Learning, Enjoying and Achieving Together



**School Improvement Plan**

**Darran Park Primary School**

**2023 - 2024**

**Priorities**

1. **To further develop Pedagogy and Practice across the school in line with Curriculum for Wales.**
2. **To continue to develop effective assessment strategies and processes to ensure progress and consistency across the school.**
3. **To improve standards in the learning and teaching of reasoning and numeracy across the curriculum**
4. **To improve standards in the learning and teaching of Welsh Second Language**

**Priority 1:** **To further develop pedagogy and practice across the school in line with Curriculum for Wales.**

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| **Actions**  How are you going to achieve your targets? What will you actually do? | **Success criteria**  Expected outputs and outcomes as a result of the actions  Agreed by staff. This will clarify expectations and facilitate self and leadership evaluation. | **Funding**  Costs :staffing, resources and sources | **Time-scale**  When will it happen? | **Monitoring arrangements**  Who? When? How? | **Monitoring of outcomes**  Evidence that actions are impacting on learners. |
| **To successfully develop, review and refine indoor and outdoor learning environments to create effective learning spaces.**   * Staff will undertake professional development to understand the importance of how a learning environment promotes pupil choice and autonomy. * All staff will reflect on the needs of the pupils to create inclusive, universal environments. * Staff will collaborate to develop classrooms and alcove areas into spaces that promote effective learning spaces that promote and encourage: * Flexibility * Independent learning * Engagement * Inquiry * Curiosity * Choice * Staff will develop classrooms to reflect research and will be mostly visually consistent – eg. natural resources, hessian displays, low lighting * Staff will resource both indoor and outdoor provision with quality resources that nurture children’s dispositions, engage their interests and enrich their learning opportunities across the curriculum. | \*Staff have clear expectations of the importance of an effective learning environment for pupils.  \*Improved standards of independent learning as a result of having effective learning spaces to develop and refine skills.  \*Pupils have opportunities to make choices about how and where they work.  \* Effective collaboration takes place between classes leading to a consistent approach towards promoting and encouraging flexible working across the school.  \*Resources are shared and used effectively by all to improve teaching and learning. | INSET Day – Sept 4th 23  Staff meetings  Releasing staff members to support the set-up of classrooms/ communal areas.  £200 allocated to each class to support them in developing learning environment  Supply costs to release SLT for MER - £200 per teacher | Sept 23- Dec 24 -  26/122 - full cluster INSET Day | Staff – Self evaluations  Autumn Term - Learning walk Focus – Learning environment (SLT ) – WB 23/10/23  Teaching and learning evaluations – WB:13/11/23  Listening to learners – WB 13/11/23  Planning – 9/10/23; 29/1/24; 6/5/24  By SLT random sampling of pupils from all classes termly  Work scrutiny – WB 27/11/23 & WB 18/3/24  C Jones to monitor and review implementation  Termly reviews  Listening to learners – WB 20/11/23; 18/3/24; 24/6/24  Learning walks – WB 13/11/23: 4/3/24; 13/5/24  Sept – PP staff audit  Learning walks (dates as above)  Listening to learners (dates as above)  Work scrutiny (dates as above)  Pupil Progress meetings – WB 6/11/23; 26/2/24; 24/6/24  Listening to learners (dates as above)  Work Scrutiny (dates as above) |  |
| **Learning and Teaching**  **To further develop Inquiry learning.**   * Staff will develop authentic contexts for learning so that learners actively construct ways to demonstrate their learning and develop enduring understandings. * CFW lead to regularly support, evaluate and reflect on the Inquiry Learning process during staff meetings. * Pupils are given daily opportunities to develop the skills of inquiry. * Staff to have the opportunity to meet with cluster peers to share good practice.   **Pupil Voice (link Voice 21 oracy)**  **To further develop the involvement of learner voice in planning learning opportunities, school improvement and decision making**   * Pupil voice (I wonder/Cool Time) is used effectively to allow pupils to be an embedded part of the planning process. * ‘I wonder’ sessions are used by all staff to initiate pupil voice questions at the beginning of an inquiry. What do the children want to learn about during this inquiry? * ‘Cool time’ sessions are held weekly to allow pupils to be part of the planning process and learning taking place during that week. How do the children want to find out? * A Class forum will be held weekly in each class, led by the children, which will allow classes to discuss, debate and contribute to matters of school improvement, school wellbeing and contribute to our pupil voice groups – school council, Eco, Criw Cymraeg, healthy helpers, digital leaders. * Staff to share good practice during learning walks and in staff meetings.   **To develop a strong pedagogical approach to L&T across the school so that children of all abilities are fully challenged, and reach expected or above expectation.**   * Staff will continue to develop their understanding of the 12 pedagogical principles through professional learning and directed activities. * Staff will identify pupils needs and will use pedagogical principles which will be context and purpose specific. * Staff will assess the impact on the teaching approach through pupil progress. | \*Teachers plan broad, purposeful and engaging topics that provide opportunities for success for all learners.  \*All teachers are promoting an inquiry learning approach within the classroom.  \*Pupils have improved inquiry skills.  \*Improved standards of independent learning  \*Learners are enriched through a range of purposeful experiences based around the four purposes.  \*Pupils and staff plan high quality independent learning tasks (COOL Time) which challenge all pupils.  \*Pupil voice is embedded throughout the school and effectively contributes to learning.  \*COOL time planning is visible on display in each classroom.  \*Pupils have improved oracy skills directly as a result of being given the opportunity to express themselves in a variety of ways where every voice is valued.  \* Improved standards of independent learning  \*A culture of oracy is built throughout the school.  \* Pupils have the opportunity to learn through experiences whenever suitable.  \*Nearly all children are confident that the school listens to their views  \*Nearly all children can evaluate the impact of their decisions.  \*Nearly all pupils can reflect on how they are developing as ethical, informed citizens  \*Improved staff knowledge and expertise.  \*Improved standards of teaching  \*Staff use a variety of Learning and teaching approaches.  \*Pupils are being successfully challenged to exceed expectations.  \*Improved pupil independence.  \*Improved pupil collaboration. | CFW agenda – weekly Staff meeting  Staff meetings – training for staff  -Sharing good practice  Staff meetings – training for staff  K.Labanciw – ‘Excellence in teaching’ course - £200 | Sept 23- Jul 24  Sept 2023 – July 2024  Sept 23-July 24 |  |
| **Progression and Assessment**  **Develop assessment principles and practice to support curriculum development and learner progression.**  \*Review current ARR practices include recording and reflections of learning and progression in order to:   * Ensure effectiveness of presenting and recording learning * Improve learners’ opportunities to reflect upon their own learning and have a better understanding of what they do well and what they need to do to improve (AFL) * Improve the understanding of progression of learning for teachers (pupil progress meetings) * Embed the use of Four Purposes & Descriptions of Learning in planning, delivery and evaluations of L&T * Review current strategies for consulting and reporting with parents / carers | \*Improved quality and consistency of recording / presentation of learning that clearly demonstrates progression in line with CfW and the PS.  \*All pupils will increasingly use feedback, self & peer assessment to effectively improve their work  \*Staff review and develop whole school approach to effective/meaningful marking and feedback  \* There are developed long and short-term planning systems that reflect the principles of progression and progression steps  \*Pupils are able to reflect on their learning.  \* Pupils speak with increased confidence about their learning using the ‘placemats’ during Listening to Learner monitoring sessions.  \*Teachers effectively use a range of AFL processes to raise standards of learning | Staff meeting  ARR/CFW Leads – release days | Sept 23-July 24 |  |
| **Leadership**  Ensure Governing Body are regularly informed of performance and standards and progress against target. The link governor will meet with the CFW Leader to undertake a learning walk to observe practice and listen to learners. | \* Governors are well informed of progress made against target  \*Governors ask challenging questions on the standards of the teaching and learning | No cost | Sept 23 – July 24 | **Full GB Meetings**  **HT report to** Governors at Autumn 23, Spring 24 and Summer 24 meetings  **Learning Walk**  CFW Leader, HT and Link Governor, Spring 24 |  |

**Evaluation**

This section will be written against the **targets,** **success criteria and any milestones that were set**

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**Priority 2:** **To continue to develop effective assessment strategies and processes to ensure progress and consistency across the school.**

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| **Actions**  How are you going to achieve your targets? What will you actually do? | **Success criteria**  Expected outputs and outcomes as a result of the actions  Agreed by staff. This will clarify expectations and facilitate self and leadership evaluation. | **Funding**  Costs :staffing, resources and sources | **Time-scale**  When will it happen? | **Monitoring arrangements**  Who? When? How? | **Monitoring of outcomes**  Evidence that actions are impacting on learners. |
| **Teaching and Learning**   * Teachers should provide opportunities for self and peer assessment at least once per week. This should be done using the progressive Peer/Self-Assessment statements linked to the Four Purposes and the relevant success criteria. * Learning objectives need to be clear, purposeful and form part of the pupils understanding of the skills and knowledge they are being taught. The Learning objective is called the ‘WALT’ throughout the school and should be shared with pupils during the lesson where appropriate. * All teachers create specific success criteria which will be called WMG (with the learners where appropriate) for all extended pieces of writing and in other areas of the curriculum like maths where suitable to ensure the learner understands how to succeed in their task. Sometimes the success criteria is differentiated to reflect the needs of the learners (using the chilli challenge method for example) * Pupils need time to look at their feedback and respond asap/ in the moment wherever possible. Feedback is most effective when it helps the pupil understand what they have done well, what they need to do next and how to do it. * Pit Stops are to be used regularly and purposefully during lessons to monitor pupil understanding and further progress. * Cluster teachers to work on agreed AFL strategies (linked to Kagan strategies) eg. Think, pair, share; verbal feedback; questioning styles etc and feedback on their effectiveness in cluster meetings. * Support staff should be involved in the assessment of pupils’ learning and have regular opportunities to discuss pupil progress with class teachers (including pupils’ short-term targets, support plan targets and IDPs) * Reflections on Learning carried out orally or in written format at the end of each inquiry to demonstrate pupils’ learning and progress. * Throughout the week, teachers need to focus on different groups of learners to discuss progress with the pupils, their targets and if they have achieved the learning objective. * ‘Evaluation and Reflection’ on pupils’ learning and progress is carried out regularly by teachers and informs planning – books should reflect this responsive approach to ensure opportunities for appropriate and purposeful next steps. Short term planning evaluations should outline progress made during the week and the process/adaptations made to get there. | * Learners are confident discussing how they assess their work and written evidence is evident within their books provided by teaching staff. * All Learning Objectives are specific to lessons taught and learners have opportunities to reflect throughout lessons linked to objectives. * Success Criteria is consistently implemented by staff using the correct templates with learners becoming confident to independently complete tasks and choose appropriate level of challenge. * Learners are confident responding to written and verbal feedback and recognise the next steps to learning through regular opportunities provided by teachers. * Regular opportunities for pupil feedback is consistent throughout classes with appropriate questioning used to inform progress and next steps. * Agreed AFL strategies are consistently and effectively being used throughout lessons by staff to monitor progress and understanding. * All support staff can confidently discuss and implement strategies linked to learners’ short-term targets/support plans and IDP’s through regular dialogue with teachers. * Learners reflect on their learning at the end of an Inquiry by choosing an appropriate method eg.. Seesaw for oracy or books for written evidence. * Learners discuss their progress and targets regularly with their teacher to understand their next steps. * Learners are challenged across the curriculum and have appropriate targets | Staff meetings – training for staff  Supply costs to release SLT for MER - £200 per teacher  Sharing good practice | Sept 23-July 24 | Learning walks (dates as above)  Listening to learners (dates as above)  Work scrutiny dates as above for inquiry books and also WB 23/10/23; WB 11/3/24; WB 17/6/24 for LLC and MD  Pupil Progress meetings (dates as above)  Planning – dates as above |  |
| **Leadership and Management**   * Progressive self and peer assessment statements should be presented in assessment mats appropriate to each year group and shared in staff meeting- training session to be provided to demonstrate how these statements should be used in class. * Staff meeting to improve understanding and use of learning objective to ensure WALTs are purposeful and useful across the school. * Teachers to work collaboratively in teaching support groups to develop their use of assessment strategies. * Leads to compile an assessment overview document to support staff in consistently applying assessment strategies throughout the school. * Leads to review Assessment Cycle and its impact. * SLT to carry out Listening to Learners to ensure timely verbal feedback and response time is embedded in classes. Informal Listening to Learners carried out each Friday morning between classes by teacher support groups- time in staff meetings on a Monday to feedback about this to relevant staff. * SLT to carry out termly work scrutiny to monitor the consistency of assessment, marking and feedback. Informal book looks carried out by teachers with SLT set focus within teacher support groups, sharing practice during staff meetings. * Pupil Progress meetings must take place every term and should be informed by assessment cycle data to ensure impact- interventions should also be reviewed at these points. * Leads develop and trial formats for evaluation and reflections on learners’ progress for staff to use. * Ensure Governing Body are regularly informed of performance and standards and progress against target. The link governor will meet with the Assessment Leaders to undertake work scrutiny and listening to learners | * All staff regularly provide effective opportunities for peer and self-assessment. * Teacher have an improved understanding of how to create meaningful WALTs. * Teachers share good practice and reflect, developing their own teaching as a result. * Staff have a clear understanding of the assessment strategies being used in school and how these progress. * The Assessment Cycle is effective and informs pupil progress meetings and reports. * Assessment, marking and feedback strategies are embedded in classroom practice. * The school has effective, consistent and robust assessment processes in place * Governors are well informed of progress made against target * \*Governors ask challenging questions on the effectiveness of the assessment systems across the school and the impact on standards of teaching and learning | Staff meetings – training for staff  Supply costs to release SLT for MER - £200 per teacher  Sharing good practice | Sept 23-July 24 | Learning walks (dates as above)  Listening to learners (dates as above)  Work scrutiny (dates as above)  Pupil Progress meetings (dates as above)  Planning – dates as above |  |

**Evaluation**

This section will be written against the **targets,** **success criteria and any milestones that were set**

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**Priority 3: To improve standards in the learning and teaching of reasoning and numeracy across the curriculum**

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| **Actions**  How are you going to achieve your targets? What will you actually do? | **Success criteria**  Expected outputs and outcomes as a result of the actions  Agreed by staff. This will clarify expectations and facilitate self and leadership evaluation. | **Funding**  Costs :staffing, resources and sources | **Time-scale**  When will it happen? | **Monitoring arrangements**  Who? When? How? | **Monitoring of outcomes**  Evidence that actions are impacting on learners. |
| **Numeracy Across the Curriculum:**  **Teaching and Learning:**   * Mathematics and numeracy leaders (A.Phillips & V.Belcher) introduce and share the new ‘maths across the curriculum’ progression map in a designated staff meeting to demonstrate how numeracy can be developed within our inquiries. * AP and VB lead training on creating a range of activities for developing and embedding pupils’ numeracy skills. Develop rich tasks to support the use of Numeracy across the curriculum. * Staff plan together to ensure there are consistent opportunities to develop numeracy across the curriculum through their inquiries. * Teachers plan at least one numeracy task across the curriculum activity each half term. * Show and tell staff meetings where good practice in developing numeracy across the curriculum is shared * Monitor effectiveness of the teaching of Numeracy across the curriculum. * Half termly sharing of work in staff meetings to look at numeracy across the curriculum in inquiry books and the progress in learning throughout the school * Provide appropriate guidance to parents to support their children in developing their Numeracy skills. This will be done through workshops, newsletters, leaflets, Home learning. | \*Teachers are using the ‘numeracy across the curriculum progression map’ effectively to consistently plan opportunities for pupils to develop their numeracy skills across the curriculum.  \*There is a consistency in the approach to developing numeracy across the curriculum tasks  \*Improved standards in the teaching of numeracy across the curriculum  \*Pupils display improved numeracy skills  \*Pupils are able to apply their numeracy skills more confidently across the curriculum | Staff meetings  Supply costs - £200 per day to release staff to monitor standards | September 2023 – July 2024 | Staff questionnaires  Work scrutiny: WB 23/10/23; WB 11/3/24; WB 17/6/24  Learning Walks/Lesson Obs – dates as above  Listening to Learners – dates as above  Planning – dates as above |  |
| **Reasoning:**  **Teaching and learning:**   * A.Phillips and V.Belcher (Numeracy Leaders) to attend Reasoning and Problem Solving course provided by Collective Learning * Provide to staff practical ideas, activities and resources for developing a reasoning and problem-solving approach to mathematics across the school. * Discuss with staff the importance of the 5 proficiencies and how these need to be central to the development of the mathematics curriculum * Explore approaches that ensure learners can solve problems confidently, tackle non-standard problems, apply their mathematical skills and explain their thinking * Identify the specific skills that learners need and discuss why these skills are so important to understanding mathematics * Classes from Year 2 to Year 6 will plan and teach an activity from the proficiency identified. Pupil evidence will be shared before each half term. * Monitor effectiveness of the teaching of Numerical Reasoning. * Develop a consistent learning environment in each class throughout the school which promotes Numeracy * Provide appropriate guidance to parents to support their children in developing their Numeracy skills. This will be done through workshops, newsletters, leaflets, home learning.   **Assessment**   * Work with staff to ensure they are using the analysed data from the national reasoning tests to inform planning * Training will be provided during staff meetings on how to use the reports and resources from the reasoning tests to support the children’s learning. * Termly standardisation & moderation staff meetings to look at numeracy work covered. | \* Teachers have a clear understanding of the approaches, strategies and resources to use in their teaching  \*Teachers use their understanding of the five Proficiencies to plan reasoning in the classroom.  \*Teacher plan reasoning lessons confidently.  \*Pupil standards in reasoning improve throughout the school. | Ssupply costs to cover staff to attend course - 2 x £200 = £400  Cost of course for 2 staff = £420  Supply costs for monitoring activities  Staff meetings | September 2023- July 2024 | Staff questionnaires  Work scrutiny: WB 23/10/23; WB 11/3/24; WB 17/6/24  Learning Walks/Lesson Obs – dates as above  Listening to Learners – dates as above |  |
| **Leadership**  Ensure Governing Body are regularly informed of performance and standards and progress against target. The link governor will meet with the Numeracy Leaders to undertake a learning walk and observe a reasoning lesson. | \* Governors are well informed of progress made against target  \*Governors ask challenging questions on the standards of the teaching and learning of numeracy | No cost | Sept 23 – July 24 | **Full GB Meetings**  HT report to Governors at Autumn 23, Spring 24 and Summer 24 meetings  **Learning Walk**  Numeracy Leaders, HT and Link Governor, Spring 24 |  |

**Evaluation**

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**Priority 4: To improve standards in the learning and teaching of Welsh Second Language**

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| **Actions**  How are you going to achieve your targets? What will you actually do?  **Teaching and Learning**   1. Incidental Welsh is to be used by staff and pupils throughout the day and in all areas of the school. All staff to have high expectations of incidental Welsh with all pupils, encouraging its use whenever there is opportunity to do so (e.g. greetings, manners, requests for resources, lunch, snack etc) 2. Incidental Welsh and effort in Welsh lessons should be rewarded in celebration assembly each week- staff should have input from the Criw Cymraeg in their class for the ‘Seren yr Wythnos’. 3. Helpwr Heddiw sessions will be carried out daily in each class- focus on oracy, learning the designated language patterns from the new language continuum that link in with the inquiries being covered where possible. Whole class reading/modelling of reading could be included once per week. 4. Welsh lessons need to be explicitly taught once per week, focusing on the development of the language patterns in the new language continuum. Oracy should still be priority during these lessons but time should also be allocated for specific development of reading (using the CSCJES reading packs and Bocs Cymraeg resources) and writing skills. 5. Opportunities for extended writing should be provided at least once per half term, consolidating language patterns that learners have been taught and are confident in orally already. This should be done in the back of the Language, Literacy and Communication books. 6. Classrooms should be a language rich environment to encourage the use of Welsh- resources should be labelled bilingually, Welsh language patterns should be visible on all displays (red font) and each class should have a Welsh display (Cwtch Cymraeg) which highlights the sentence patterns currently being worked on in Helpwr Heddiw and Welsh lessons. | **Success criteria**  Expected outputs and outcomes as a result of the actions  Agreed by staff. This will clarify expectations and facilitate self and leadership evaluation.   * Staff and learners use Welsh confidently throughout the school day, in and out of class in incidental scenarios. * Nearly all learners report that they enjoy learning and using Welsh through Listening to Learner sessions and Class Forum feedback. * Helpwr Heddiw sessions are undertaken most days and pupils are able to ask and answer a range of sentence patterns appropriate to their age and ability with confidence. * Learners have an understanding of a broad range of sentence patterns and are able to use them orally. Where they are confident in using them in this way, they are able to use them in written form also. They are able to read some familiar sentence patterns and discuss the content of an appropriate book. * One piece of extended writing is completed per half term (appropriate to the age and ability of the learners). * All classrooms have relevant Welsh language patterns visible around the room (on all displays to encourage cross-curricular and purposeful use) and a Cwtch Cymraeg display to highlight current patterns being taught- learners use this language rich environment to support their learning and use of incidental Welsh. * Standards in the learning and teaching of Welsh across the school have improved. | **Funding**  Costs :staffing, resources and sources  **Staff meetings**  **Supply costs to release AOLE Leader** | **Time-scale**  When will it happen?  **Sept 23 – July 24** | **Monitoring arrangements**  Who? When? How?  Lesson Obs/Learning Walks – dates as above  Work scrutiny – dates as above  Listening to Learners – 16/10/23 & 17/6/24  Planning – dates as above | **Monitoring of outcomes**  Evidence that actions are impacting on learners. |
| **Leadership and management**   1. Staff training on incidental Welsh use, yard games and expectations of the Cymraeg campus targets. 2. Digital portfolio of Cymraeg Campus evidence 3. Action plan of targets reviewed each half term and shared with staff in staff meetings. 4. Monthly Welsh assemblies using the CSCJES resources (first Monday of each month) 5. Audit Welsh resources and create class boxes ‘Bocs Cymraeg’ to keep Welsh books and resources visible and accessible in all classes. 6. Establish links with Llyn-y-Forwyn Primary for collaborative projects with classes and the Criw Cymraeg. 7. Plan and provide enrichment activities and experiences (like school Eisteddfod, Urdd Eisteddfod, Urdd residential trip for Year 5) 8. Language patterns will be mapped out in relation to the overview of inquiries so that language can be used purposefully within inquiries. | * All staff are more confident in using incidental Welsh throughout the day, in and out of the classroom. * All staff have an improved understanding of the Cymraeg Campus targets and have provided evidence of how these are carried out in their classrooms. * All staff are aware of the progress towards meeting the Cymraeg campus targets and understand the agreed whole school focus each half term. * Welsh is more visible around the school and is embedded in the whole school ethos. * Each class has a Bocs Cymraeg of relevant resources appropriate to the age/ability of their learners and pupils are able to access resources easily. * Pupils have the opportunity to use Welsh in real life scenarios through enrichment opportunities with other schools and events. * Learners have the opportunity to use Welsh purposefully within their inquiries. * Cymraeg Campus Bronze award is achieved. | **Staff meetings**  **Supply costs to release AOLE Leader**  **Cost of pupil Urdd membership - £10 NFSM**  **£1 FSM** | Sept 22 – July 23 | Learning walks – dates as above  Teachers planning – dates as above |  |
| **Leadership and management**  **Criw Cymraeg Pupil Voice group**   1. Criw Cymraeg to form a part of the overarching pupil voice group, the ‘Global Gang’. They are to meet to feedback to headteacher on termly basis. 2. Criw Cymreag to meet weekly in Criw Cymraeg after school club 3. Criw Cymraeg to write action plan in conjunction with lead, relating to their responsibilities and the Cymreag Campus targets. 4. Vision statement written in conjunction with Criw Cymraeg 5. Criw Cymraeg to lead Welsh yard games every Wednesday breaktime/lunchtime- Welsh Wednesday 6. Criw Cymraeg to support Helpwr Heddiw sessions in classes, monitoring sessions and teaching new Welsh Language games. 7. Criw Cymraeg to decide on an ‘Ymadrodd y Mis’ (phrase of the month) that they will create a video to share with the school in the monthly Welsh assembly and with parents via Seesaw and Twitter. | * Criw Cymraeg members have responsibilities in supporting learners across the school to develop the use of Welsh in and out of the classroom. * Criw Cymraeg are able to talk about our progress towards the Cymraeg Campus targets and are aware of our mission statement and action plan. * Criw Cymraeg support the monitoring of Helpwr Heddiw sessions and support. | After school club | Sept 32 – July 24 | Headteacher to receive feedback directly from pupils each half term.  Action plan reviews  Learning walks undertaken in conjunction with lead/SLT – dates as above |  |
| **Assessment**   1. Half termly sharing of work in staff meetings to look at Welsh work being covered (oracy evidence or in books) or Cymraeg Campus target evidence (focus to be specified by lead). The portfolio will then be updated. 2. Welsh Listening to Learners to be carried out once per term. 3. Work scrutiny to be carried out in Autumn and Summer term. 4. Lesson observations (including Helpwr Heddiw observations) to be carried out either by SLT/lead/teaching support groups. 5. Learning walk to assess learning environment carried out with Criw Cymraeg | * Staff have a good understanding of what progress in Welsh looks like across the school and the expectations of their year group within this. * Staff feel supported and have regular opportunities to work collaboratively with other teachers and/or lead to develop their teaching of Welsh in Welsh lesson or Helpwr Heddiw sessions. | Supply costs to release AOLE Leader and SLT | Sept 23 – July 24 | Staff meetings sharing of practice  Learning walks – dates as above  Teachers planning – dates as above  Listening to Learners – dates as above |  |
| **Leadership**  Ensure Governing Body are regularly informed of performance and standards and progress against target. The link governor will meet with the AOLE Leader to undertake a learning walk and listen to learners. | \* Governors are well informed of progress made against target  \*Governors ask challenging questions on the standards of the teaching and learning of Welsh Second Language | No cost | Sept 23 – July 24 | **Full GB Meetings**  HT report to Governors at Autumn 23, Spring 24 and Summer 24 meetings  **Learning Walk**  AOLE Leader, HT and Link Governor,Spring 24  Listening to Leaners – Summer 24 |  |

**Evaluation**

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