



Learning Together, Achieving for Life
Dysgu Gyda'n Gilydd, Cyflawni am Oes

School Development Plan 2021/22

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CONTEXTUAL INFORMATION

Learning Together ... we aim to develop into creative and enterprising individuals who (through a wealth of exciting experience and challenges in a vibrant learning environment) develop into respectful and inquisitive learners who care about the local community, Wales and the wider world.

Achieving for Life ... we aim to become happy and confident, well rounded individuals who have a life-long love of learning, realising our true potential.

National Category	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	Green A 1	Green A 1	Green A	Green A	Green A	Green A	No categorisation	No categorisation

Cohort 2021/22	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Male	15	18	13	13	17	14	13	103
Female	15	12	14	17	8	14	15	95
Total	30	30	27	30	25	28	28	198
FSM	1	1	1	-	2	1	1	7
LAC	-	-	-	-	-	-	-	-
eLAC (inc special guardianship)	1	1	-	2	2	1	1	8
EAL	-	-	-	-	-	-	-	-
School Action	-	2	1	3	1	2	3	12
School Action Plus	-	2	1	-	1	1	4	9
SAPRA	-	-	-	-	-	-	-	-
Statement	-	-	-	-	1	-	1	2

TARGET SETTING

Welsh Government have removed the statutory requirement to set targets and report on attendance & end of key stage learning outcomes

SELF EVALUATION OF PROGRESS WITH LAST YEAR'S SDP PRIORITIES

2020/21 PRIORITY	VERY GOOD PROGRESS	STRONG PROGRESS	SATISFACTORY PROGRESS	LIMITED PROGRESS
1. To review and consolidate our approach to distance and blended learning, ensuring literacy, numeracy and digital competency skills are enhanced.	The quality of distance/ blended learning activities and support provided by teachers was at least good and in most classes was excellent. Most learners across all classes successfully engaged with some form of distance learning during spring term lockdown with many producing high quality learning at home. There was a high degree of satisfaction reported by stakeholders.			
2. To embed wellbeing and equity for all through targeted support for vulnerable groups.	All vulnerable pupils were effectively supported via our Accelerated Learning Plan, ELSAs and gifting of digital equipment. As a result most pupils made very good progress. Nearly all parents felt reassured that school had implemented effective measures.			
3. To consolidate and review the breadth of learning in line with the core purposes through the development of AoLEs.	Our breadth of learning across AoLEs was further developed via our blended/ distance learning offer which strongly linked to the core purposes and DCF. All classes made very good use of online workshops with professional practitioners . Monitoring of AoLE trackers show most classes covered all the What Matters.			

<p>4. To further embed professional learning and leadership in line with the National Mission.</p>	<p>Strengths of leadership and professional learning continue to be the co-headship, partner challenge advisor role, being a LNS school for EA and FP, cluster collaboration, pupil voice and training & monitoring systems. All AoLE leaders led their curriculum area confidently within school - Covid impacted on their ability to lead it across cluster as there were no cluster AoLE meetings/ peer reviews/ projects School successfully engaged with CSSR project which resulted in them having a very good understanding of our strengths and next step priorities. With several new governors and new TLR structure we need to make sure this remains an area of excellence.</p>			
<p>5. To embed a strong Welsh ethos by successfully achieving the majority of Cymraeg Campus Language Charter targets, silver award</p>		<p>The Cymraeg Campus silver award takes 18 months to achieve - we successfully achieved a minority of CC silver targets (4 out of 10) despite the effect the Covid restrictions had on not being able to mix children from bubbles in order to have a Criw Cymraeg and the spring term lockdown. We will continue to work towards the Cymraeg Campus Silver Award next year. During lockdown most staff who needed to develop their conversational skills successfully completed online welsh courses.</p>		

Main Priorities - High Level Summary 2021 - 2024

Year 1: 2021/2022	Priority
1	Further consolidate and continue to review the breadth of learning in line with the core purposes through the development of AoLEs.
2	Continue to prioritise Health & Wellbeing by developing integral aspects of provision.
3	Ensure equity for all and full compliance with ALN Code.
4	Embed professional learning and leadership in line with the National Mission.
5	Continue to embed a strong Welsh ethos and improve the use of spoken Welsh by successfully achieving the Cymraeg Campus Silver Award.

Year 2: 2022/2023	Priority
1	Embed the breadth of learning in line with the core purposes through the development of AoLEs.
2	Embed Health & Wellbeing by further developing integral aspects of provision.
3	Continue to embed equity for all through targeted support for vulnerable groups.
4	Review professional learning and leadership in line with the National Mission.
5	Further embed a strong Welsh ethos by successfully achieving around a half of the Cymraeg Campus Language Charter targets, Gold Award.

Year 3: 2023/2024	Priority
1	Review and further embed the breadth of learning in line with the core purposes through the development of AoLEs.
2	Continue to embed Health & Wellbeing by further developing integral aspects of provision.
3	Further embed equity for all through targeted support for vulnerable groups.
4	Continue to embed professional learning and leadership in line with the National Mission.
5	Deeply embed a strong Welsh ethos by successfully achieving all the Cymraeg Campus Language Charter targets - Gold Award.

PRIORITY TARGETS FOR 2021/22 SDP

Priority 1: Further consolidate and continue to review the breadth of learning in line with the core purposes through the development of AoLEs.

Priority Leader(s): Sarah Burbidge (Curriculum & PL Lead); Sinead (Maths); Nicole (LLC); Meg (Humanities); Emma (Ex Arts); Sarah (SciTech)
Link Governors: Carl Atkins (LLC), Martin Boddy (SciTech), Keith Dunn (Humanities), Jane Eickhoff (Maths), Lisa Williams (Ex Arts)

Professional Learning Actions (Time Scale)	Success Criteria	Monitoring	Resources	Termly Progress		
				Aut	Spr	Sum
Continue to develop our curriculum offer by considering: <ul style="list-style-type: none"> - What the 4Ps look like for each of the AoLEs (03.09.21) - What does this look like for each dual year group planning tim (01.11.21) - What are we going to teach and learn in order to work 	Each AoLE will have what the 4Ps look like at Shirenewton These will be condensed to one overall version of what the 4Ps looks like at Shirenewton All Tims will have consulted the children and developed what the 4Ps looks like to them	FADE Learning Walk Talking to learners	PL for teachers = £4,523 (Iris = £2855 RWI Portal = £1625)			

<p>towards each of these (Spring INSET)</p> <ul style="list-style-type: none"> - How to include LNF, DCF and integral skills (Spring INSET) - Canvas the skill set of parents willing to support our curriculum offer (By Dec) 	<p>Each Tîm will be planning towards and referring to their 4Ps</p> <p>Children from each Tîm will be able to reflect on the skills they have used</p> <p>Parent skills list compiled & support accessed successfully enhancing curriculum offer</p>		<p>Release time = £823)</p> <p>PL Lead = £3,000</p>			
<p>Embed Shirenewton Non-negotiables for experiences Renew whole school focus on values which we aim to instil in our pupils: Kindness, Honesty, Respect, Fairness, Co-operation, Perseverance (Start in Autumn, but embedded by Summer)</p>	<p>Non-negotiables will be evident in AoLE trackers School values will be known, displayed and celebrated across the school</p>	<p>Learning Walk</p> <p>Talking to learners</p> <p>Looking at AoLE trackers</p>				
<p>Develop the role of each mini Tîm and explore opportunities for team teaching, using staff expertise & shared planning (Autumn & Spring)</p>	<p>Tîms will have explored teaching possibilities Adults using time more efficiently</p>	<p>Learning Walk</p>	<p>£1000 release time for Tîms development & monitoring progress of SDP</p>			
<p>Develop what assessment and tracking will look like (1st half Autumn)</p>	<p>We will have purposeful assessment opportunities and tracking in place</p>	<p>FADE</p>				
<p>AoLE Leads to focus on the AoLE development/practice in school and use IRIS to record pedagogical approaches/resources being used/sessions that will support others in the teaching and learning of that AoLE. (Starting in Autumn but to be developed throughout year)</p>	<p>Each AoLE will have a bank of resources and pedagogical approaches to use for PL</p>	<p>FADE</p>	<p>Iris = see above</p>			
<p><u>Languages, Literacy & Communication:</u></p> <ul style="list-style-type: none"> ● Reinstate inviting book corners / reading areas in all classrooms (Autumn '21) ● Update My Book Blog reading list/books to further develop resource and further engage children with reading (Autumn '21) 	<ul style="list-style-type: none"> ● All Tîms to identify where a reading area will be best placed and ensure all children have access (include welsh texts) ● MyBB books to be stamped and added to the collection 	<p>FADE</p> <p>Scrutiny of books</p> <p>Planning scrutiny</p>	<p>Non-contact time (2 x ½ day) to complete FADE</p>			

<ul style="list-style-type: none"> ● Exploit opportunities for pupils to write at length across the curriculum, ensuring genre coverage ● Continue to develop and use Alan Peat writing strategies using mapped guidance (Spring '22) ● Ensure new Reading Leader is confident in maintaining high quality RWI assessment, teaching and learning (Development Days) (Spring '22) ● Maintain high standards of RWI teaching via Portal (Spring '22) ● Introduce team teaching techniques in LLC lessons in the new dual-class teaching teams to ensure all ability levels are catered for via high quality differentiation (Autumn '21) ● Continue to use starred challenges when using Alan Peat strategies to further develop writing and extend the opportunity/method to Y4 and Y3 	<ul style="list-style-type: none"> ● KS2 to do an extended piece of writing at least once a week in an identified AoLE ● Genre and Alan Peat strategies mapped across year groups being used ● Aspects of RWI, L&L and Literacy Pathways is used effectively by all staff to support the teaching of grammar & higher order reading skills ● Through assessment, majority pupils make good progress and are at the appropriate RWI level; All other pupils are supported via 10 min tutoring 	<p>Listening to learners</p> <p>Review of teaching</p> <p>Scrutiny of planning and tracking sheets</p>	<p>Termly training staff meeting (1 hr x 3)</p> <p>RWI Portal = see above</p>			
<p><u>Mathematical Development:</u></p> <ul style="list-style-type: none"> ● Embed a new maths recovery scheme - <i>Teaching Early Numeracy to Children with Developmental Disabilities</i> (TEN-DD) (Oct '21) ● Introduce team teaching techniques in Maths lessons in the new dual-class teaching tîms to ensure all ability levels are catered for via high quality differentiation (Sept '21) ● Maintain a good understanding of the What Matter Statements and Progression Steps and know how to teach the proficiencies to teach and embed Mathematics & Numeracy. (Ongoing) ● Reinstate Gateway Credit Union savings scheme. (Summer) ● Continue to embed maths taught in 'authentic real life' contexts (Termly) ● Continue to further develop opportunities to develop numeracy skills through all AoLEs in different environments. (Termly) 	<ul style="list-style-type: none"> ● A number of staff trained to deliver the principles of TEN-DD resulting in: <i>increased motivation, improved numeracy attainment, high quality small group instruction that is individualised.</i> ● Team Teaching techniques and strategies evidenced in tîms across the school ● All teachers are tracking against WM Statements ● Groups of Year 6 children providing access to a savings account with Gateway bank for other children across the school. ● Books, SeeSaw and Twitter to evidence at least 4 pieces per term of maths skills being taught and applied in real life contexts ● All tîms to evidence a wide range of rich activities practising numeracy skills across all AoLEs, every term 	<p>FADE</p> <p>Scrutiny: Books, SeeSaw, Twitter, AoLE Tracker, Planning</p> <p>Listening to learners</p> <p>Learning Walk</p>	<p>Release time for staff to be trained - (£823) on TEN-DD x 3 ams</p> <p>Training - free</p>			

<p>Expressive Arts:</p> <ul style="list-style-type: none"> Continue to provide rich opportunities for children to experience the EA through visits or visitors (Throughout the year) Further embed evaluative and critical reflection across all areas of the EA (Spring '22) Gwent Music to support each class for a term and enhance our EA curriculum offer whilst providing professional learning and upskilling staff (Throughout the year) 	<ul style="list-style-type: none"> At least one visit and one visitor/Tim/year @shire_arts will be used on Twitter to tag EA opportunities to create an EA portfolio Each Tim to showcase or exhibit a high quality creative finished product to peers/school/wider community at least once in the year. The EA AoLE tracker will be completed and updated throughout the year to show breadth of coverage Enrich curriculum access for vulnerable learners 	<p>FADE Book/ trackers/ Twitter scrutiny</p> <p>Talking to learners</p>	<p>£2000 (out of 10,350 PDG + EYPD)</p>			
<p>Humanities:</p> <ul style="list-style-type: none"> To extend and develop the link between Cardiff Muslim Primary School to gain more high quality learning experiences across the school. (Throughout the year) Further embed new Religion Values Ethics guidance to ensure high quality teaching and learning across the school. (Throughout the year) Create a cross curricular learning experience to celebrate the Queen's Platinum Jubilee. (Summer) 	<ul style="list-style-type: none"> At least two class teams to take part in a learning experience with Cardiff Muslim Primary School - in person (if covid restrictions allow) or via digital means. All staff will use RVE terminology and will embed the new guidance released in Sept 2021. All classes produce high quality humanities learning via Queen's Platinum Jubilee. 	<p>FADE</p> <p>Scrutiny of books/trackers</p> <p>Talking to learners</p>				
<p>Science & Technology:</p> <ul style="list-style-type: none"> Continue to provide opportunities across the breadth of WMs (Throughout year) Have a STEM area in each tim where children have access to and opportunity to develop a variety of Science and Technology skills (Autumn) Ensure DCF opportunities across the curriculum (Throughout year) 	<ul style="list-style-type: none"> The Science & Technology AoLE tracker will be completed and kept up to date to show breadth of coverage Each Tim STEM area will be clearly identifiable with it being used regularly @shire_dcf will be used on Twitter to tag DCF opportunities to develop a DCF portfolio 	<p>Trackers</p> <p>Learning Walks</p> <p>Twitter</p>				
<p style="text-align: center;">Progress towards Priority Target</p> <ul style="list-style-type: none"> <p style="text-align: center;">Evaluation of Impact</p> <ul style="list-style-type: none"> <p style="text-align: center;">Future Actions Required</p> <ul style="list-style-type: none"> 						

Priority 2: Continue to prioritise Health & Wellbeing through developing integral aspects of provision

Priority Leader(s): Cat Whyte (HWB & Pedagogy Lead)

Link Governor: Paul Morcombe

Professional Learning Actions (Time Scale)	Success Criteria	Monitoring	Resources	Termly Progress		
				Aut	Spr	Sum
Support learner wellbeing by: <ul style="list-style-type: none"> Reintroducing “Amser Ffit Hwyl” wellbeing sessions (inc Mindfulness, Yoga, Pilates) (Termly) Whole school focus activities (e.g WB fortnight to include sporting activities and health activities such as diet) Continue to use PASS survey results to ensure social & emotional needs are met (Oct '21 & May '22) Identify learners in need of ELSA support 	<ul style="list-style-type: none"> All children will experience a variety of effective wellbeing activities Majority pupils have positive attitudes to learning. Use PASS data to identify those who require a check in Nearly all identified pupils to feel supported by ELSA & Lego therapy programme 	Learning walk Planning scrutiny Data analysis Work scrutiny Listen to learners Twitter @shi_healthaole				
Pilot the Healthy Schools Whole School Approach to Well Being assessment tool (Spring '22) <ul style="list-style-type: none"> Develop website page supporting stakeholders Devise an action plan following completion of self assessment 	<ul style="list-style-type: none"> Learners, practitioners, governors, parents and members of local community are consulted and involved in the project where applicable 		WB Lead = £3,000 non contact time			
Complete the cluster pilot of EPS Whole School Approach for mental health & emotional wellbeing (Autumn '21)	<ul style="list-style-type: none"> Learners, practitioners, governors, parents and members of local community are consulted and create a spiral of inquiry 		See above			
Continue to develop a greater understanding of Growth Mindset and continue to work towards their individual targets within their setting. Continue to embed vocabulary and continue to refer to perseverance and resilience in lessons (Ongoing)	<ul style="list-style-type: none"> Majority of pupils able to accept challenge/refer to Growth Mindset vocabulary amongst themselves Most staff refer to Growth Mindset vocabulary and work towards achieving targets 					
Continue to monitor PSHE & RSE lessons using scheme of work (Spring '22)	<ul style="list-style-type: none"> All teachers will provide increased opportunities for learners evident in planning Many pupils gain a wide knowledge of all areas of health & wellbeing inc substance abuse, stereotype & money 					

	<ul style="list-style-type: none"> Many pupils will have a good understanding of relevant relationships and sexuality education 				
Enhance staff wellbeing by: <ul style="list-style-type: none"> Reintroducing staff IDP Ensure termly professional progress discussions reference wellbeing (Oct/Nov) Supporting any individual WB issues raised (Ongoing) 	<ul style="list-style-type: none"> Most staff feel their wellbeing is prioritised 				
Progress towards Priority Target					
Evaluation of Impact					
Future Actions Required					

Priority 3: To ensure equity for all and full compliance with ALN Code

Priority Leader(s): Cat Whyte (ALNCo)

Link Governor: Paul Morcombe

Professional Learning Actions (Time Scale)	Success Criteria	Monitoring	Resources	Termly Progress		
				Aut	Spr	Sum
Implementing the new ALN Code: <ul style="list-style-type: none"> Ensure new staff do online training Review provision map in line with current cohorts Reflect on guidance, begin preparatory work and engage with identified ALN at School Action or School Action Plus to transition to IDPs (Sept to Jan) Newly identified - arrange PCP meeting & IDP Become familiar with the technical and practitioner implementation guidance (When published) 	<ul style="list-style-type: none"> ALNCo attends all meetings and relevant training and successfully disseminates to relevant staff Clarity of process when request is made for ALN Staff are confident in implementing ALN Code and understand the process following a request School is fully compliant with the Code All IDP targets are SMART & reviewed 	Monitoring intervention tracker FADE Progress tracked Talk to learners	½ day weekly non-contact time			

<ul style="list-style-type: none"> Consult with LA staff for mandated cohorts (Jan 22) Schedule review/ PCP meetings (Jan to July) & ensure 'health' are invited (Jan onwards) Continue to train and support staff in understanding and implementing ALN Code (Ongoing) 	<p>regularly</p> <ul style="list-style-type: none"> Most children make good progress and achieve their smart targets 	<p>SLT monitoring</p> <p>Analysis PASS</p> <p>Learning walk</p>				
<p>Focus on universal provision</p> <ul style="list-style-type: none"> Provide staff with provision map training/ review Staff to reflect on universal provision within their classroom/ Tîm Revisit whole school approaches to support all pupils esp those with gaps in learning Learning review to explore pupils needing further support (data review, learning walks, work scrutiny) (Autumn) 	<ul style="list-style-type: none"> Nearly all staff confident in teaching universal provision including a comprehensive understanding of class differentiation All interventions tracked consistently will show pupil progress and support ways forward 					
<p>Develop a robust assessment of pupils to provide baseline, group learners and track progress (Autumn)</p>	<ul style="list-style-type: none"> Teachers monitor and assess pupils weekly in PPA and share with SLT Staff have an understanding of Dyslexia and can support within their Tîms Staff able to screen pupils and identify areas for development 					
<p>Re visit Dyslexia friendly school training with staff and embed (Ongoing)</p> <p>Implement gl-assessment online screener for pupils of concern before sharing data with SpLD (Oct '21)</p>	<ul style="list-style-type: none"> Screener is used effectively with all concerning pupils and referrals made using the results 		<p>Cost of gl-assessment screener</p>			
<ul style="list-style-type: none"> Tîms to be responsible for targeting provision for groups of learners inc. FSM / LAC / ALN / MAT / Non-engagers (online learning) / Other identified vulnerable groups ELSA employed afternoons x 3 Employ a TA in Y3 x 5 mornings Provide additional support in FP for an identified pupil (Revisit 1/2 termly) 	<ul style="list-style-type: none"> Nearly all targeted pupils make accelerated progress in their basic skills All interventions tracked consistently will show pupil progress and support ways forward All staff work effectively with outside agencies to fully implement recommendations Nearly all identified pupils to feel supported by ELSA & Lego therapy programme 		<p>ALP money = £7144 (Aut & Spr)- Y3 TA</p> <p>PDG = £3200</p> <p>EYPDG = £1150</p> <p>ELSA £4000</p>			
<p>Raise awareness of poverty issues and ensure cost effective solutions contribute to improved learner wellbeing (Autumn)</p> <ul style="list-style-type: none"> Healthy Schools Committee to investigate poverty 	<ul style="list-style-type: none"> Staff and governors' awareness raised trained in how to reduce the impact of pupil poverty by positively discriminating against poverty by making all activities 					

<ul style="list-style-type: none"> & develop actions to reduce impact in school • Nominated Poverty Champion to consider “the school day” in terms of inclusion and deprivation • Develop a whole school action plan which identifies good practice already embedded, gaps highlighted and solutions planned • Monitor the impact of changes as a result of raised awareness, training and action plan (Summer) 	<ul style="list-style-type: none"> more inclusive • The wellbeing of learners from low income and disadvantaged families is improved 					
Re-establish whole school Community Ambassador pupil committee to liaise and strengthen community links (Start Autumn term, ongoing)	<ul style="list-style-type: none"> • Work with the local community throughout projects each term e.g. joining with the Shambles in October 					
<p>Progress towards Priority Target</p> <ul style="list-style-type: none"> • <p>Evaluation of Impact</p> <ul style="list-style-type: none"> • <p>Future Actions Required</p> <ul style="list-style-type: none"> • 						

Priority 4: To continue to further embed professional learning and leadership in line with the National Mission.

Priority Leader(s): Sarah (Professional Learning Lead), Jill/Jayne (Co-HTs) & Jane (Chair Govs)

Link Governors: Jane Eickhoff & Gwenda Watson (HT PM), Lisa Williams (Gov Professional Learning)

Professional Learning Actions (Time Scale)	Success Criteria	Monitoring	Resources	Termly Progress		
				Aut	Spr	Sum
Embed the new TLR structure <ul style="list-style-type: none"> - Development of Curriculum & Professional Learning - Inclusion and Pedagogy 	SLT are confident in their roles and PL, curriculum, inclusion and pedagogy is effectively developed for all staff		TLR costs			
Embed the new teaching and learning Tîms <ul style="list-style-type: none"> - Indoor/outdoor T&L environments 	All Tîms are successfully developed resulting in most learners making good		£600 per class			

<ul style="list-style-type: none"> - Joint planning with completed trackers - OTYT - Support for more able and less able via group work and individual 10 minute tutoring 	progress					
Identify the good practice that have evolved as a result of working virtually is maintained and further developed	Good practice maintained and further developed					
Continue to support other schools as a Learning Network School for Foundation Phase and Expressive Arts <ul style="list-style-type: none"> - Use Iris Connect to share practice and support development of training materials 	Iris Connect successfully used to share practice and nearly all LNS schools feel effectively supported		Iris Connect costs			
HT to continue work as a School Improvement Partner & disseminate excellent practice to school	Excellent practice successfully cascaded with positive impact on our development					
Further development of cluster working to strengthen transition: <ul style="list-style-type: none"> - Y6/7 teachers plan a half termly AoLE enquiry - Teams space and visits to share planning, resources, pedagogy - Evaluate impact and any barriers 	Develop trial and finalise transition plans as part of curriculum design to ensure an effective process for the transition or learners 3 to 16		CfW PL partner schools = £10,000 Non-contact for Y6 to liaise with Y7			
Support development and progress of staff via termly professional discussions: <ul style="list-style-type: none"> - Wellbeing - Tîms planning - Pupils' learning (books & digital files) - Iris Connect T&L video portfolio (class & AoLE) Identify next step training needs (inc digital & welsh skills)	All staff given strong support to further develop their practise	Performance Management	PL for teachers = £4523			
As part of SLO, develop the use of IRIS to support each other - All staff to focus on their AoLE and use IRIS to record pedagogical approaches/resources being used/sessions that will support others in the teaching and learning of that AoLE. The bank of resources to be used for PL and to share with other schools in our role as LNS.	Bank of useful resources impact positively on AoLE practise		Iris Connect costs			
Use of IRIS to evidence personal reflective practice and PM, linked to their professional enquiry (Start in Autumn, but finish in Summer)	All individuals will be able to develop an area of reflective practice Professional enquiry projects focussing on reflective practice will illustrate what they have done	FADE				

	IRIS will provide the vehicle to evidence this					
Pilot the national evaluation and improvement resource <ul style="list-style-type: none"> - Briefings w/b 13th Sept - 4 week pilot (til 8/10/21) - National pilot (Nov to Jan) SLT to provide feedback	Functionality, clarity of message and gaps successfully identified and effective feedback given					
See separate Governor Development Plan						
<p>Progress towards Priority Target</p> <ul style="list-style-type: none"> • <p>Evaluation of Impact</p> <ul style="list-style-type: none"> • <p>Future Actions Required</p> <ul style="list-style-type: none"> • 						

Priority 5: To continue to embed a strong Welsh ethos and improve the use of spoken Welsh by successfully achieving the Cymraeg Campus Silver Award.

Priority Leader(s): Hannah (Welsh Lead)

Link Governor: Gwenda Watson

Professional Learning Actions (Time Scale)	Success Criteria	Monitoring	Resources	Termly Progress		
				Aut	Spr	Sum
Continue to work towards the CC targets and build up the evidence in @shire_cymraeg online portfolio						
<p><u>Target Tri: Use of everyday Welsh in classroom</u> By Nov '21</p> <ul style="list-style-type: none"> • All staff take advantage of every opportunity to use Welsh (spoken & written) with pupils and with other adults • Pupils use Welsh phrases throughout the school day; they understand and respond to more 	<ul style="list-style-type: none"> • All teachers and most support staff use every opportunity to use Welsh throughout the day • All teachers write appropriate marking comments in Welsh in all pupils' books in most areas of learning • Majority pupils use challenging Welsh 	<p>Learning walk</p> <p>Update placemat progress trackers for targeted learners</p>	<p>Non-contact time (1 x ½ day) to complete FADE</p> <p>Termly training staff meeting (1 hr x 3)</p>			

<p>complex Welsh questions and commands and can extend their responses</p>	<p>phrases effectively throughout the school day at the appropriate level</p>	<p>Book Looks</p>	<p>Half termly master classes for TAs</p>			
<p><u>Target Pedwar: Use of everyday welsh outside the classroom</u> By Jan '22</p> <ul style="list-style-type: none"> • Dinner staff and pupils use basic Welsh during lunchtime & encourage welsh yard games • Teaching staff and support staff take advantage of every opportunity to use everyday Welsh outside of the classroom • 'Criw Cymraeg' to work on two projects to promote the use of Welsh outside of the classroom & organise regular themed Welsh afternoons • 'Criw Cymraeg' continue to develop their interactive display in the hall & sgriblio boards promoting the phrase of the week and other Welsh activities 	<ul style="list-style-type: none"> • All teaching staff and majority support staff take advantage of every opportunity to use everyday Welsh outside of the classroom, including welsh yard games • 'Criw Cymraeg' successfully complete two projects promoting the use of Welsh outside of the classroom • Most weeks, 'Criw Cymraeg' advertise the phrase of the week and banned English word and change the questions on the sgriblio boards at least once every half term • Themed Welsh afternoons take place every term 	<p>Learning walk by Criw Cymraeg supported by PLT</p> <p>Targets evidenced in Cymraeg Campus portfolio</p> <p>Performance management documentation (developing welsh language skills)</p>	<p>Master classes for TAs & mid-day supervisors every half term</p> <p>Fortnightly Criw Cymraeg meetings</p>			
<p><u>Targeted Pump: Welsh in assemblies</u> By Oct '21</p> <p>Criw Cymraeg to lead a weekly "Sêr Cymru" assembly</p> <ul style="list-style-type: none"> - Introduce & lead a prayer & songs in Welsh - Introduce phrase of the week & model its use - Hand out rewards - Introduce Welsh music to be played - Showcase short dramas, role play, storytelling <p>Headteacher and teaching staff greet and use basic Welsh commands during every assembly</p>	<ul style="list-style-type: none"> • Every week, in the Welsh assembly 'Criw Cymraeg' will confidently lead the majority of the assembly 	<p>Learning walk</p> <p>Listening to learners</p> <p>Assembly plans</p>				
<p><u>Targeted Saith: Enrichment Activities</u> By Mar '22</p> <ul style="list-style-type: none"> • The school takes part in the Urdd Eisteddfod • Welsh trips are organised to develop pupils' use and enjoyment of Welsh • Criw Cymraeg continues to organise events to celebrate 'Dydd Gŵyl Dewi', 'Diwrnod Shwmae', Welsh Wow week etc • There is an emphasis on Welsh when creating and selling products for enterprise activities • At external sporting activities, pupils are encouraged to use Welsh e.g. Urdd sport activities, cluster sports. • Welsh speakers are invited into the school 	<ul style="list-style-type: none"> • The school annually takes part in the Urdd Eisteddfod & benefits of being members of Urdd promoted • Most trips are to places in Wales and every opportunity to develop pupils' use and enjoyment of Welsh is encouraged • Criw Cymraeg organises an event every term • Many enterprise activities and products have a Welsh basis • The school regularly invites Welsh speakers into the school, at least once a term 	<p>Scrutiny of portfolio of evidence and Twitter</p>	<p>Urdd membership cost paid by parents</p> <p>Trip costs paid by parents</p> <p>Cluster WRU Officer paid by Chepstow</p>			

<ul style="list-style-type: none"> The school runs a Welsh club during lunchtime 	<ul style="list-style-type: none"> All Y6 become members of the Urdd when they visit Llangrannog; membership benefits are promoted to parents in newsletter 					
<p><u>Targed Naw: Welsh across the curriculum</u> By May '22</p> <ul style="list-style-type: none"> Factual books & cross curricular books regularly used during topic work Learning is evaluated at an appropriate level in Welsh in all areas of learning by using simple patterns Subject terminology in Welsh is used in the majority of subjects across the curriculum Welsh cross-curricular work undertaken is evidenced in pupils' topic and subject workbooks Most lesson plans include bilingual opportunities Teachers start teaching other AoLEs through the medium of Welsh Welsh is clearly visible on many displays 	<ul style="list-style-type: none"> All KS2 teachers make good use of factual books every half term Nearly all pupils evaluate their work at an appropriate level in Welsh in all areas of learning by using simple patterns Majority pupils have a good grasp of subject terminology in Welsh in the majority of subjects across the curriculum Welsh cross-curricular work is undertaken in pupils' topic and subject workbooks at least once a month Bilingual opportunities are included in most lesson plans of all teachers Aspects of at least two other AoLEs are taught through the medium of Welsh in all classes Welsh is clearly visible at an appropriate level on many displays 	<p>Scrutiny of portfolio of evidence and evidence on Twitter</p> <p>Book Looks</p> <p>FADEs & learning walks by coordinator, Criw Cymraeg & PLT</p>	<p>Non-contact to complete monitoring exercises (1 x £125)</p>			
<p><u>Targed Deg: A positive attitude</u> By Jan '22</p> <ul style="list-style-type: none"> A variety of games through the medium of Welsh are played e.g. classroom language games, yard games, warm up games during PE lessons and interactive games Pupils are provided with a range of audio / audio-visual Welsh stimuli and are able to participate in a range of exciting activities through the medium of Welsh e.g. Welsh DVDs, Welsh TV programmes, Jamboree, drama workshop, art project Pupils are given the opportunity to use Welsh in a range of real life situations e.g. buying items, ordering food and asking questions to Welsh speakers. 	<ul style="list-style-type: none"> Majority pupils in all classes play a variety of games through the medium of Welsh Most pupils are provided with a range of Welsh stimuli and are able to participate fully in a range of exciting activities through the medium of Welsh Most pupils are given the opportunity to use Welsh in a range of real life situations 	<p>Analysis of progress from baseline to final questionnaire</p> <p>Scrutiny of portfolio of evidence and evidence on Twitter</p>	<p>Non-contact to complete monitoring exercises (1 x £125)</p>			
<p style="text-align: center;">Progress towards Priority Target</p> <ul style="list-style-type: none"> <p style="text-align: center;">Evaluation of Impact</p>						

Future Actions Required

School Development Plan 2022 - 23

Priority	Professional Learning Target	Success Criteria	Resources (inc. staff, finances)
1	Embed the breadth of learning in line with the core purposes through the development of AoLEs.	<ul style="list-style-type: none"> ● All staff confidently implementing the CfW ● Curriculum design successfully promotes the core purposes and covers WM statements ● All classes evidence a wide range of rich activities across all AoLEs every week ● All staff are knowledgeable about what matters in each AoLE and the progression steps 1 - 3 	PL grants 10% non-contact time for PL Lead Non-contact time for AoLE monitoring and training
2	Embed Health & Wellbeing by further developing integral aspects of provision.	<ul style="list-style-type: none"> ● Most pupils able to accept challenge/refer to Growth Mindset vocabulary amongst themselves ● Action plan resulting from Healthy Schools Whole School Approach to Wellbeing assessment successfully implemented 	HWB grants Non-contact time, as required
3	Continue to embed equity for all through targeted support for vulnerable groups.	<ul style="list-style-type: none"> ● To be fully compliant with ALN Code ● Nearly all targeted pupils make accelerated progress in their basic skills ● The impact of pupil poverty is successfully reduced with improved wellbeing of learners from low income and disadvantaged backgrounds 	PDG EYPDG ALN funding 10% non-contact time weekly for ALNCo Cost of gl-screener ELSA costs

4	Review professional learning and leadership in line with the National Mission.	<ul style="list-style-type: none"> • New leadership structure effectively embedded • Teams successfully embedded resulting in improved standards • Cluster working strengthened • Professional enquiry projects focussing on reflective practice raise standards of T&L 	PL grant PL partner schools funding Iris Connect costs Non-contact time
5	To further embed a strong Welsh ethos by successfully achieving around half of the Cymraeg Campus Language Charter targets - Gold Award.	<ul style="list-style-type: none"> • Approx 50% Gold Cymraeg Campus targets achieved • Majority pupils enthusiastic to learn Welsh & understand the importance of learning languages 	New resources Non-contact time LNS training and support

School Development Plan 2023 - 24

Priority	Professional Learning Target	Success Criteria	Resources (inc. staff, finances)
1	Review and further embed the breadth of learning in line with the core purposes through the development of AoLEs.	<ul style="list-style-type: none"> • Review of our curriculum offer successfully conducted and actions implemented • Confidence in implementing CfW maintained by all staff • All classes continue to evidence a wide range of rich activities across all AoLEs every week 	PL grants 10% non-contact time for PL Lead Non-contact time for AoLE monitoring and training
2	Continue to embed Health & Wellbeing by further developing integral aspects of provision.	<ul style="list-style-type: none"> • Nearly all pupils able to accept challenge/refer to Growth Mindset vocabulary amongst themselves • Action plan resulting from Healthy Schools Whole School Approach to Wellbeing assessment successfully embedded 	HWB grants Non-contact time, as required
3	Further embed equity for all through targeted support for vulnerable groups.	<ul style="list-style-type: none"> • ALN Code fully embedded • Nearly all targeted pupils make accelerated progress in their basic skills • The impact of pupil poverty is successfully reduced with improved wellbeing of learners from low income and disadvantaged 	PDG EYPDG ALN funding 10% non-contact time weekly for ALNCo Cost of gl-screener

		backgrounds	ELSA costs
4	Embed professional learning and leadership in line with the National Mission.	<ul style="list-style-type: none"> • New leadership structure further embedded • Teams further embedded resulting in improved standards • Cluster working further strengthened • Professional enquiry projects focussing on reflective practice raise standards of T&L 	PL grant PL partner schools funding Iris Connect costs Non-contact time
5	To further embed a strong Welsh ethos by successfully achieving all the Cymraeg Campus Language Charter targets - Gold Award.	<ul style="list-style-type: none"> • All Gold Cymraeg Campus targets achieved • Gold award successfully achieved • Most pupils enthusiastic to learn Welsh & understand the importance of learning languages 	New resources Non-contact time LNS training and support

Definitions and Glossary

Terminology	Proportion
nearly all	with very few exceptions
most	90% or more
many	70% or more
a majority	over 60%
half	50%
around half	close to 50%
a minority	below 40%
few	below 20%;
very few	less than 10%

ACE = Adverse Childhood Experience

LAC = Looked After Child

AoLE = Area of Learning and Experience	LLC = Language, Literacy & Communication
ALN(Co) = Additional Learning Needs (Coordinator)	LNS = Learning Network School
ALP = Accelerating Learning Programme	MAT = More Able & Talented
ASD = Autistic Spectrum Disorder	MER = Monitor Evaluate Review
BM = Business Manager	MyBB = My Book Blog
CA = Challenge Adviser	NACE = National Association for Able Children in Education
CfW = Curriculum for Wales	OTYT = Over To You Time
CSSR = Celebrate, Share, Support, Refine	PASS = Pupil's Attitude towards School & Self
DCF = Digital Competency Framework	PLL = Professional Learning Lead
DL = Digital Leader	PM = Performance Management
DL(L) = Distance Learning (Leader)	PSHE = Personal Social Health Education
DT = Design Technology	PTLS = Professional Teaching & Leadership Standards
EA = Expressive Arts	RAG = Red Amber Green
EAS = Consortia	RSE = Relationships & Sex Education
ETLF = Excellence in Teaching & Leadership Framework	RWI = Read Write Inc

EWO = Education Welfare Officer	S2S = School to School
FADE = Focus, Analysis, Do, Evaluation (a monitoring task)	SoW = Scheme of work
FP = Foundation Phase	SLO = School as Learning Organisation
GB = Governing Body	SLT = Senior Leadership Team
HWB = Health & wellbeing	SpLD = Specific Learning Difficulty
Hwb = Online Welsh Government learning platform	USW = University of South Wales
HT = Headteacher	WAGOLL = What a good one looks like
ITE = Initial Teacher Education	WM = What Matters
KS2 = Key Stage 2	