. I recognise differences within others to compare with me. I see the value of working together with others.	I stand up for the rights and inclusion of others in school and beyond. I am beginning to understand that every individual has value and that it is important to listen to other opinions and include them in decision making. I understand that individuals are different, come from different backgrounds and that this is something to celebrate.	I stand up for the rights and inclusion of others in the school and beyond confidently and maturely. I understand that every individual has value and that it is important to listen to other opinions and include them in making decisions. I understand that individuals are different, come from different backgrounds and that this is something to celebrate.
Curiosity	Inquisitive	I can ask questions after a stimulus.	I can ask questions about the world around us following a stimulus.	I can ask questions to find out more about the world around us. I show enthusiasm when inquiring and offer observations on these inquiries.	I can question how things work and start to discover and explore this in practice. These inquiries will be used to make decisions and inspire my work.	I am able to discover findings to my inquiries through observation, investigation and questioning. These discoveries will feed my understanding and encourage me to continue to be an inquiring member of the learning community.
	Think	I can think and discuss things I like and don't like.	I can think and discuss things I like and don't like confidently and start to offer reasons.	I can think and discuss things I like and don't like confidently and offer reasons. I'm starting to understand that people have the right to think differently.	I can think independently and give reasons for my ideas. I understand that everyone has the right to think differently and I respect this. I am starting to think critically when thinking about opposing ideas.	I can think independently with confidence and offer reasons for my ideas. I understand that everyone has the right to think differently and I respect this. I can think critically when thinking about opposing ideas.

Independence Characteristics		Firing Up the Engine	Aiming for the Skies	Breaking through Clouds	Darting through Space	Shooting for the Stars
	Making Connections	I am starting to be able to sort and categorise objects. I classify by shape, size, colour and type. They do this by playing games and doing tasks. I make connections between things that are within my experience (e.g. it's cold so you need to wear a coat).	I can sort and categorise objects. I classify according to shape, size, colour and type independently. I can classify objects thinking about understanding how they are different, as much as understanding how they are the same. For example, understand that penguins and ostriches are birds, but unlike other birds they do not fly. I confidently make connections between things that are within my experience.	I can gather facts together from different places. I can confidently classify objects thinking about understanding how they are different, as much as understanding how they are the same. I am starting to make connections between different topics and facts in order to see links. I am starting to make connections between abstract concepts and concrete concepts.	I am starting to pull together information from different sources, consider how to use it effectively then use it. I make connections between ideas and pull information together for a defined purpose. I am beginning to do this by considering bias and differences in opinion and information. I make connections between different topics and facts in order to see connections. I make connections between abstract concepts and concrete concepts.	I can draw information from different sources, consider how to use it effectively then use it. I can think about reliability and bias within texts. I make connections between ideas and pull information together for a defined purpose. I do this considering bias and differences in opinion and information. I confidently make connections between different topics and facts in order to see connections. I am beginning to understand how facts can, at times, be put together into conspiracy theories and the interpretation of facts may not always be an easy task.
Resourceful	Explore	I can explore and experiment with different resources which motivates me.	I can confidently explore and experiment with different resources and show curiosity.	I can explore in different contexts with confidence and use different resources.	I can explore in different contexts confidently. I can use various tools correctly. I can manage risk to audit successfully.	I can explore confidently in different contexts. I can use various tools confidently and correctly. I can manage risk to explore successfully.
	Planning	I can think of what needs to be done to complete a task with help.	I am starting to think about steps that need to be taken and why in order to be successful in a task.	I can think of steps that need to be taken and why in order to be successful in a task. I can plan this strategically with help. Sometimes this is done as a group.	I am starting to plan confidently for tasks thinking about the kind of resources and support that will be needed. I can do this independently or as part of group work. I am starting to think carefully about the steps that need to be taken and set success criteria for these steps.	I can confidently plan for tasks thinking about the kind of resources and support that will be needed. I can do this independently or as part of group work. I can think carefully about the steps that need to be taken and set success criteria for these steps. I can use my plans to evaluate progress and change plans in action giving logic.
	Reason	I am starting to draw conclusions and design a course of action to solve simple problems. I am beginning to use prior knowledge in choosing a course of action from options that have been put before me.	I am beginning to identify and apply appropriate reasoning and thinking strategies for tasks. I am beginning to draw conclusions and design a course of action to solve a problem. I am beginning to use prior knowledge and use evidence when choosing a course of action or reaching a conclusion. I am beginning to evaluate procedures and results and simply explain and justify ideas.	I am able to identify and apply appropriate reasoning and thinking strategies for tasks with increasing confidence. I can draw conclusions and design a course of action to solve a problem. I use previous knowledge and use evidence when choosing a course of action or reaching a conclusion. I can evaluate procedures and results and explain and justify ideas simply.	I am starting to use logic to assess whether there is enough evidence to justify a claim, conclusion or result. I can draw conclusions and design a course of action, scrutinise ideas or concepts, test conclusions and adjust actions when designing a course of action. I am beginning to evaluate the effectiveness of ideas, products, performances, methods and approaches against specific criteria.	I can use logic to assess whether there is enough evidence to justify a claim, conclusion or result. I can draw conclusions and design a course of action, scrutinise ideas or concepts, test conclusions and adjust actions when designing a course of action. I can explain intentions and justify ideas, methods and actions, and explain expected and unexpected results against identified criteria.

Independence Characteristics		Firing Up the Engine	Aiming for the Skies	Breaking through Clouds	Darting through Space	Shooting for the Stars
	Evaluate	I can discuss what went well with a task or in my play.	I can confidently discuss what went well with a task or in my play. I can discuss things I can improve or things that went wrong.	I can discuss strengths and areas for improvement with my work and play. I give reasons and can confidently explain why something was successful and why something didn't work.	I am starting to discuss strengths/advantages and weigh up with areas of development/weaknesses. I am starting to plan next steps I need to take in order to improve my work or my skills. I am beginning to use critical and other constructive evaluations in order to build a picture of improvements.	I can discuss strengths/advantages and weigh up with areas of development/weaknesses. I can plan next steps I need to take in order to improve my work or my skills. I can use critical and other constructive evaluations in order to draw a picture of improvements. I am then able to plan and act on next steps.
	Time Management	I can tell what's coming next and start following the routine of the day. I'm starting to understand when things happen.	I can follow the routine of the day and start to understand when things happen. I can explain a specific procedure and why this is important.	I can follow the routine of the day. I can confidently explain a specific procedure and why this is important. I am beginning to understand how to complete a task in a given time.	I can complete simple tasks in a timely manner. I am beginning to understand how to focus on the task at hand and how to prioritise tasks appropriately.	I can complete tasks independently in a timely manner. I can explain why some things take longer than others and also respect why tasks take longer for some people. I understand how to focus on the task at hand and how to prioritise tasks appropriately.
Effort	Participate	I can contribute during activities and tasks and show commitment and enjoyment.	I am able to contribute and commit during tasks. I am starting to share ideas and appreciate the ideas of others.	I am able to collaborate with others when contributing to tasks. I share ideas and appreciate the ideas of others more confidently.	I am beginning to appreciate the enjoyment and dedication of others to tasks taking into account the skills and needs of my peers. I can commit to a variety of initiatives showing respect for things that don't necessarily interest me. I am able to work effectively as part of a team, appreciating and understanding the importance of different roles within the team.	I am able to appreciate the enjoyment and dedication of others to tasks taking into account the skills and needs of my peers. I can commit to a variety of initiatives showing respect for things that don't necessarily interest me. I am able to work confidently and effectively as part of a team, appreciating and understanding the importance of different roles within the team.
	Challenge and Motivation	I am beginning to take on challenges that have been provided by the teacher. I am starting to be enthusiastic about learning new things and skills.	I undertake challenges provided by the teacher. I'm starting to choose to challenge myself with tasks. I am enthusiastic about learning new things and skills.	I am beginning to understand that challenges within tasks and life are positive things and I choose to challenge myself to be an independent learner. I am enthusiastic about learning new things and skills.	I understand that challenges within tasks and life are positive things and I choose to challenge myself to be an independent learner. I persevere and maintain motivation for tasks and extending my learning.	I know that challenges within tasks and life are positive things and I choose to challenge myself to be an independent learner with motivation. I do this though sometimes it will mean I will fail. I persevere enthusiastically and maintain motivation for tasks and extending my learning.
	Take Risks	I am starting to take risks when carrying out tasks within the classroom environment and under limited conditions.	I am starting to take risks when carrying out tasks within the classroom environment. I am starting to weigh up when choices are given. I'm starting to not be afraid of making mistakes.	I am beginning to weigh up when predicting the impact of risks in carrying out practical tasks. I am starting to take measured risks in order to take risks and learn new things. I'm becoming more confident to not be afraid of making mistakes.	I am able to take stock when predicting the impact of risks when carrying out practical tasks. I am beginning to understand that innovation and risk-taking go hand in hand. I take measured risks to take risks and learn new things. I'm not afraid to make mistakes when I've measured the risks.	I am able to take stock when predicting the impact of risks while carrying out practical tasks with confidence. I understand that innovation and risk-taking go hand in hand. I take measured risks to take risks and learn new things. I'm not afraid to make mistakes when I've measured the risks.

Independence Characteristics		Firing Up the Engine	Aiming for the Skies	Breaking through Clouds	Darting through Space	Shooting for the Stars
Self-Awareness	Reflection	I can simply repeat what I have done.	I can confidently repeat what I have done and give a rationale.	I am beginning to reflect on my work and previous experiences and begin to respond to these observations. I use this reflection to construct and reconstruct.	I can reflect on my work and previous experiences and respond appropriately to these observations. I can use this reflection to colour opinions as well as use it to recreate. I am beginning to reflect purposefully taking into account the reflections of each different.	I can reflect independently on my work and previous experiences and respond confidently to these observations. I can use this reflection to colour opinions as well as use it to recreate. I can reflect purposefully and show respect for others and their reflections.
	Take Responsibility	I am beginning to understand that I need to take responsibility for my behaviour and that actions have consequences.	I understand that I need to take responsibility for my behaviour and that actions have consequences. I am beginning to understand that taking responsibility means being honest, being self-aware and evaluating.	I understand that I have a responsibility to learn in order to improve myself. I am beginning to understand that I have a responsibility to learn from what goes wrong or any failures. I understand that my actions have consequences and begin to explain the reasons why. I am beginning to understand that there are individual responsibilities and responsibilities at the level of group work. I understand that taking responsibility means being honest, being self-aware and evaluating.	I can take responsibility for my choices when the consequences are positive or negative. I understand that I have a responsibility to learn from what goes wrong or any failures. I am beginning to understand that there are individual responsibilities and responsibilities at the level of group work. I confidently understand that taking responsibility means being honest, being self-aware and evaluating. I can understand that my actions have consequences and begin to explain the reasons why.	I can take responsibility for my choices when the consequences are positive or negative. I confidently understand that I have a responsibility to learn from what goes wrong or any failures. I understand that there are individual responsibilities and responsibilities at group work level. I confidently understand that taking responsibility means being honest, being self-aware and evaluating.
	Goal and Target Setting	I undertake tasks and targets set by the teacher in order to improve myself.	I undertake tasks and targets set by the teacher in order to improve myself and I'm starting to see that I need to challenge myself in order to improve.	I am starting to set targets for my learning following reflection on my strengths and areas of development. I can check my progress often and make sure I'm focused on improving myself. I am beginning to understand that I need to challenge myself in order to achieve my potential.	I am able to set targets independently for my learning following reflection on my strengths and areas of development. I can check my progress often and make sure I'm focused on improving myself. I understand that I need to challenge myself in order to achieve my potential.	I am able to set targets independently for my learning following reflection on my strengths and areas of development. I can check my progress often and ensure that I am focused in order to improve myself in a confident manner. I understand that I need to challenge myself in order to achieve my potential and I am motivated to plan my next steps.

Appendix 7

The Rocket: Independence Framework

Last Updated: 10/12/2024

Simplified Version

Independence Characteristics		Firing Up the Engine	Aiming for the Skies	Breaking through Clouds	Darting through Space	Shooting for the Stars
Resilience	Try	I can try tasks on my own before asking for help.	I can try difficult tasks on my own before asking for help. I can ask my friends or classmates for help before asking the teacher.	I can try tasks on my own before asking for help. I can use the "3-before-me" strategy without being reminded.	I can attempt difficult tasks on my own, using strategies and tools independently.	I can try difficult tasks on my own, using strategies and tools, without needing the teacher to prompt me.
	Persevere	I can keep going even when things don't go right the first time.	I can keep trying several times before asking for help if things aren't going well.	I can persevere by using a range of tools and strategies before asking for help. I can also use the "3-before-me" strategy.	I can persevere with difficult tasks by taking risks, experimenting, and asking questions. I think of ways to find information to solve the problem. I can use the "3-before-me" strategy.	I can confidently persevere with difficult tasks by taking risks, experimenting, and asking questions. I think of ways to find information to solve problems and use these methods on my own. I use the "3-before-me" strategy.
	Manage Distractions	I can focus on a task for a short time when I'm in a quiet environment.	I can focus on a task for a while in a calm environment. Sometimes, I can manage to stay focused even when there are distractions around me.	I'm beginning to understand how to manage distractions that could take my attention away. I am beginning to focus better and stay on task.	I understand how to manage distractions that could take my attention away. I can fully concentrate and stay focused on the task at hand.	I understand how to manage distractions that could take my attention away. I can fully concentrate and stay focused on the task at hand. I keep track of time to manage it well and avoid procrastination.
	Make Choices	I can choose between two things.	I can choose between two things and give a reason for the choice.	I'm starting to make sensible choices based on logic. I'm beginning to understand that my choices can affect others.	I can make sensible choices and explain the reasons behind them. I understand that everyone has the right to make their own choices, and I'm starting to respect this.	I can make sensible choices by considering the impact of each one. I can explain the reasons behind my choices. I understand that everyone has the right to make their own choices, and I respect those choices.

Independence Characteristics		Firing Up the Engine	Aiming for the Skies	Breaking through Clouds	Darting through Space	Shooting for the Stars
Working Together	Sharing	I can share with others. I can do this politely by using "Can I... please" and "Thank you".	I can share with others. I can do this politely by using "Can I... please" and "Thank you", showing respect for people and things.	I can share resources and ideas. I'm starting to talk and discuss my ideas with others.	I can confidently share resources and ideas with others. I'm comfortable presenting my ideas. I respect the ideas and opinions of others.	I can confidently share resources, ideas, and strategies with others without needing prompting. I'm comfortable presenting my ideas. I respect the ideas and opinions of others, using them to enrich my work.
	Listening	I can listen to simple instructions.	I can listen carefully and pay close attention. I can act on the ideas I hear.	I can listen to the ideas and opinions of others with more attention. I'm starting to respond by asking questions.	I can listen to the ideas, concepts, and opinions of others. I respect and value others' ideas. I can respond and ask questions to better understand their perspective.	I can listen to the ideas, concepts, and opinions of others with confidence. I respect and value others' ideas. I can confidently respond and ask questions to better understand their perspective.
	Communicate	I can communicate my basic needs to a familiar adult. I can ask for help in a simple way when I need it.	I can communicate my needs to others. I'm starting to share my opinion with reasons sometimes. I'm beginning to respond when others share their opinions.	I can communicate my needs with others with increasing confidence. I'm beginning to share my opinions and explain the reasons behind them.	I can communicate my own opinion and understand the opinions of others, recognising that different opinions are important. I can sometimes give reasons and evidence to support my opinion. I can respond to others and ask questions to better understand. I can communicate my needs and rights clearly in both Welsh and English.	I can confidently communicate my own opinion and understand the opinions of others, recognising that different opinions are important. I can state reasons and evidence to support my opinion. I can respond to others and ask questions to better understand others' views. I can also communicate my needs and rights clearly in both Welsh and English.
	Empathise	I can tell when someone feels happy or sad. I can help others when they need it.	I'm starting to see different emotions in others' behaviour. I can help others when they need it.	I'm starting to imagine how others might feel in different situations. I can notice different emotions in how people act, *(e.g. anger, sadness, fear, happiness, surprise, respect, or jealousy).* I can help others when they need it.	I'm getting better at understanding how others feel. I'm starting to ask questions to understand others' feelings and ideas. I try to see things from others' point of view. I can support others and respect their rights. I'm learning to show care and understanding towards others, even if I don't completely agree with them.	I can confidently understand how others feel. I ask questions to better understand their feelings and ideas. I'm brave enough to see things from their point of view. I can support others and respect their rights. I show care and understanding towards others, even if I don't completely agree with them.

Independence Characteristics		Firing Up the Engine	Aiming for the Skies	Breaking through Clouds	Darting through Space	Shooting for the Stars
	Inclusion of Others	I can notice others while playing.	I include others in play and tasks. I'm starting to see how working together is important. I'm noticing how others are different from me and learning to compare with me.	I'm learning to stand up for others' rights and make sure everyone is included at school. I'm starting to understand that everyone is important and that it's good to listen to different opinions and include them in decisions. I notice how others are different from me and see how working together is important.	I stand up for others' rights and make sure everyone feels included, both in school and outside. I'm learning that everyone is important and that listening to different opinions and including them in decisions matters. I understand that people are different and come from unique backgrounds, and I think that's something to celebrate.	I confidently and maturely stand up for the rights of others and make sure everyone is included, both in school and beyond. I understand that everyone is important, and it's important to listen to different opinions and include them when making decisions. I know that people are different and come from different backgrounds, and I celebrate those differences.
Curiosity	Inquisitive	I can ask questions after something catches my attention.	I can ask questions about the world after something interesting happens.	I ask questions to learn more about the world. I get excited when I'm curious and share what I notice.	I can ask how things work and try them out to learn more. My questions help me make choices and come up with new ideas.	I can learn new things by watching, exploring, and asking questions. What I discover helps me understand more and keeps me curious to learn even more than I already know.
	Think	I can think and talk about things I like and don't like.	I can talk about what I like and don't like, and I can explain why.	I can talk confidently about what I like and don't like, and explain why. I'm also starting to understand that everyone has the right to think differently.	I can think for myself and explain why I have certain ideas. I understand that everyone has the right to think differently, and I respect that. I'm also starting to think carefully about different opinions.	I can think for myself with confidence and explain why I have certain ideas. I know everyone has the right to think differently, and I respect that. I can also think carefully about different opinions.
	Making Connections	I'm starting to sort and group things by shape, size, color, and type. I do this by playing games and doing activities. I also make connections based on what I know (*like if it's cold, I need to wear a coat*).	I can sort and group things by shape, size, color, and type on my own. I think about how things are different and how they are the same. *For example, I know that penguins and ostriches are birds, but they can't fly like other birds.* I also feel confident making connections based on what I know from my own experiences.	I can gather facts from different places. I can confidently sort objects, thinking about how they are both different and the same. I'm beginning to connect different topics and facts to see how they relate. I'm also starting to link ideas that are more abstract (like feelings) with things I can see or touch.	I'm starting to gather information from different places, think about how to use it, and then use it. I connect ideas and pull information together to help me with a specific task. I'm learning to think about different opinions and how some information might be biased. I also make connections between different topics and facts to see how they are linked, and I'm starting to connect big ideas with things I can see or touch.	I can gather information from different sources, think about how to use it, and then use it. I can also think about whether the information is trustworthy or if it might be biased. I connect ideas and bring information together for a specific reason, always considering different opinions. I confidently make links between topics and facts. I'm beginning to understand that sometimes facts can be twisted into conspiracy theories, and figuring out the truth isn't always easy.

Independence Characteristics		Firing Up the Engine	Aiming for the Skies	Breaking through Clouds	Darting through Space	Shooting for the Stars
Resourceful	Explore	I can explore and try out different resources, and it makes me excited to learn.	I can confidently explore and try out different resources because I'm curious to learn.	I can explore confidently in different situations and use different resources to help me.	I can explore confidently in different situations. I know how to use different tools the right way, and I can manage risks to do things safely.	I can explore confidently in different situations. I know how to use tools the right way, and I can manage risks to explore safely and successfully.
	Planning	I can think about what needs to be done to finish a task, with some help.	I'm starting to think about the steps I need to take and why, to be successful in a task.	I can think of the steps I need to take and why, to succeed in a task. I can plan this with help, and sometimes we do it as a group.	I'm starting to plan confidently for tasks, thinking about what resources and support I'll need. I can do this on my own or with a group. I am beginning to think carefully about the steps I need to take and what a success criteria will look like for each step.	I can confidently plan for tasks, thinking about what resources and support I'll need. I can do this on my own or with a group. I carefully think about the steps needed and set a success criteria. I can use my plans to check how things are going and make changes when needed, explaining why.
	Reason	I'm starting to draw conclusions and come up with a plan to solve simple problems. I'm beginning to use what I already know to choose the best option from the choices given to me.	I'm starting to figure out the best ways to think and solve tasks. I can draw conclusions and make a plan to fix a problem. I use what I already know and look at evidence when making choices or reaching conclusions. I'm beginning to think about how things are done and explain my ideas simply and clearly.	I'm becoming more confident at choosing the right ways to think and solve tasks. I can figure out and make a plan to solve a problem. I use what I already know and look at evidence to make decisions or come to a conclusion. I can also look at how things were done and explain my ideas in a simple way.	I'm starting to use logic to see if there's enough evidence to support a claim or conclusion. I can come to a decision, make a plan, and carefully consider ideas. I check my decisions and adjust my actions if needed. I'm beginning to think about how well ideas, products, methods, or approaches work based on clear success criteria.	I can use logic to see if there's enough evidence to support a claim or conclusion. I can come to a decision, make a plan, and carefully consider ideas. I test my ideas and adjust my actions if needed. I can explain why I do things, support my ideas and actions, and compare the results—both what I expected and what I didn't—using a clear criteria.
	Evaluate	I can talk about what went well during a task or while I was playing.	I can confidently talk about what went well during a task or while I was playing. I can discuss what I can do better or what didn't go as planned.	I can talk about what went well and what I can do better in my work and play. I give reasons and confidently explain why something went well and why something didn't work.	I'm starting to talk about what went well and what I need to do better next time. I'm beginning to plan the next steps to better my work or skills. I'm learning to use helpful feedback to figure out how to get better.	I can talk about what went well and what I need to do better next time. I can plan the next steps to improve my work or skills. I use helpful feedback to understand how I can get better, and then I can make a plan and take action to improve.

Independence Characteristics		Firing Up the Engine	Aiming for the Skies	Breaking through Clouds	Darting through Space	Shooting for the Stars
	Time Management	I can tell what's coming next and start following the daily routine. I'm beginning to understand when things happen during the day.	I can follow the daily routine and start to understand when things happen. I can explain a specific procedure and why it's important.	I can follow the daily routine. I can confidently explain a specific procedure and why it's important. I'm starting to understand how to complete a task within a given time.	I can complete simple tasks on time. I'm starting to understand how to focus on the task I'm doing I'm starting to understand how to decide which tasks are most important.	I can complete tasks on my own and on time. I can explain why some tasks take longer than others and understand that some people might need more time. I know how to focus on the task I'm working on and how to decide which tasks are most important.
Effort	Participate	I can join in during activities and tasks. I show commitment and enjoyment during activities and tasks.	I can join in and stay focused during adult lead tasks. I'm starting to share my ideas and appreciate the ideas of others.	I can work together with others on tasks. I share my ideas and feel more confident in understanding the ideas of others.	I'm starting to appreciate how others enjoy and dedicate themselves to tasks, considering the skills and needs of my peers. I can commit to different activities, showing respect for things that might not interest me. I can work well in a team, understanding the importance of everyone's different roles.	I can appreciate how others enjoy and commit to tasks, considering the skills and needs of my peers. I'm able to commit to different activities, even if they're not things I'm personally interested in, and show respect for them. I can work confidently and effectively as part of a team, understanding and valuing the importance of different roles within the group.
	Challenge and Motivation	I'm starting to take on challenges given by the teacher. I'm becoming more excited about learning new things and skills.	I take on challenges given by the teacher and am starting to choose tasks that challenge me. I'm excited about learning new things and developing new skills.	I'm starting to understand that challenges in tasks and life are a good thing. I choose to challenge myself to become an independent learner. I'm excited about learning new things and skills.	I understand that challenges in tasks and life are good opportunities. I choose to challenge myself to be an independent learner. I keep going and stay motivated to complete tasks and keep learning.	I know that challenges in tasks and life are good opportunities. I choose to challenge myself to be an independent learner, even when it means I might fail. I keep going with enthusiasm and stay motivated to complete tasks and keep learning.
	Take Risks	I'm starting to take risks when doing tasks in the classroom.	I'm starting to take risks when doing tasks in the classroom. I'm learning to think carefully when I make decisions. I am becoming more confident in not being afraid of making mistakes.	I'm starting to think about how risks might affect the results when predicting outcomes in practical tasks. I'm starting to take careful risks to learn new things. I am becoming more confident in not being afraid of making mistakes.	I can think about the impact of risks when carrying out practical tasks. I'm beginning to understand that innovation and risk-taking go together. I take thoughtful risks to learn new things and I'm not afraid to make mistakes once I've considered the risks.	I can confidently think about the impact of risks when carrying out practical tasks. I understand that innovation and risk-taking go hand in hand. I take thoughtful risks to learn new things and I'm not afraid to make mistakes once I've carefully considered the risks.

Independence Characteristics		Firing Up the Engine	Aiming for the Skies	Breaking through Clouds	Darting through Space	Shooting for the Stars
Self-Awareness	Reflection	I can simply talk about what I have done.	I can confidently talk about what I have done and explain why I did it.	I'm starting to reflect on my work and past experiences. I can use my thoughts to make changes and improvements.	I can reflect on my work and past experiences and respond to what I've learned. I use my reflections to shape my opinions and make improvements. I'm starting to reflect more thoughtfully, considering different perspectives.	I can reflect on my work and past experiences independently and confidently respond to what I've learned. I use my reflections to shape my opinions and make improvements. I reflect purposefully and show respect for others and their thoughts.
	Take Responsibility	I'm starting to understand that I need to take responsibility for my own behavior. I am starting to understand that my actions have consequences.	I understand that I need to take responsibility for my behavior. I understand that my actions have consequences. I'm beginning to realise that taking responsibility means being honest, self-aware, and reflecting on my actions.	I understand that it's my responsibility to learn and improve myself. I'm beginning to realise that I need to learn from things that go wrong or when I fail. I know that my actions have consequences, and I can explain why. I'm starting to understand that there are responsibilities both for myself and as part of a group. Taking responsibility means being honest, self-aware, and reflecting on my actions.	I can take responsibility for my choices, whether the consequences are positive or negative. I understand that I have a responsibility to learn from mistakes or failures. I'm beginning to see that there are individual responsibilities as well as responsibilities when working in a group. I know that my actions have consequences and can explain why. I confidently understand that taking responsibility means being honest, self-aware, and reflecting on my actions.	I can take responsibility for my choices, whether the consequences are positive or negative. I confidently understand that I need to learn from mistakes or failures. I recognise that there are individual responsibilities as well as responsibilities when working in a group. I know that my actions have consequences and can explain why. I understand that taking responsibility means being honest, self-aware, and reflecting on my actions.
	Goal and Target Setting	I take on tasks and goals set by the teacher to help improve myself.	I take on tasks and goals set by the teacher to improve myself. I'm starting to understand that I need to challenge myself to keep getting better.	I'm starting to set targets for my learning after reflecting on my strengths and areas for improvement. I check my progress regularly to make sure I stay focused on improving. I'm beginning to understand that challenging myself is key to reaching my full potential.	I can set targets for my learning on my own, after reflecting on my strengths and areas for improvement. I check my progress regularly to stay focused on getting better. I understand that challenging myself is important to reach my full potential.	I can set learning targets on my own after reflecting on my strengths and areas for improvement. I check my progress regularly to stay focused and confident in improving myself. I understand that challenging myself is important to reach my potential. I'm motivated to plan my next steps.

Appendix 8

Gold Award Application Form

This application form is for schools using Philosophy for Children (P4C) who would like to apply for a SAPERE **Gold** School Award. The Gold Award is the final stage of SAPERE's Going for Gold programme and celebrates the progress a school has made in implementing and developing P4C. . The application process involves a visit to the school by a SAPERE team representative. For further information, please see the Gold award visit guidance.

Please complete the form, giving a brief description of your progress and achievements under each heading, since receiving the Silver Award. You may wish to attach additional pieces evidence of your progress as appendices to support your Gold application prior to the visit, please refer to the Gold Award evidence guidance for more information.

Please email the completed form to awards@sapere.org.uk

Your name: Bethany Exall

Name of school: Ysgol Panteg

Your email address: Bethany.Exall@ysgolpanteg.cymru

Headteacher's Name: Matthew Williamson-Dicken

Signed: **Date:** 11/06/2025

Date awarded the SAPERE Silver Award: 14/05/2024

Please indicate if you are currently participating in the Going for Gold programme: Yes

If yes, please state your SAPERE Trainer: Jane Yates

Please suggest possible dates available for the Gold Award visit: 24/06/2025

GDPR

I am happy for our school name and award to be celebrated on SAPERE social media channels, website, newsletter etc Yes

Gold Award Application Form

I am happy for images of our submitted evidence to be shared as part of SAPERE's external and internal communications (e.g. quality assurance, learning and celebration) or within our network group meetings. Attributing the work of your school will always be made. Yes

SAPERE will never share photos or videos of staff, children or other members of the school community without prior permission.

In line with SAPERE's GDPR policy, unless otherwise agreed with the school, we will retain your evidence for 6 months following your award submission, after which time the evidence will be deleted from our SharedDrive. We will maintain a record of your award status and our paperwork (this application form, your certificate etc) as part of our ongoing relationship with your school.

Item	Response
What is the school's current rationale for engaging in P4C?	Ysgol Panteg engages in Philosophy for Children (P4C) to develop pupils' ability to think critically, creatively, collaboratively, and caringly. We believe all children are capable of deep thinking and that P4C provides a structured way for them to explore meaningful questions, understand different perspectives, and express their ideas confidently. Our current rationale is to use P4C not only to enhance academic achievement but to support the personal, social, and emotional development of every learner. It is fully integrated into our bilingual curriculum and reflects our commitment to creating a thoughtful, respectful, and reflective school community.
Please provide an update on your P4C training in school/for individuals since your Silver Award.	**Level 1:** Kaysha Wulder; Tanwen Davies; Elin Johnson; Megan Evans; Thea Simons; Jessica Flynn **Level 2B:** Alana Parry; Bethany Exall **P4C Lead:** Bethany Exall

Gold Award Application Form

	Conference workshop – Taster Session P4C: Bethan Roberts; Elle Parker; Rebecca Blackmore; Mwynwen James; Elined Marsh; Rebecca Vickers; Kate Williams
How regularly do you do P4C in your school?	**At least once a fortnight.**
Which year groups do you practise P4C with?	**Nursery – Year 6** **Academi (*Yr Academi' offers a bespoke curriculum designed for a maximum of 12 pupils, led by experienced staff. It serves children from Year 2 to Year 6, providing a supportive learning environment for those who find it difficult to access the mainstream curriculum, even with additional support)***
Are there any additional changes/ developments since your Silver Award?	Staff turnover Staff training

	GOLD LEVEL	Supporting Statement
Building a Community of Philosophical Enquiry	Pupils can set and revise their own 4C focus for development Pupils can demonstrate and/or exemplify behaviours, skills and attitudes related to the 4Cs Pupils use the language of philosophical enquiry and caring and collaborative behaviour within and beyond P4C sessions Pupils demonstrate respectful agreement and disagreement	As the Philosophy for Children (P4C) Lead at Ysgol Panteg, I have worked strategically to embed the principles of philosophical enquiry across the curriculum and progression steps. The following statement outlines how we have met, and in many cases exceeded, the Gold Award criteria, supported by the evidence provided in the appendices. Pupils across the school are actively engaged in setting and revising their own development goals in relation to the 4Cs (Critical, Creative, Caring, and Collaborative thinking), as outlined in the P4C Skills Sheet **(Appendix 9)**. This document maps over 40 skills across all progression steps and supports learners in monitoring their own progress with increasing independence. This is further supported by
Questioning and commenting	Pupils are increasingly confident in formulating coherent philosophical questions (common, central, contestable and connecting)	

Gold Award Application Form

	Pupils are involved in the discussion of concepts and questions relevant to real life, using the language of philosophical enquiry	evidence in **Appendix 3**, which showcases pupils' own formulated questions— illustrating their growth in philosophical thinking. Through cross-curricular integration **(Appendix 2)** and a whole-school approach outlined in our School Development Plan **(Appendix 6)**, the language and behaviours associated with philosophical enquiry are consistently promoted across all Areas of Learning and Experience (AoLEs). Observations **(Appendices 8a–c)** capture pupils engaging critically and creatively in dialogue, using reasoning and building on one another's ideas with respect and clarity. These sessions highlight pupils' increasing ability to respectfully agree and disagree, and to explore complex concepts through structured enquiry. As we no longer have full observations at Ysgol Panteg, these sheets by Jane's visits have been used as evidence in this area. As we now engage in 'Learning Walks', the collection of data from singular, full observations is now not as required to submit for this application. Our Humanities AoLE agenda **(Appendix 5)** and the Ysgol Panteg Independence Framework **(Appendix 10)** further reinforce these values beyond P4C sessions, with concepts such as fairness, Welsh identity, and freedom explored within real-life contexts. Learners frequently reflect on and apply these ideas, demonstrating transfer of philosophical language and behaviours into other subjects and broader school life. The use of meaningful stimuli, relevant to pupils' own experiences and the wider world, ensures that philosophical thinking is authentic and engaging. **Appendix 1** contains structured lesson plans that build these opportunities, while **Appendix 11** documents my role in leading training for local schools, modelling how to deliver P4C across various contexts. Additionally, **Appendix 12** evidences an external visit from MPS where the impact of P4C on pupil engagement, reasoning, and dialogue was clearly recognised. Learners are becoming increasingly confident in constructing arguments and identifying assumptions. Observations and reflective notes **(Appendix 8)** capture moments where pupils challenge one another's reasoning in a respectful, reasoned manner. This has been supported by structured sentence stems, scaffolding, and consistent expectations across the school. Review and reflection are a regular part of our enquiries. Pupils are encouraged to evaluate both the process and the quality of their thinking, with some choosing their own review strategies in line with the 4Cs **(Appendix 9 and Appendix 3)**. Pupil voice and self-assessment activities reinforce a culture of metacognition and shared ownership over learning.
Development of Philosophical Thinking	Most pupils can use strong-reasons in relevant and meaningful ways Most pupils can reflect philosophically about their own experiences Some pupils can identify assumptions Some pupils can respectfully challenge the reasons given by others Pupils are able to develop their understanding of concepts in the Community of Enquiry and in other areas of their learning Pupils recognise the distinction between having a confrontational argument and constructing an argument for discussion in a reasonable way Pupils' reason-giving, reasoning and meaning-making are visible in other areas of learning	
Review and Evaluation	Pupils are able to reflect and evaluate, as individuals and as a whole group, on the progress of their thinking and the process of enquiry against the behaviour, skills and attitudes of the 4Cs. Where appropriate, they select their own choice of review strategy	

		As a school, we have invested in professional learning. I have completed the Lead P4C course **(Appendix 4 and 4b),** and all new staff have completed SAPERE Level 1 training. This commitment has ensured consistency of approach and enabled the wider staff body to model good practice. Our HMS day training session **(Appendix 11)** provided a platform to share our journey and inspire other schools to adopt a whole-school P4C approach. We also had several of our staff member of Ysgol Panteg attend the training, as listed above.

Gold Award Application Form

	GOLD LEVEL	Supporting Statement
Classroom practice	Most P4C practitioners show sustained and embedded P4C practice through consistent planning of P4C sessions The P4C methodology and enquiry approach is explicitly used in teaching and learning in subject areas	At Ysgol Panteg, we have established a robust and consistent approach to P4C planning, delivery, and development. The practice of our P4C facilitators demonstrates sustained commitment, with most staff regularly delivering well-structured enquiries as shown in lesson plans provided in **Appendices 1 and 2**. These include both standalone and cross-curricular sessions and show a consistent use of philosophical methodology across subjects. Philosophical enquiry has become embedded in wider teaching and learning, evidenced through medium-term planning documentation (**Appendix 5**) and our School Development Plan (**Appendix 6**), which highlights P4C as a key strategic priority. Planning clearly shows how philosophical concepts such as fairness, equality, justice, identity, and democracy are explored through meaningful classroom discussions in a wide range of curriculum areas, including Humanities and Health & Wellbeing. Facilitators across the school support pupils in following group-initiated lines of enquiry, encouraging them to develop their own conceptual questions. This is documented in **Appendix 3**, where learner-generated questions reflect confidence in choosing and exploring big ideas. These practices are supported by strong facilitation techniques, observed and reviewed in **Appendices 8a–c**, and regularly refined through peer observation and feedback, which I monitor and review in collaboration with SLT. Most P4C practitioners at Ysgol Panteg effectively use questioning techniques and scaffold pupils' thinking using a wide range of enquiry tools and reflection strategies. Through targeted training and modelling, practitioners have developed confidence in deepening pupil thinking, promoting dialogue that encourages reasoning, the giving of evidence, and the respectful challenging of assumptions. This is visible in the teaching resources (**Appendices 1, 2 and 9**) and reflective sessions documented in the school's observation notes. Our team has received progressive training in P4C pedagogy. Myself and another member of staff have successfully completed both the Level 2A and 2B courses and
Facilitation skills	Most P4C practitioners' facilitation encourages pupils to follow group-initiated lines of enquiry and their chosen conceptual questions Most P4C practitioners use questioning and other strategies to support and challenge pupils' thinking, explore philosophical concepts and deepen thinking skills Most P4C practitioners use a range of strategies to develop pupils' understanding of the 4Cs thinking model The P4C leader and P4C facilitators consistently support pupils to challenge opinions and assumptions, and to request reasons, evidence or examples from each other The P4C leader and P4C facilitators trained to Level 2A and 2B are able to explore questions around a range of philosophical concepts, such as fairness, equality, social justice, democracy, as appropriate to pupils' age and experience	
Planning	Supported by the P4C leader, P4C facilitators plan a series or cycle of P4C enquiries consistently, either as a distinct P4C session or as part of a curriculum area where philosophical concepts are evident P4C is identified in medium term planning, within relevant subject areas The P4C leader and P4C facilitators plan for a broad range of philosophical enquiries, exercises and reviews	

Gold Award Application Form

P4C Leadership role	The P4C leader and a minimum of one P4C practitioner has completed the Level 2B including course report The P4C leader and P4C facilitator(s) support colleagues in planning P4C sessions and developing their philosophical facilitation skills The P4C leader monitors and reviews the peer observation process and feeds back to HT/SLT P4C is identified in the performance management of the P4C leader(s)	submitted coursework and certification (**Appendices 4 and 4b**), and all new staff have been trained to Level 1. I also lead regular in-house CPD, such as the HMS Day session (**Appendix 11**), and staff meetings, which supported colleagues from within and beyond the school in improving their facilitation skills and understanding of philosophical concepts. Facilitators at Ysgol Panteg confidently explore philosophical themes appropriate to their learners' age and experience. Through collaborative planning and supported curriculum links (**Appendix 5**), staff are enabled to build meaningful cycles of enquiry. We maintain a clear focus on building the 4Cs progressively, with strategies and behaviours mapped across all stages using our bespoke P4C skills framework (**Appendix 9**). Regular peer observations of P4C sessions are planned into our cycle of professional development, with findings discussed and used to inform future planning. This reflective culture is embedded in our performance management processes, where my role as P4C lead is clearly outlined (**Appendix 7**). I provide regular support to colleagues in both the planning and delivery of P4C sessions, acting as a mentor to new staff and offering feedback informed by the 4Cs framework. This has included facilitating reflective reviews with pupils and staff alike, using a range of review strategies across the school, ensuring that evaluation is a shared and evolving process. **Appendix 9** demonstrates the document I made for the staff at Ysgol Panteg when concerns were raised by the team about how they track progression within their classroom. Ongoing development of practitioner knowledge and philosophical understanding is central to our approach. We regularly explore philosophical themes and the pedagogy of enquiry through team meetings, coaching sessions, and shared reflections. Our staff make strong connections between P4C and wider teaching strategies, as reflected in cross-curricular planning and observed sessions. Our team has also developed the capacity to analyse dialogue through the lens of the 4Cs, using it to guide next steps in facilitation and pupil development. As P4C Lead, I have supported staff in using this as a diagnostic tool to refine questioning, deepen enquiry, and nurture collaborative thinking. Evidence from our review processes and
Review and Evaluation	The P4C leader and facilitators continue to develop their own understanding of philosophical concepts The P4C leader and facilitators show an understanding of P4C pedagogy and make connections between P4C principles and general teaching The P4C leader and P4C facilitators are able to accurately analyse some pupils' dialogue using the 4Cs as criteria and support other P4C practitioners to be able to do similarly P4C practitioners and pupils review P4C together using a range of strategies Peer observation is planned for, and informs, future planning for staff progression	

		from observations (**Appendices 8a–c**) shows that this analytical skill is becoming embedded across our team.

	GOLD LEVEL	Supporting Statement
Headteacher and SLT commitment	P4C is part of the long-term strategy and vision for the school	Philosophy for Children (P4C) is a key element of Ysgol Panteg's long-term strategy and vision. It is embedded within our School Development Plan (**Appendix 6**) as a central driver for developing critical, collaborative, caring and creative thinking across the curriculum. This vision is shared and supported at all levels of leadership, including governors, and is reinforced by our school-wide commitment to reflective, inquiry-based pedagogy. The school has ensured that all staff receive relevant P4C training as part of our ongoing CPD strategy. All new staff members undertake SAPERE Level 1 training as part of their induction programme, with a clear annual plan in place for sustaining this commitment. This is evidenced by training logs and the Level 1 session delivered as part of a whole-school HMS day (**Appendix 11**). The training not only introduces foundational practice, but also supports consistency and confidence in delivery across all progression steps. As P4C Lead, I have completed both the SAPERE Level 2A and 2B courses, including coursework and course reports (**Appendices 4 & 4b**), and support colleagues in developing their practice. Our school meets the Gold Award expectation of having at least two Level 2 trained practitioners, ensuring sustainability and continuity of high-quality enquiry practice. I have also completed the P4C Lead training as of June, 2025. We are proud to be an outward-facing school that advocates for P4C within our wider community. This includes hosting schools for observations of practice (**Appendix 12**) and delivering external CPD through events such as our "Taster in P4C" session to local schools
Level of whole school training	The school has had whole-school TFTT training across the relevant key stages or subject areas (secondary) A minimum of two teaching professionals, including the P4C leader(s), are trained at Level 2A and 2B and have completed the 2A course work and 2B course report. (Larger schools or units, for example those with 3-form entry+ or secondary will require four staff trained to L2A) Ongoing yearly plan for Level 1 training is in place for new teaching staff Programme in place for whole staff continuous professional development in P4C	
Involving the whole school	P4C practice is communicated to parents and/or the wider community Whole school policy and vision for P4C in place and supported by governors School advocates P4C to other schools and offers opportunities to observe P4C practice in the classroom	

Gold Award Application Form

	Subject leaders are regularly reviewing and updating how P4C can be incorporated within their subject areas School shows high profile of P4C through various media	during our HMS Day (**Appendix 11**). This work has strengthened our partnerships and raised the profile of P4C locally. P4C is also shared with parents and the wider school community. Regular updates are included in school newsletters, termly themes are published in bulletins, and we are planning further outreach such as a parent workshop (**see strategic plan**). Our school ethos visibly reflects the values of P4C, which is demonstrated through classroom culture, behaviour expectations, and approaches to collaborative learning (**Appendix 10**). Subject leaders work collaboratively to integrate P4C meaningfully into their Areas of Learning and Experience (AoLEs), as seen in the Humanities agenda (**Appendix 5**) and cross-curricular lesson plans (**Appendix 2**). This strategic approach ensures philosophical thinking is embedded within disciplinary learning, not limited to standalone sessions. The impact of P4C is consistently monitored and evaluated across the school. A structured observation and review cycle is in place (**Appendices 8a–c**), with regular feedback used to inform practice. I lead on peer observation processes and reflect these findings in discussions with senior leadership, ensuring a feedback loop that supports whole-school improvement. Performance management processes also include clear P4C targets (**Appendix 7**), aligning our school's P4C strategy with professional development and school-wide goals. We continue to track the wider impact of P4C on pupil outcomes, wellbeing, engagement and classroom dialogue. Staff note improved behaviour, more purposeful collaboration, and greater depth in pupil reasoning across all year groups. P4C is referenced in school assemblies, displays, and media communications—contributing to a high-profile, values-driven school identity. Through this consistent, strategic, and collaborative approach, Ysgol Panteg demonstrates not only excellence in P4C practice but also the infrastructure needed to sustain and evolve it over time. Our long-term vision is to continue using P4C as a transformative force within our curriculum, pedagogy, and whole-school ethos.
Review and Evaluation	Consistent process of monitoring and evaluation of whole school P4C progress in place Consistent process in place to monitor impact of P4C on learning and whole school culture/ethos, for example end of KS attainment, behaviour policies	

THANK YOU

We will be in touch to arrange a school visit.