

Governors' Annual Report to Parents

2020 - 2021

Letter from the chair

Welcome to the Shirenewton Governors' Report to Parents. This report is a retrospective review summarising key aspects of school life at Shirenewton Primary School during the academic year Sept 2020 to July 2021.

Dear Parents and Carers,

I hope you find this report informative and should you have any queries or questions please do not hesitate to contact the school.

Regrettably, the unprecedented Coronavirus pandemic continued to impact all our lives as we moved into the 2020-2021 school year with a further national lockdown from 17 December 2020 and it was not until February 2021 that the school's youngest learners returned to the school full time with pupils in Key Stage 2 back from March 2021 onwards.

During 2019-2020 measures were put in place to support the continued education and well-being of pupils during the pandemic, including the introduction of Distance & Blended Learning (The former enables teachers to set learning tasks to be completed and returned digitally and the latter provides for pupils to move seamlessly between learning at home and school keeping disruption to a minimum). In 2020-2021 we reviewed and consolidated this provision and on behalf of the governors I would like to thank parents and carers for their positive engagement and support.

A huge thank you too to the teaching and support staff, of whom I am very proud, for their hard work and dedication throughout the year. I would also like to commend the Co-heads for their leadership, together with timely and comprehensive communication throughout the pandemic which I know has been appreciated by parents and carers.

Last year I reported our strategic focus based on continued improvement and making the school ready for adoption of the new Curriculum in September 2022. I am pleased to advise that as a Pioneer School in Wales, Shirenewton School has continued to be involved with reforming and developing the 2022 Curriculum. Approaches to teaching and learning have evolved and been embedded exceptionally well even before the Curriculum becomes statutory.

The new Curriculum for Wales is a straight through curriculum for 3 to 16 year old learners with a series of progression steps as opposed to the current approach where we have separate Foundation Phase (FP) and Key Stage 2 (KS2) curriculums with FP outcomes and KS2 levels. Accordingly, during 2020-2021 we began to work towards a new structure for the teaching and learning teams, each spanning two year groups, for launch from September 2021. Please refer to Section 15 of this report and the School Development Plan summarised in Appendix A for more information.

With the removal of the need for separate FP and KS2 departments I would like to thank the respective leaders, namely Mrs Farley and Mrs Burbidge, who will move to different roles. Mrs Burbidge will continue in a revised leadership role under the new curriculum and Mrs Farley will concentrate on working with new reception children having led FP for the last five years, taking them to a level of excellence recognised by ESTYN during our last inspection in March 2019.

Due to the Coronavirus pandemic the Welsh Government has suspended the School Performance & Absence Targets (Wales) Regulations 2011. This means that schools are not required to report on performance targets for the 2020/21 academic year or set them for 2021/22. The relevant areas of the report have been annotated accordingly.

The Parent Teachers Association (PTA) provided invaluable support to the school during the year despite difficult circumstances raising approximately £6,000. Most of this has already been spent on reading books for the children and I would like to express my appreciation for the hard work from the members of the PTA. They always welcome new members, ideas or help so please get involved if you can.

In terms of school staff I would like to congratulate Mrs Perry and Mrs Stephens on the birth of their daughter and son respectively. I would also like to thank three staff who retired during the year after many years service, namely Mrs Buchan (teacher for 19 years), Mrs Smith (teaching assistant and mid-day supervisor for 17 years) & Mrs O'Neill (catering assistant for 23 years) and wish them well for the future. Similarly best wishes to Mrs Dennehy (teacher for 16 years) and Mrs Whittington (teaching assistant for 13 years) who are pursuing new challenges. Congratulations to Miss Tymms who has been appointed as a permanent teacher.

There were a number of changes to the Governing Body during the year when we said goodbye to DR J Grose (Minor Authority Governor), Mrs E Mellon (Local Authority Governor) and Mrs E Parnell (Parent Governor). I would like to record my thanks for their valuable contributions. We welcomed three new governors, namely Mr K Dunn OBE (Minor Authority Governor) and Mr C Atkins & Mr B Sillince (Both Local Authority Governors).

Following the election of Mrs J Eickhoff as the new Chair of Governors I have decided to step down as a governor having completed my four year term. It has been a privilege to serve as a governor and be associated with the school where in addition to my core governor responsibilities I have also been lucky enough to be able to support the school in everything from helping at PTA events, accompanying children on day & residential school trips, classroom visits, football coaching, Father Christmas for FP and DIY maintenance projects in school holidays. Mrs Eickhoff has a close knowledge of the school as a former teacher and will be well placed to lead the governing body in completing the transition to the new curriculum. I wish her well along with the rest of the governors in supporting this excellent school.

As I write this letter we are still being impacted by the pandemic which has brought hardship and difficulty for many families. Life may never get back to what it was before and we will need to continue to adapt. There have been some positive changes, both within the school environment and outside, improving well-being and these should continue as we move forward. Let's hope that as a result of the successful COVID 19 vaccination programme we can all enjoy Christmas with our loved ones this year.

Kind regards,

Derek Farley

Chair of Governors

1. Details of any meetings held following a parental petition under Section 94 of the School Standards and Organisation (Wales) Act 2013.

Parents' meetings with regard to this report are now only held if requested by parents under Section 94 of the School Standards and Organisation (Wales) Act 2013.

No petition for a meeting was received during the year 2019/20 therefore no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

2. Names and Addresses of Chair and Clerk

Chair: Derek Farley - Contact via school. Succeeded by Mrs Jane Eickhoff with effect from 05.07.21

Clerk: Rob Fisher - Contact by email: governor.support@sewaleseas.org.uk

3. Governing Body Membership as at July 2021 / Term of office end dates:

Local Authority Appointed Governors:

Mr C Atkins – 16.12.23

Mr B Sillince - 19.04.25

Mrs G Watson – 16.12.23

Community Governor – appointed by Community

Mr K Dunn OBE – 17.11.23

Community Governors – appointed by Governing Body

Mr D Farley – 18.06.25

Mrs J Eickhoff - 18.11.22

Vacancy

Parent Governors:

Mr P Terry – 15.01.23

Mr P Morcombe – 17. 12.21

Mr M Boddy – 04.04.23

Mrs E Parnell – 04.04.23

Support Staff Governor:

Mrs S Topley – 17.11.23

Teacher Governor:

Mrs N Burgham – 13.06.23

4. Information about the arrangements for the next election of parent governors.

The most recent parent governor election took place in April 2019. One parent governor's term of office is due to expire during the 2021/22 academic year. In line with usual practice an election will be held and nomination forms issued at the appropriate time for any vacancies arising.

**5. Local Authority Funding & Financial Statement Summary
1 April 2020 to 31 March 2021**

Local Authority Funding

| a) Age-Weighted Pupil Units | | | | |
|--|--------------------------|-------------------------------|------------------------------|-----------------------|
| Age Group | Funding Per Pupil | Jan 2019 Pupil Numbers | Total Funds Allocated | Totals |
| 4-5 | £2,444 | 28 | £68,440 | |
| 5-6 | £2,444 | 29 | £70,884 | |
| 6-7 | £2,444 | 24 | £58,662 | |
| 7-8 | £2,412 | 29 | £69,956 | |
| 8-9 | £2,412 | 28 | £67,544 | |
| 9-10 | £2,412 | 29 | £69,956 | |
| 10-11 | £2,412 | <u>27</u> | <u>£65,132</u> | |
| | | 194 | £470,574 | £470,574 |
| b) Premises and Other Factors | | | | |
| Building Maintenance, Caretaking, Cleaning, Rates, Grounds Maintenance and other items | | | £212,369 | £212,369 |
| c) Special Needs | | | | |
| Special needs and related funding | | | £32,114 | <u>£32,114</u> |
| TOTAL FUNDING | | | | £715,057 |

Financial Statement Summary

| Description | Actual |
|-----------------------------------|------------------------|
| INCOME | |
| Income General | -£205,332.00 |
| Income - Funding | -£682,943.00 |
| SEN Contingency Funding | -£59,196.00 |
| TOTAL INCOME | -£947,471.00 |
| | |
| EXPENDITURE | |
| Total Employee Costs | £806,475.00 |
| Total Supplies and Services Costs | £35,011.00 |
| Total Premises Costs | £25,564.00 |
| Total Transport Costs | £0.00 |
| Total Agency and Contracted Costs | £33,065.00 |
| TOTAL EXPENDITURE | £900,115.00 |
| | |
| <u>SUMMARY</u> | |
| Total Income | -£947,471.00 |
| Total Expenditure | £ 900,115.00 |
| NET EXPENDITURE | SURPLUS £47,356 |

No gifts were made during the year.

No governor has requested reimbursement for travel or subsistence during this financial year.

6. School comparative reports of performance in end of key stage teacher assessments

Due to the Coronavirus pandemic the Welsh Government has suspended the School Performance & Absence Targets (Wales) Regulations 2011. This means that schools are not required to report on performance targets for the 2020/21 academic year or set them for 2021/22.

7. Details of the steps taken to develop and strengthen the school's links with the community

Many projects and activities planned in 2020/2021 to enhance links with the local and wider community were unable to take place because of the Coronavirus (such as a joint village/school fete), however here are the highlights of the school's involvement in the local and wider community this year.

Community Ambassadors (represented by Y6) made their window decorations in the village phone box for the Community ShAMBLE event in October. They also got involved with the Heddlu Bach initiative (mini police initiative run by Gwent police) by thinking of ways to keep community spirits up during the testing times of Covid.

School has been working hard this year to develop links with Chepstow Secondary School through enhanced transition schemes for Years 5 and 6 including Rugby Coaching sessions.

Charities

Foundation Phase organised food donations to the Chepstow Food Bank (linked to learning about Purim); all pupils enjoyed Comic Relief Day and raised £415.50; an Easter Egg collection was made for local care homes, hospitals, homeless and the foodbanks; Y4 shared 50% of their enterprise money with Water Aid.

PTA

Throughout the Year the PTA held monthly Zoom meetings to consider and organise inventive ways to raise money for the School. These included class sponsor events; children designed Christmas cards which the PTA arranged orders for them to be printed; several Rags to Riches collections were made over the year; the PTA organised for pupils to draw their faces to be printed on T towels and on mugs; money was raised through the sale of Christmas trees and personalised keyrings and a raffle via Zoom; there was an online quiz.

8. Targets for improvement and for reducing absences agreed by the governing body with the local authority.

Due to the Coronavirus pandemic the Welsh Government has suspended the School Performance & Absence Targets (Wales) Regulations 2011. This means that schools are not required to report on targets in relation to performance or absence for the 2020/21 academic year or set them for 2021/22.

Each year the school develops its own School Development Plan, which is agreed by the governing body. The key areas for improvement that the school identified for itself in 2020/21, together with high level priorities through to 2023, are set out in Appendix A.

9. Sport and Extra-curricular Sports Activities

Physical Education (PE) forms an important part of the school curriculum. During the year two Higher Level Teaching Assistants (HLTAs) covered this activity for Foundation Phase (Reception to Year 3) with individual Year 4 - Year 6 teachers teaching this subject to their own classes to restrict cross bubble teaching during COVID. Additionally, all lessons were undertaken outside as part of COVID risk protection measures.

Regrettably swimming lessons, which are ordinarily provided to KS2 pupils at Chepstow School, had to be suspended for the year due to the COVID pandemic. Additionally, after school clubs for Junior and Foundation Phase pupils had to be halted for the same reason. These are normally run by Attribute Sports Development (ASD) and well attended by pupils. They include tag rugby, football, netball and multi sports.

Enrichment Days were run for Foundation Phase pupils (Reception to Year 3) providing opportunities to participate in extra-curricular activities including nature rambles, groovy gamers, French and cheerleading.

School trips had to be undertaken virtually including an aquarium visit by Foundation Phase pupils.

Year 4 pupils participated in the only external visit, a field trip to Ogmore following the lifting of COVID restrictions late in the Summer term.

Fortnightly rugby coaching sessions for Year 4 to Year 6 inclusive, with Jack Dunbar (WRU Coach), resumed in April following the return of KS2 pupils to school full time.

The school provided blended and distance learning during the year which included pupil's participation in the highly successful virtual Joe Wicks PE classes.

The School Sports Day was run in year groups during the Summer term, due to COVID restrictions, with videos sent home to parents.

10. Summary of any review undertaken and any action taken as a result and details of any policy or strategy adopted by the governing body

All policies, educational and pastoral, have been reviewed by the governing body and formally adopted. All policies are reviewed on a cyclical basis. Any amendments are passed to the relevant governors for approval. Policies are then ratified by the whole governing body.

Policies are held by the Head Teacher and are available on request. Many policies are also available on the 24/7 tab on the school website.

Specific policies reviewed and/or adopted during 2020/21 included:

- LA Policies: Special Leave Policy for School Based Employees.
- School policies: Teaching & Learning Policy, Behaviour Policy and Policy for Correspondence between Home & School.

11. Attendance information from September 2020 - July 2021

Due to the Coronavirus pandemic the Welsh Government has suspended the School Performance & Absence Targets (Wales) Regulations 2011. This means that schools are not required to report on absence targets for the 2020/21 academic year or set them for 2021/22.

Notwithstanding the suspension of reporting the school continues to work with parents and the Education Welfare Officer to improve attendance. Holidays during term time are discouraged as they can be disruptive to pupil education. The school has an attendance policy which is based on the Local Education Authority's policy.

Attendance is legally recorded when a pupil is present in school at the point at which the register is taken in the morning and again after lunch. Whether requested absence is authorised for a pupil is based on their previous twelve months attendance, at the point the request is made. Reminders about the importance of good attendance feature regularly in newsletters and assemblies and pupils are rewarded for attendance above 98% or for improved attendance.

12. Pupil exclusions

One pupil was excluded for a total of 15.5 days during the academic year 2020/21.

13. Information about any changes to information in the school prospectus

There were no material amendments to the school prospectus in 2020/21.

14. Term dates 2021 / 2022

Monmouthshire County Council Confirmed Term Dates 2021/22

| | |
|------------------|-----------------------------|
| Term begins | Thursday 2nd September 2021 |
| Half term begins | Monday 25th October 2021 |
| Half term ends | Friday 29th October 2021 |
| Term ends | Friday 17th December 2021 |
| Autumn total | 72 days |
| Term begins | Tuesday 4th January 2022 |
| Half term begins | Monday 21st February 2022 |
| Half term ends | Friday 25th February 2022 |
| Term ends | Friday 8th April 2022 |
| Spring total | 64 days |
| Term begins | Monday 25th April 2022 |
| Half term begins | Monday 30th May 2022 |
| Half term ends | Friday 3rd June 2022 |
| Term ends | Friday 22nd July 2022 |
| Summer total | 58 days |

Session Times

Foundation Phase

| | |
|---------------|---|
| 08.50 | School opens |
| 09.00 - 09.10 | Registration |
| 09.10 - 12.15 | Teaching time including fruit snack and milk (15 minutes) |
| 12.15 - 13.35 | Lunch |
| 13.35 - 15.00 | Teaching time |
| 15.00 - 15.15 | Assembly |
| 15.15 - 15.30 | Teaching time |

This gives a total of 23 hours of teaching time each week, which is above National Assembly guidelines of 21 hours per week.

Juniors

| | |
|---------------|---|
| 08.50 | School opens |
| 09.00 - 09.10 | Registration |
| 09.10 - 12.35 | Teaching time including break and assembly (30 minutes) |
| 12.35 - 13.35 | Lunch |
| 13.35 - 15.30 | Teaching time |

This gives a total of 24 hours and 10 minutes of teaching time each week, which is above National Assembly guidelines of 23.5 hours each week.

Note: Staggered start and finish times were operated during the year to help protect pupils, school staff, parents and carers following the Covid-19 outbreak.

Seven INSET days across the year 2020/2021 were:

- Monday 2nd November - Training in Mathematics & Reading Eggs
- Monday 4th January - Blended learning (policy & practice)
- Monday 22 February - ALN update & Behaviour Management training
- Monday 12th April - Curriculum for Wales planning
- Monday 7th June - Assessment and reporting
- Monday 19 July - Self evaluation and school development planning
- Tuesday 20 July - Organisation and preparation for next academic year

Six INSET days planned for the year 2021/2022 are:

- Thursday 2nd September
- Friday 3rd September
- Friday 22nd October
- Monday 1st November
- Friday 18th February
- Monday 4th July

15. Curriculum

Curriculum for Wales 2022

As a Pioneer School in Wales, Shirenewton School is involved with reforming and developing the 2022 Curriculum, so approaches to teaching and learning have evolved and been embedded exceptionally well even before the Curriculum becomes statutory.

Here is a reminder of the key principles underpinning the new curriculum, and already embedded in Shirenewton School.

| Four Core Purposes aim to nurture the following aspirations: | The six areas of learning and experience (AOLE) | Learning Activities are planned to: |
|---|--|--|
| <ul style="list-style-type: none">● Ambitious, capable learners, ready to learn throughout their lives● Enterprising, creative contributors, ready to play a full part in life and work● Ethical, informed citizens of Wales and the world● Healthy, confident individuals, ready to lead fulfilling lives as valued members of society. | <ul style="list-style-type: none">● Language, Literacy and Communication● Maths and Numeracy● Science and Technology● Expressive Arts● Health and Wellbeing● Humanities | <ul style="list-style-type: none">● Be authentic● Be relevant to pupils' interests and lives● Connect different Areas of Learning● Take place inside and outside● Include literacy skills, numeracy skills and digital competency● Be mindful of learners' individual needs |

Programmes used to support the curriculum include Read Write Inc Phonics, Big Write, Big Maths, SEAL (Social and Emotional Aspects of Learning) and Tric a Chlic (Welsh).

For further information parents can access the updated school prospectus and/or the Curriculum policy.

Involving Parents in Curriculum Development

The pandemic during 2020-2021 prevented teachers from inviting parents to share the customary information sessions and workshops about topics and curriculum areas. Instead, information was thoroughly and regularly shared via newsletters, the school website, Schoop, Twitter feeds and in some cases via telephone calls. Staff worked tirelessly and with innovation to involve whole families in the provision of exciting distance and blended learning, and Governors are grateful for the positive engagement and support from parents and carers.

A Mix of Face to Face, Distance and Blended Learning in Cohort Bubbles during Covid 19

Between September 2020 and July 2021, School routines were continually adapted to suit the national restrictions in response to the pandemic, and were reflected in the school risk assessment available on the school website and via frequent email updates to parents.

“Face to face” teaching in class “bubbles” took place whenever possible. Most pupils continued to attend school as normal during the Welsh national “firebreak” (23rd October – 9th November 2020).

“Distance Learning”, where teachers set learning tasks to be completed and returned digitally took place during the national lockdown from 17th December, with Foundation Phase returning to their school bubbles 22nd February 2021 and Key Stage 2 pupils returning 22nd March. Teachers kept in touch with their class through timetabled Microsoft Teams Meetings.

The “Blended Learning” offer is a flexible mix of face to face and digital engagement methods and was used for most of the year. It ensured seamless transition between learning in school and learning at home in the case of lockdown or a class bubble having to self-isolate. It has resulted in most pupils developing very strong digital competency over the pandemic period.

Blended Learning Offer:

| Supporting Pupils | |
|--|--|
| <ul style="list-style-type: none"> ● Rec, Y1, Y2 & Y3 – used Seesaw platform to share, upload and mark work ● Y4, Y5 & Y6 – use Google Classroom to share, upload and mark work ● FP – weekly Teams check-in wellbeing chats ● KS2 – daily lesson inputs and Q&A sessions ● KS2 – fortnightly Teams check-in wellbeing chats ● Weekly phone calls home to non-engagers, ALN pupils or those identified as struggling emotionally or academically | <ul style="list-style-type: none"> ● Mathletics – online maths resource for home learning (replaced My Maths) ● Reading Eggs – online reading resources with games, songs and golden eggs to help motivate ● Oxford Owl – additional e-book library ● RWI phonic lessons and books ● Daily story times recorded and shared ● “Fun Friday” – off screen wellbeing tasks every Friday afternoon ● Additional learning resources for each year group are available on the “virtual school” tab on the school website |
| Supporting Parents | |
| <ul style="list-style-type: none"> ● A “Virtual School” page on the website has been developed to aid communication with parents about curriculum aims, strategies and suggested activities. All the links to the digital platforms we use can be found here. It also contains additional downloadable, printable resources for those that prefer | <ul style="list-style-type: none"> ● Timetable of week’s activities containing objectives, differentiated tasks, resource links, teaching input video links etc – uploaded by 4pm on Friday ready for the next week |

| | |
|--|---|
| <p>this to online learning including worksheets, learn-its, CLIC tests, handwriting practise sheets, RWI phonic sounds, maths concepts, AoLE topic webs, home learning activities etc.</p> | <ul style="list-style-type: none"> Walk through films available on school website to support parents in accessing learning platforms |
|--|---|

Learning Experiences 2020/2021

One of the priorities in the School's Development Plan is to consolidate the **breadth** of learning in line with the core purposes. Here is just a flavour of some of the learning experiences provided last year and Governors are proud and pleased that staff achieved so much under extremely difficult circumstances.

| | |
|---------------|---|
| Autumn | <p>FP Science week focussing on electricity</p> <p>Sponsored events to raise money for PTA inc. workouts, skipping, sports, dancing, riding, football, quiz</p> <p>Harvest week songs tweeted</p> <p>FP Enrichment including Just Dance, Mad about Science, Gym Stars, Super Sports</p> <p>Size of Wales – deforestation and endangered animal workshops</p> <p>Digital Judaism lesson via Teams</p> <p>Anti-bullying (School Council led competition)</p> |
| Spring | <p>Virtual school trip for KS2 to Techniquest</p> <p>Eisteddfod for FP pupils – FP were able to complete their Eisteddfod entries in school and winners were announced via Teams</p> <p>Eisteddfod fortnight of activities for KS2 - The children were invited to join in with twelve events from singing and dancing, to poetry recitals and handwriting. All of their learning was shared and celebrated in pictures and videos</p> <p>Census fortnight of activities for KS2</p> <p>Purim activities for FP included dressing up for a Purim Party and bringing donations to Chepstow Food Bank (a VERY generous amount donated)</p> <p>"I'm a scientist" series of live chats for KS2 - enabled the children to chat live with real scientists in a range of fields.</p> <p>KS2 Bake Off – a regular addition to "Fridays" – this was run and organised by a Y6 pupil and proved very popular amongst the children and they made some amazing creations!</p> |
| Summer | <p>"Bring books to life" virtual panto workshops for Y1, Y2, Y4, Y5 & Y6 (in lieu of cancelled panto due to Dec lockdown – Rec and Y3 saw their virtual panto)</p> <p>Technocamp Computational Thinking – series of virtual coding lessons for Y5 and Y6</p> <p>Earth Day – classes did fun eco activities and designed "being green" posters which resulted in 1000 trees being planted in our name (not on the school site!)</p> <p>Islam Lessons – live lessons for all classes by staff and pupils of Cardiff Muslim School via Google Meet</p> <p>Y6 Bronze Sports Ambassadors – virtual training sessions with Mon Youth Service</p> |

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|--|
| <p>Sports Day – races and field events shared virtually with parents</p> <p>Tennis – for Y3 and Y4 with Chepstow Club; Cricket – for KS2 with local cricket club</p> <p>Meet the Author – Floelyn Benjamin – Y1 to Y6</p> <p>Enterprise Week – all year groups e.g. making and selling tie dye t-shirts, sealife canvases, tea light holders, sealife on a plate picture, clay magnets, school-grown veg</p> <p>Y4 trip to Ogmore</p> <p>Y5 Cynefin project – looking at the identity of black, Asian and ethnic minorities in Wales</p> <p>Mini project – Olympics/ Japan – during “move up” week</p> |
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Curriculum Consultation Spring/Summer term 2021

A consultation took place with children, staff, governors and parents to gather thoughts on the content of School’s curriculum, in the light of changes made during the pandemic. The responses were considered by staff during an INSET day.

Questions:

- Which topics do you think are a must?
- What experiences do you think the children should have?
- Which life skills do you think the children should practise and develop at school?
- Is there anything else you consider a non-negotiable in our new curriculum?

Examples of Non-negotiables derived from the Consultation

| | Topics | Experiences | Life Skills |
|--------------|--|---|---|
| R-Y3 | Food & Nutrition; Geography fortnight (cross curricular); World War remembrance - focus day; R.E to include yearly; festivals/celebrations; Science weeks; Climate change; World events as they occur; Pupil voice to continue to influence topic themes | Class assembly/ storytime School Trips - Zoo/Farm, Seaside Panto and topic related/places of worship; Visitors - parents/past pupils/speakers with non-stereotypical jobs; Muddy Maths; Forest School week & meadow related activities; OTYT inc survival skills; Enterprise - Gardening, Christmas & Summer; Safer Internet Week; Over to You Time; Gardening; Wellbeing Friday afternoon; Music sessions; Talent Showcases; Lunchtime clubs; In class - values certificates | Continue with our usual enrichment offers and allow pupils to select their own activities |
| Y4-Y6 | Environment Climate change; conservation; biodiversity; sustainable living; pollution; environmental issues; extinction | Enterprise: Class event, Christmas & Summer; Outdoor Adventure days/overnight stays; Forest School inc survival techniques; Eisteddfod - Welsh Fortnight; Religious festivals, celebrations; | First Aid; Safe Cycling/proficiency; Gardening; Cooking/Healthy Living/Healthy Lifestyle; |

| | | | |
|--|--|--|---|
| | Invasion - Into/from UK - Romans/Normans/WWII; Migration - Windrush, refugees, immigration, slavery; Exploration - Space/Polar/Other countries; Future/Inventions - medical developments/space/technical advancements | Sports Day/(Competitive) sporting events; Swimming/lifesaving; School trips - Museum/theatre/beach/places of worship; Visitors - selection of jobs/roles/diversity etc from past pupils/parents etc; School performances; Clubs (wide range); Pupil Committees; Playing an instrument; Values focus - Half termly; Careers fair/advice/awareness of jobs/I'm a scientist/visitors (or online) | Budgeting; DIY; Touch typing; Animal Care Making & mending |
|--|--|--|---|

Next Steps to Create New Curriculum Teams:

As the new Curriculum for Wales is a straight through curriculum for 3 to 16 year old learners with a series of progression steps (currently we have separate FP and KS2 curriculums with FP outcomes and KS2 levels) leaders began to work towards a new structure for the teaching and learning teams to launch from September 2021:

- ✓ Reception and Year 1
- ✓ Year 2 and Year 3
- ✓ Year 4 and Year 5
- ✓ Year 6 and Year 7 (greater curriculum links between primary and secondary)
- ✓ Each team will have a Welsh tree name (e.g. Tîm Helyg / Tîm Coed Coch) – chosen by pupils

Pupils' Wellbeing

The School's Covid-19 risk assessment (under constant review by leaders and governors) outlined detailed control measures and practices necessary to control hygiene, maintain social distance and preserve bubbles for pupils and staff. The risk assessment ensured that the three cases of Covid which were identified amongst pupils (one per term) remained individual, isolated cases and did not spread within the class or across the school. The parental survey which took place in the summer term showed all parents felt we had taken the necessary precautions to keep their children as Covid-safe as we could.

Measures taken During Lockdown Jan-March 2021 to Promote Pupil Well-Being:

- FP teachers organised weekly Teams meetings to allow the children to interact within their friendship groups
- KS2 teachers organised fortnightly wellbeing chats but also had daily check-in sessions where they introduced the day's learning tasks to their class and could ask questions if they were unsure
- Pupils who needed additional support for their emotional wellbeing received regular phone calls from our trained ELSAs
- "Fun Friday" – teachers planned fun off-screen activities every Friday afternoon

Measures taken for In-School Activities to Promote Pupil Well-Being:

This table reflects the excellent and careful balance teachers achieved between online/offline activities; work/play; indoor/outdoor activities. We are one of 6 schools in Monmouthshire chosen to pilot an assessment tool for a whole school approach to wellbeing.

| Learning for Well-Being | Targeted Support for Well-Being |
|--|---|
| <ul style="list-style-type: none"> ● Teachers planned fun learning activities to help support wellbeing, collaboration and the rekindling of friendships ● Outdoor learning & enrichment: Muddy Maths, life skills sessions, Forest School activities, outdoor learning weeks, nature rambles, camping, gardening ● Life Skills and other enrichment: DIY, first aid, car maintenance, money management, Groovy Gamers, cheerleading ● Weekly rugby sessions provided by WRU/ Chepstow School ● Fortnightly assemblies with Rev Waters via Zoom ● PC Finister taught online safety lessons to Y3 – Y6 and drugs awareness to Y6 ● Rec to Y3 have had a First Aid training session ● During Pride Month classes spent a week focused on themes of individual differences, equality, relationships, different family same love, Pride and the history of Stonewall and used several of the @StonewallCymru resources ● Year 6 have enjoyed a series of weekly lessons by Monmouthshire Youth Service, covering themes such as team building, dangers of smoking, keeping safe from cyberbullying and positive mental health | <ul style="list-style-type: none"> ● Extensive pathways activities to support a happy transition from Pre-school to Reception and from Primary to Secondary (see “Care, Support & Guidance” section for full details) ● Classes that had to return to distance learning due to a positive case had their wellbeing supported by communication and feedback from teacher via Seesaw/Google Classroom, planned wellbeing sessions, Fun Fridays, ELSA calls to vulnerable pupils, weekly Teams check-ins with teacher and small group of peers ● After the Spring lockdown, Y2-Y6 pupils completed a PASS survey (Pupils’ Attitude to School and Self) and as a result 18 pupils have received ELSA support this term by 2 fully trained ELSAs; 2 pupils referred to Early Help Panel and 2 pupils are receiving private counselling ● Several Child Protection strategy meetings, conferences, core group and CASP (care and support plan) meetings have taken place this term involving 7 children ● PCP (pupil centred planning) meetings took place for 2 pupils ● Referrals to Early Help were made when necessary ● Reception pupils had vision and growth checks by school nurse ● Private counselling info given to parents who requested it |

Supporting Children with Additional Learning Needs (ALN)

Support for pupils

From time to time pupils may receive additional support to boost achievement. Additional support is offered in the form of short or medium term focussed small group or 1:1 support. This can be provided by the teacher or a teaching assistant or qualifying/qualified helper within the classroom or in extra sessions. Support is also planned by teachers by differentiating activities by complexity of task, learning style or level of support, enabling pupils every chance of success commensurate with their capabilities.

SEN funding is in place for some children on the register. The amount of funding/ level of support for children with a statement or SAPRA varies – Band D children have 75% support and Band E have 100%.

Individual Development Plans (IDP)

All ALN pupils have an IDP in place written with teacher, pupil & parent. It identifies the difficulty the child experiences and sets SMART targets which are reviewed each term, or in some cases more frequently. The IDP recognises the level of support a child needs, and School works to put this support in place, whether through differentiation, or targeted individual/group support.

Emotional Support Assistants (ELSA)

The School supports pupils with emotional needs with two fully qualified Emotional Literacy Support Assistants (ELSAs), who have supported around 20 pupils per term this year.

In 2020-2021:

- Robust assessments of pupils to provide baseline, track progress and clear exit criteria
- Use of cluster agreed format for IDPs and use of target folders continued to be embedded
- During the distance learning phases through lockdown or self-isolation periods, individual phone calls were made by teachers and ELSAs to support individual pupils, as well as group phone calls to groups of learners.
- When pupils were able to attend school, support was timetabled within bubbles to match teachers and teaching assistants to help individuals or groups of learners.
- Training undertaken
 - Staff and Governors: online training about compliance with the new Additional Learning Needs Act and Code of Practice
 - ALNCO: Chepstow Cluster Meetings and Monmouthshire ALNCO meetings
 - Staff: writing effective outcomes for IDPs, dealing with attachment difficulties, dealing with difficult ALN conversations
- Additional Learning Needs Register
 - In Summer 2021 there were 29 pupils on the Additional Learning Needs Register; 2 of these pupils had statements, 1 pupil had support via a SAPRA (School Action Plus Resource Assist), 12 were at School Action +, 14 at School Action.

| Outside agencies supporting identified pupils: | Supporting parents to help their child: | Emotional & Medical Support: |
|---|---|---|
| Educational Psychologist (3) Speech Therapist (1) Occupational Therapist (1) Family Support Worker (2) Specific Learning Difficulties Tutor (5) Social Services (4 families) | Virtual School area on website E- Parent forums Weekly newsletters, Schoops, Twitter feeds Telephone consultations between teacher and parents End of year reports written for each child with next step targets in core areas Optional extra parent/ teacher consultations by telephone offered to discuss report, if requested | Our 2 trained ELSAs: 20+ pupils per term, including for pupils who are anxious about Covid or any other issue Coeliac training for staff |

More Able and Talented Learners (MAT)

The National Association of Able Children in Education (NACE) helps the school to self-evaluate and identify the next steps. All aspects of ability are monitored eg: Music, particular sport, critical thinking, special interests in and out of school. MAT pupils are identified, tracked, and catered for day to day via differentiated activities, where pupils are challenged by the teacher through questioning and access to challenging material, or they can challenge themselves appropriately by self selection of activities.

During 2020-2021, teachers continued to challenge More Able pupils via appropriately starred activities in lessons and in enhanced provision. Leaders continued to check that differentiation was evident in all planning and books/online evidence, and that it was relevant to the ability groups in each class. This year staff were unable to vertically group for ability across classes due to learners needing to be kept in their “bubbles”, so differentiation has been especially important.

Disabled pupils - arrangements for admission and access plans and steps taken to prevent discrimination

The school follows the Disability and Equality policy in line with LEA requirements. This has a focus on accessibility for all users of the school.

16. Accessibility and safety of toilet facilities

Toilet facilities are provided in both Key Stages plus additional disabled toilet facilities. All toilet facilities are maintained daily to a good standard across both Key Stages. Additional cleaning was undertaken during the school day throughout the year as part of the school’s COVID measures.

17. Welsh

Shirenewton Primary School is an English medium school in a predominantly English speaking area where there is a rich history of Welsh culture. The school is committed to encouraging all pupils to learn Welsh as a second language. Pupils develop their oral, reading and writing skills through weekly dedicated Welsh lessons as well as incidental opportunities to use Welsh in everyday school situations. This might include exchanging greetings, giving and receiving simple instructions and the inclusion of written Welsh in classroom displays.

A Welsh pupil committee, Criw Cymraeg explores further ways to encourage the use of Welsh in school life. Criw Cymraeg continues to guide the school through the initiative “Cymraeg Campus” which aims to raise a positive profile for spoken and written Welsh in school, thereby encouraging children to aim for bi-lingualism and celebrate Welsh Culture.

One of the School Improvement Priorities is to achieve the majority of the Cymraeg Campus Language Charter targets, silver award. During 2020-2021 the first section of this “establishing a visual Welsh ethos” was completed and all the evidence documented in the online portfolio. The sub targets achieved were:

- Every classroom has a general Welsh display
- The foyer reflects a contemporary vision of Wales
- Welsh is prominently display around the classroom e.g. welcome poster on door, majority areas and resources are named in Welsh
- Most areas inside and outside have Welsh/ bilingual signage
- Outside “Croeso” display is complete (croeso rainbow made from bottle tops and Welsh croeso poem sign displayed on fence and decorated with daffodils)
- Progress towards achieving the language charter targets is displayed on Criw Cymraeg’s board in the hall
- Welsh is visible on most classroom displays inside and outside of classrooms
- Progress towards language charter is reported and evidence collected
- Welsh is prominent on website

18. Healthy Eating

The school is committed to encouraging the children to develop healthy eating behaviours. The school meals menu is appropriate and parents are issued with guidance on how to provide healthy packed lunches. The school encourages parents to send in a fruit snack from home or an alternative healthy snack for the morning.

Children bring in their own water bottles and are encouraged to drink water throughout the school day. These need to be full as they are unable to top them up as part of the Coronavirus risk measures implemented by the school.

Appendix A

Summary of School Development Plan 2020/2021 and High Level Priorities 2020 - 2023

Priority 1: To review and consolidate our approach to distance and blended learning, ensuring literacy, numeracy and digital competency skills are enhanced

Actions

- Establish a clear shared vision for distance and blended learning so individual learning can be continued both in classroom based learning and remotely during future lockdowns
- Formulate a whole school strategy for distance learning, develop a whole school plan to support the strategy and implement
- Identify a senior strategic lead with responsibility for the distance learning strategy – Distance Learning Lead (DLL)
- Identify a lead governor / sub committee to support distance learning plan within the governing body
- Conduct an audit of current distance learning provision including stakeholder surveys. Identify next steps
- Implement an effective distance learning strategy that takes account of all learners (including those from vulnerable groups)
- Ensure consistency of approach across year groups which allows learners to continue to progress
- Enhance the direct teaching and learning of concepts by making best use of digital means
- Begin to explore the IRIS Connect resource for it's blended and distance learning opportunities
- Introduce new technologies for the teaching of literacy and numeracy
- Improve learner engagement by removing barriers to learning and ensure no learner is digitally disadvantaged
- Consider the wellbeing of learners and improve motivation via collaboration & rewards
- Identify staff development needs and offer professional learning to take account of wellbeing and use of key technologies and pedagogies to support a blended learning approach to learning
- Use of IRIS Connect to video teaching of concepts to support learners at home
- Upskill parents in the digital platforms used and able to confidently support their children
- Enhance parental engagement via digital means when social distancing prohibits events
- Ensure regular effective communication with teachers, learners, governors and parents
- Use of school website to create a “virtual school” page to aid communication with parents about curriculum aims, strategies and suggested activities and additional resources. Consider the need for over communication in order to ensure messages are clear and understood
- Use multiple communication streams inc. emails, website, Schoop. Twitter
- Use Google Classroom, Hwb, MS Teams & See-saw to communicate with learners
- Provide distance learning safeguarding guidance to learners and families in relation to the safe use of screen time and online tools to preserve student well-being and mental health
- In consultation with the LA, leaders provide clear safeguarding policy for staff regarding online working to include protocols for live streaming
- Monitor, evaluate and review distance learning plans and adapt strategy to reflect key findings

Priority 2: To embed wellbeing and equity for all through targeted support for vulnerable groups.

Actions

Accelerating Learning Programme:

- Develop a ALP plan with learners in greatest need identified, the curriculum support needed and the staffing solution
- Growing capacity - employ a new staff member to release existing staff who know the learners best and can accelerate progress
- Undertake a baseline assessment of literacy, numeracy and digital competence skills
- Staff to access EAS PL offer to enable them to provide enriching experiences to all learners through a distance/ blended learning approach
- Address any barriers to learning
- Leading teaching and learning through a distance and blended learning approach e.g. S2S, research informed approaches
- Monitor the effectiveness of the ALP

Secure progress for learners with ALN:

- Continue to work towards compliance of new ALN act via training in:
 - Writing effective outcomes for IDPs
 - Attachment
 - Dealing with difficult ALN conversations
 - SALT (FP staff)
 - ALN act
- Robust assessment of pupils to provide baseline, group learners and track progress
- Revisit whole school approaches to support all pupils esp those with gaps in learning
- Target provision for groups of learners (teacher time as well as TAs to support targeted catch up)
 - those that didn't engage with online learning
 - FSM
 - LAC
 - ALN
 - MAT
 - SpLD
 - RWI 10 minute tutoring
 - other identified vulnerable groups
- Continue to establish ASD friendly school
- Embed Dyslexia friendly school
- Further embed Lego & Art Therapy programmes

To improve provision for our most able learners and ensure more able and talented pupils reach their full potential:

- Ensure differentiation is evident in all planning and books and is relevant to the ability groups in each class
- Continue to extend more able in enhanced provision via starred activities
- Provide enrichment activities for talented pupils via wide range of clubs and enrichment afternoons
- Update provision plans on MAT list for most able (those not able to be catered for via differentiation alone)

Raise the profile of attendance by reassuring families that school is Covid-secure:

- Share Covid-19 risk assessment with parents and highlight any updates
- Regularly highlight risk reduction measures via reminders in newsletter
- Report Covid-19 related absences to LA
- Target families reluctant to attend and offer bespoke support (e.g. ELSA, EWO, phased return)
- Continue to work closely with EWO and meet with parents, if there is a cause for concern
- Continue daily follow up calls for unexplained absences

Continue to promote the Health, Wellbeing & Equity for all:

- Embed “Amser Ffit Hwyl” wellbeing sessions into KS2 (inc Mindfulness, Yoga, Pilates)
- Action & evaluate the targets identified by HWB cluster review:
 - reinforce opportunities for children to check in emotionally for those who don’t access ELSA
 - the effectiveness of the check in point in each classroom
- Continue to embed whole school ‘Growth Mindset’ vocabulary and continue to refer to perseverance and resilience in lessons
- Continue to use PASS survey results to ensure social and emotional needs are met
- Monitor PSHE & RSE lessons using scheme of work
- Link with a Welsh school & re-link with Rwanda to support empathy
- Complete EAS wellbeing checklist and identify next steps to further promote staff wellbeing

Priority 3: To consolidate and review the breadth of learning in line with the core purposes through the development of AoLEs.

Actions

Continue to develop an effective curriculum that maps back to the 4 core purposes, 12 principles & WM statements

- Promote critical thinking, creativity and enterprise whenever possible
- Begin the designing, planning and trialling phase of the new curriculum
- Involve all stakeholders in the design process via presentations, newsletters and surveys

Improve learning and experiences through Science and Technology:

- Teachers to continue to utilise the new equipment to enhance pupils' coding skills
- DCF skills to continue to be taught discretely as well providing pupils with the opportunity to develop them independently
- Develop opportunities to provide learning and experiences within the WM statements:
- 'Computation is the foundation for our digital world'
- 'Design thinking and engineering offer technical and creative ways to meet society's needs and wants'

Improve learning and experiences through Expressive Arts:

Develop opportunities to provide learning and experiences within the WM statements:

- 'Exploring the expressive arts is essential to developing artistic skills and knowledge'
- 'Responding and reflecting, both as an artist and audience, is a fundamental part of learning in the expressive arts.'

Create improved learning opportunities through Humanities:

- To extend understanding of different religious values by having religious speakers via digital means
- Further embed the business and social studies element of Humanities through class enterprise projects
- Produce high quality cross curricular learning via "Tokyo" Olympics projects

Improve learning and experiences through Language, Literacy & Communication:

- Exploit opportunities for pupils to write at length across the curriculum, ensuring genre coverage and use of Alan Peat strategies is broad and varied with clear progression across the school
- Ensure continuity and progression in the teaching of grammar and higher order reading skills
- Upgrade reading material - both digitally and paperback format. Implement online 'Reading Eggs' to enhance blended learning approach to developing reading skills
- Further enhance reading areas (including book corners, outdoor storytellers area and library)
- Reading Leader to continue to ensure high standards of RWI via regular assessments, tracking, grouping, staff training, team teaching, masterclasses, development days and ten minute tutoring
- Ensure the teaching of an International Language is embedded in each KS2 class.
- Develop opportunities to provide learning and experiences with the LLC WM statements

Improve learning and experiences through Mathematical Development:

- Embed maths taught in 'authentic real life' contexts
- Further develop opportunities to develop numeracy skills through all AoLEs
- Increase opportunities for outdoor maths in KS2
- Implement Financial Skills Development Programme for KS2 and continue to develop pupils' as young cashiers via Gateway Credit Union School's Saving Club pupils'
- Establish a good understanding of the WMs and Progression Steps and know how to use the proficiencies to teach and embed Mathematics and Numeracy

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

Actions

Establish a culture of self-improvement through self-evaluation, research and developing practice:

- All teachers to continue to reflect and identify their development areas against the professional standards that require further professional learning using online ETLF tool
- Use IRIS Connect to self assess teaching pedagogy and identify an area for improvement for Performance Management
- All teachers to engage in action research & incorporate IRIS Connect if relevant
- All support staff to continue to become familiar with the professional standards for TAs

Professional development of all staff supporting growth as leaders of learning:

- Ensure all curriculum leaders have the skills to effectively MER their AoLE by accessing cluster middle leader training
- Participate in cluster AoLE networks

Professional Learning Lead to support staff to deliver the new curriculum:

- PL Lead to attend PL cluster network meetings for feedback from Cluster Lead about curriculum reform
- To develop, track and challenge AoLE understanding and application, ensuring it's in line with Curriculum for Wales and the four purposes

Continue to develop the school as a learning organisation & grow leadership by establishing a culture of inquiry, innovation and exploration:

- Middle leaders through cluster training, research and opportunities to lead AoLE developments
- AoLE leaders to be involved in peer reviews in cluster schools (if Covid restrictions lifted)
- Engage with partner schools & support other schools as a Learning Network School for Foundation Phase and Expressive Arts
- Develop role as an ITE partnership school by staff engagement in the USW 'Learning Through Mentoring' programme
- S2S support – share good practice with other schools: Pioneer work, RWI, OTYT, Cluster work
- Explore the use of IRIS Connect as a tool to develop teachers as reflective practitioners by analysing their own practice and identify their next steps for their PL development
- Interrogate the use of IRIS Connect to further develop PL by sharing good practice/ videos clips within school, across schools & for ITE purposes
- Further exploit the use of IRIS Connect by encouraging staff to collect video clips of teaching for performance management purposes

Continue to develop an inclusive 3-19 education continuum for Chepstow Cluster by embedding collaborative working:

- Middle leaders involved in cluster peer reviews to support an individual action plan for the school and a cluster SE and action plan (if Covid restrictions eased)
 - Humanities tbc
 - Expressive Arts tbc
- WRU Support Officer to deliver regular rugby training in primaries and inter-school tag rugby tournaments (tbc) for identified year groups
- Whole cluster projects - tbc
- Transition
 - Y6 > Y7
 - Enhanced for vulnerable pupils
- Support staff training, leadership & development opportunities
 - AoLE networks
 - ALNCos
 - PLL to create bespoke PL plan
 - LAC Support Worker
 - Community Business Manager

Develop strategic role of governors in supporting school with journey towards to curriculum reform and the national mission

* * * See separate Governors' Development Plan * * *

Priority 5: To embed a strong Welsh ethos by successfully achieving a majority of the Cymraeg Campus Language Charter targets, silver award

** * * Cymraeg Campus Language Charter - Gowbr Arian * * **

** * * These targets will take 18 months to achieve * * **

Actions

Support Criw Cymraeg in promoting a strong Welsh ethos, provide a range of enriching activities to increase enjoyment & increase the use of Welsh by working towards achieving Cymraeg Campus Silver Award:

The success criteria for the 10 targets of Siarter Iaith Cymraeg Campus - Gwobr Arian to be displayed on Criw Cymraeg's notice board and progress towards their achievement celebrated with all classes

Targed Un: Establish a visual Welsh ethos

- Prominently display Welsh around school (e.g. welcome posters, questions on displays)

- Continued use of Welsh signage and labels around school
- Criw Cymraeg work on a project to display the word “Croeso” outside the school
- Criw Cymraeg continue to regularly contribute to newsletter reporting on progress towards Gobwr Arian
- Links to online activities for parents and pupils on school website

Targed Dau: Promote the advantages of learning Welsh

- Pupils read factual books which focus on the concept of ‘Welshness’ e.g. ‘Ein Cymru Ni!’ ‘Cymru 1,2,3’ and watch videos from ‘HWB’ resource, ‘Ein Hiaith’ to become aware of their Welsh identity
- PLT to support Criw Cymraeg to produce a digital presentation to include text, photos and short videos to promote the advantages of learning Welsh
- Pupils learn Welsh National Anthem ‘Hen Wlad fy Nhadau’ and other Welsh songs in assembly and for the Eisteddfod singing competitions
- Continue to develop Cwricwlwm Cymraeg across AoLEs
- Continue to provide Welsh enrichment activities and encourage parents to participate in the activities remotely - if covid risk assessments don’t allow in person
- Continue to develop a link with a local school so that pupils can converse in Welsh via email or video link on a familiar topic e.g. news or event
- Revisit staff language skills audit and arrange training where needed

Targed Tri: Use of everyday Welsh in classroom

- Teaching staff take advantage of every opportunity to use everyday Welsh
- Pupils use Welsh phrases throughout the school day at the appropriate level e.g see Antur Anhygoel language pyramids
- Each class has embedded the ‘Helpwr Heddiw’ initiative and uses it throughout the day e.g to include answering the register, responding to questions or providing news
- Teachers write Welsh marking comments in pupils’ workbooks in most areas of learning
- Days of the week and months of the year are used to answer ‘Beth ydy’r dyddiad heddiw? and write where appropriate
- Support staff further develop their use of everyday Welsh throughout the day and when working with groups of children
- Pupils understand and respond to more complex Welsh questions and commands and can extend their responses
- Teachers greet and ask each other basic questions in Welsh

Targed Pedwar: Use of everyday Welsh outside the classroom

- Dinner staff and pupils use basic Welsh during lunchtime
- 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 e.g. FP cafe is run in Welsh, they make a ‘Bocs Cymraeg’ for every class for wet play
- ‘Criw Cymraeg’ continue to develop their interactive display in the hall & sgriblio boards promoting the

phrase of the week and other Welsh activities

- Phone calls are answered in Welsh and answerphone message is bilingual
- Staff and pupils greet each other and visitors in Welsh
- Regular themed Welsh afternoons are organised e.g. Welsh rugby for developing the pupils' language skills in PE; practical activities in ICT, craft, drama etc
- Duty staff, 'Cryw Cymraeg' and mid-day supervisors to model and encourage the use of Welsh yard games
- Pupils understand and respond to more complex Welsh questions and commands when outside of the classroom and able to extend their responses accordingly

Targed Pump: Welsh in assemblies

Due to Covid risk assessments, Welsh assemblies will be digital via Teams and filmed clips until it is safe to have whole assemblies. The PLT and "Helpwr Heddiw" will support classes and Cryw Cymraeg to use phrases to:

- Lead a weekly Welsh assembly
- Lead a prayer in Welsh
- Introduce phrase of the week & model its use
- Hand out rewards
- Introduce and lead hymns and songs
- Introduce Welsh music to be played
- Showcase short dramas, role play, storytelling

Headteacher and teaching staff greet and use basic Welsh commands during every assembly

Targed Chwech: Apps and websites / Digital competence framework to enhance learning and enjoyment

- QR codes used in books and on displays to evidence oracy activities
- Digital resources used to enhance learning e.g. Welsh ebooks, QR codes etc.
- Digital technology is used as a tool to ask and answer questions and express opinions e.g. use of Padlet
- 'Ap Geiriaduron' is installed on school iPads and pupils use the app to check spelling and meaning
- Welsh Apps are promoted by pupils in school and at home e.g. published on school website and posters around school
- A range of digital hardware is used to record oracy activities (e.g. cameras, iPads)
- A wide range of Welsh Apps are used by pupils e.g. 'Alun yr Arth', 'haPus 1 a 2', 'Campau Cosmig'
- Each class has an updated list of suitable Welsh websites on display
- Relevant software and apps are used to complete written tasks in Welsh lessons

Targed Saith: Enrichment Activities

- The school takes part in the local area Eisteddfod / Urdd Eisteddfod
- Welsh trips are organised to develop pupils' use and enjoyment of Welsh. e.g. Llangrannog, Caerdydd, Glanllyn, Sain Ffagan etc
- Cryw 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 e.g. bilingual Christmas cards, calendars, decorated cakes, decorations etc

- At external sporting activities, pupils are encouraged to use Welsh e.g. Urdd sport activities, cluster sports.
- Welsh speakers are invited into the school
- The school runs a Welsh club during lunchtime
- The school supports and encourages pupils to become members of the Urdd and promotes membership benefits
- A school eisteddfod is organised where all singing, recitation / role play scenarios and homework competitions are through the medium of Welsh

Targed Wyth: Further raise standards in pupils' Welsh reading skills

- Embed group guided reading across the school; following training from LNS school
- Continue to embed Tric a Chlic in Y1 – Y3
- Improve knowledge of Welsh phonics
- Reinstate Welsh reading buddies once social distancing restrictions are fully lifted
- All book corners and library to have selection Welsh books
- Y1 to Y6 pupils have an individual Welsh reading book
- Audit and purchase new Welsh reading books

Targed Naw: Welsh across the curriculum

- Factual books regularly used e.g. 'Hwyl y Nadolig', 'Byw yn Oes Fictoria', 'Ein Cymru Ni', Patagonia etc
- Learning is evaluated at an appropriate level in Welsh in all areas of learning by using simple patterns e.g. 'Dw i'n hoffi ...' / 'Dw i'n gallu ...' / 'Dw i ddim yn hoffi ...Dw i'n meddwl bod...'
- 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
- KS2 are beginning to use cross curricular books during topic work in a range of AoLEs e.g. 'Y Pod Antur Cymraeg' books and DVD clips
- Teachers use keyring cards, posters, and language pyramids to further develop pupils' use of Welsh across the curriculum
- Welsh is clearly visible on many displays

Targed Deg: A positive attitude

- 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 complete baseline questionnaire exemplifying attitudes to Welsh
- 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.
- The "Sgiblio" boards allow pupils to respond in Welsh to a question asked by Criw Cymraeg

- Rewards are distributed by Criw Cymraeg/ Helpwr Heddiw in the weekly Welsh assembly e.g. ‘Siaradwr yr wythnos’, ‘Dosbarth yr wythnos’
- A variety of ways to reward pupils and staff for speaking Welsh is used to help motivate pupils e.g. ‘tocyn aur’, class rewards, house points, certificates, stickers
- The school has an active Criw Cymraeg which leads on developing Welsh in the school
- Good work is rewarded by Welsh stickers or stampers; staff use a bank of simple marking comments in Welsh

Main Priorities - High Level Summary 2020 - 2023

| Year 1: 2020/2021 | Priority |
|----------------------|--|
| 1 | To review and consolidate our approach to distance and blended learning, ensuring literacy, numeracy and digital competency skills are enhanced. |
| 2 | To embed wellbeing and equity for all through targeted support for vulnerable groups. |
| 3 | To consolidate and review the breadth of learning in line with the core purposes through the development of AoLEs. |
| 4 | To further embed professional learning and leadership in line with the National Mission. |
| 5 | To embed a strong Welsh ethos by successfully achieving the majority of Cymraeg Campus Language Charter targets, silver award |

| Year 2: 2021/2022 | Priority |
|----------------------|--|
| 1 | To embed blended learning approaches, ensuring literacy, numeracy and digital competency skills are enhanced. |
| 2 | To further embed wellbeing and equity for all through targeted support for vulnerable groups. |
| 3 | To further consolidate and continue to review the breadth of learning in line with the core purposes through the development of AoLEs. |
| 4 | To continue to further embed professional learning and leadership in line with the National Mission. |
| 5 | To continue to embed a strong Welsh ethos by successfully achieving the Silver Award and around a half of the Cymraeg Campus Language Charter targets, Gold Award. |

| Year 3: 2022/2023 | Priority |
|----------------------|--|
| 1 | To further embed blended learning approaches, ensuring digital, literacy, numeracy and digital competency skills are enhanced. |
| 2 | To continue to further embed wellbeing and equity for all through targeted support for vulnerable groups. |
| 3 | To embed the breadth of learning in line with the core purposes through the development of AoLEs. |
| 4 | To review professional learning and leadership in line with the National Mission. |
| 5 | To further embed a strong Welsh ethos by successfully achieving all the Cymraeg Campus Language Charter targets - Gold Award. |

Appendix B - Glossary

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|---|--|
| 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 (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 | |

Appendix C - Governors Development Plan 2020/2021

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| Professional Learning | <ul style="list-style-type: none"> a. Meet mandatory requirements b. Governors undertake at least one professional learning activity per annum and use 'Sharing the Knowledge' form for feedback / sharing learning. c. Consider succession. |
| Visibility and communication | <ul style="list-style-type: none"> a. Annual Report issued in Autumn term b. Improve our presence at school events - Main Governor Meeting agenda item to agree attendees with verbal feedback at subsequent meetings. c. Two linked visits per annum by each governor with feedback via Sharing the Knowledge Forms. d. Make use of the school website and newsletter, including a short biography of each governor. e. Develop a Governors Who's Who photo board for school reception. |
| Governors to know the strategic priorities of the school | <ul style="list-style-type: none"> a. Governors attend Self Evaluation Day. b. All governors have a good understanding of the School Development Plan. c. Structure Governor meetings with the five priorities over an annual timetable. |
| Governor Effectiveness | <ul style="list-style-type: none"> a. Governor Meetings are face to face or virtual dependent on the content (determined by the Chair of Governors). b. Governors Development Plan to be reviewed before each Governing Body meeting and assigned a RAG rating, for agreement at the meeting. c. Governor team working for specific tasks based on smart working / expertise / development / succession. d. Annual surveys (Staff & Governors) : Look at themes and trends emerging from questionnaires. |

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| | <ul style="list-style-type: none"> e. Annual survey - 100% response rate. |
| Sharing information | <ul style="list-style-type: none"> a. All governors to use Google Drive for the sharing of documentation b. All governors to use school Gmail for communicating. c. All governors use Hwb to access resources. |
| Using Governor Skills | <ul style="list-style-type: none"> a. Governors to be assigned to sub committees based on skills and availability. b. Use skills to support school activities. c. Share expertise with other governing bodies, as appropriate. |
| Strategic Roles | <ul style="list-style-type: none"> a. Maintain strategic oversight of the effectiveness of Cluster working. b. Consider future finance strategies. c. Undertake rigorous performance management of the Co-Heads. |