Dysgu gyda'n gilydd,
tyfu gyda'n gilydd
(James Edwards – Blwyddyn 6, 2022-23.
Fel y pleidleisiwyd drosto gan fyfyrwyr, staff a llywodraethwyr)

TEULU

Together we learn,
together we grow
(James Edwards – Year 6, 2022-23.
As voted for by students, staff and governors)

YSGOL LLANFYLLIN

Cynllun Gwella'r Ysgol 2023-26
School Development Plan 2023-26

Our Vision

'Dysgu gyda'n gilydd, tyfu gyda'n gilydd

Together we learn, together we grow '

Our vision

At Ysgol Llanfyllin our vision is that **together** we will provide the highest quality education and **learning** opportunities to **all** pupils in **all** phases of the school within a strong, bilingual ethos.

Our commitment is to provide highly effective and innovative teaching in order for our young people to **grow** into:

- Ambitious and capable learners
- Enterprising and creative contributors
- Ethical and informed citizens
- Healthy and confident individuals

Our school is based on these five founding principles:

We always strive to provide:

- A secure and caring learning environment where the wellbeing of all is paramount
- A forward thinking, innovative and inclusive centre for lifelong learning where we strive for excellence in everything we do
- An all age school with an enterprising, engaging and exciting curriculum which assists all our pupils to fulfil their individual potential and develop a love for learning
- A school community with Culture, Cynefin and Cymreictod at its heart alongside a commitment to promoting and developing the Welsh language. This will give the foundation for our pupils to expand their horizons, knowledge and awareness of Wales' relationship with Europe and the world.

And most importantly,

- A happy School with *'Teulu'* at its heart.

Development of the Plan

This document is based on School improvement guidance: <u>framework for evaluation, improvement and accountability</u>

This document arises from completion of all activities within the school's quality assurance calendar and the completion of termly impact assessments.

This document is a dynamic document and is subject to change as different school priorities arise and develop.

The governing body of Ysgol Llanfyllin have taken account of the following **national priorities** in setting their improvement priorities:

- **Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience**
- **Reducing the impact of poverty on pupils' progression and attainment**

Action	Date	Staff Members and Governing Body
Planning	Summer 2023/Autumn 2023	SLT, School Improvement Advisor & Full Governing Body
Review – Autumn Term 2023	December 2023	SLT, School Improvement Advisor & Full Governing Body
Review – Spring Term 2024	March 2024	SLT, School Improvement Advisor & Full Governing Body
Review – Summer Term 2024	July 2024	SLT, School Improvement Advisor & Full Governing Body
Annual Governors Report to Parents	December 2024	Governing Body and SLT

Contextual Information

Key Information 2023-24	
Number of learners on roll	793
Number of fte Teachers	47.32 FTE
Number of fte Support Staff	34.37 FTE
ALN/FSM information	To follow
Targets	To follow
Pupil Deprivation Grant Plan 2023-2024	PDG School Statement 2023-2024
Quality Assurance Calendar 2023-2024	Quality Assurance Calendar 2023-24.xlsx
Policy Review cycle 2023-2024	Policy Review Cycle 2023-2024.docx
2022-2023 Professional Learning Impact Assessment	(EMBED IA HERE)
Professional Learning Plan 2023-2024	Integral part of the 2023-2024 SDP

Ysgol Llanfyllin - school appraisal of the progress with 2022-2023 priorities

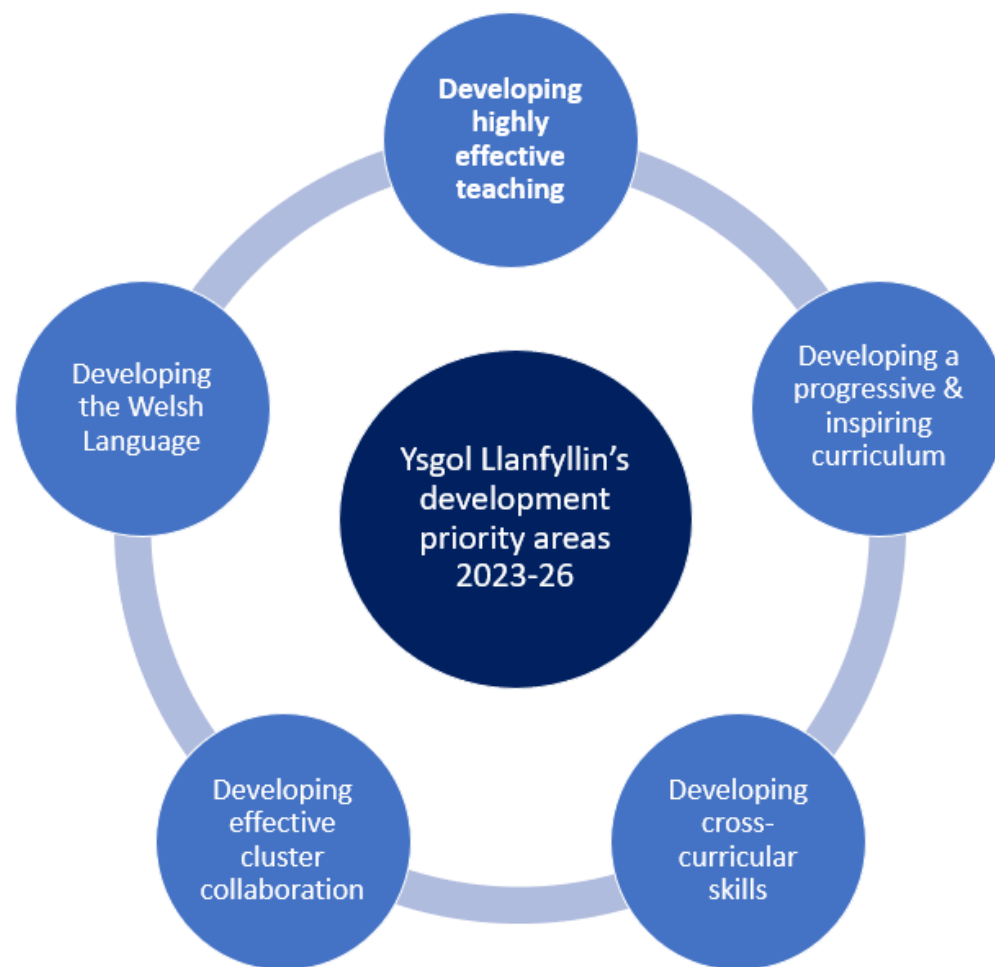| Very good progress	Strong progress	Satisfactory progress	Limited progress
Does not require any further attention to any aspect. Very good effect on the quality if provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.

	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress	Carry forward to next year's plan?
Priority 1: Improve teaching to increase the level of engagement in all lessons so that learners are becoming more effective in their learning and disadvantaged learners attain as highly as their more affluent peers.			Impact Assessment Priority 1 - 2022-2023		
Priority 2: Strengthen provision for and monitoring of the progressive development of **pupils' skills** across the school.			Impact Assessment Priority 2 - 2022-2023		
Priority 3: Ensure that **self-evaluation** focuses on pupils' learning and progress, and leads to clear, precise and robust improvement planning.		Impact Assessment Priority 3 - 2022-2023			

Priority 4: Refine and develop an effective progressive **curriculum** at each phase of the school.			Impact Assessment Priority 4 - 2022-2023		
Priority 5: Improve provision for developing pupils' **Welsh language** skills and the promotion of the advantages of learning Welsh, particularly from Phase 2 upwards.			Impact Assessment Priority 5 - 2022-2023		

Following appraisal of the progress of the 2022-23 priorities, the Headteacher, leadership team and governors have identified the following areas as the main priorities for the 2023-2026 school development plan:

Developing highly effective teaching

Developing a progressive & inspiring curriculum

Developing the Welsh Language

Ysgol Llanfyllin's development priority areas 2023-26

Developing effective cluster collaboration

Developing cross-curricular skills

2023-2024 – Year 2 Priorities	
Priority 1	**TEACHING AND LEARNING:** Improve teaching so that all learners make the progress they are capable of.
Priority 2	**CROSS CURRICULAR SKILLS:** Strengthen the progressive development of learners' literacy, numeracy and digital skills across the curriculum.
Priority 3	**THE TYFU CURRICULUM:** To develop a shared understanding of progression and ensure assessment is effective across the learning continuum
Priority 4	**CYMREICTOD:** Increase the range of opportunities for learners to practise their Welsh language skills progressively in both formal and informal situations
Priority 5	**CLUSTER DEVELOPMENT PLAN**

Ysgol Llanfyllin SDP Accountability Framework 2023/24			
SDP Priority	**SLT Lead and support team**	**Governor Links**	**GB Committee (+Chair Person)**
1. **TEACHING AND LEARNING**	Ann Roberts	Progress Phase 1&2 – Tara Harries Progress Phase 3 – Jenny Ellis Progress Phase 4 – Graeme Hunter Post 16 – Lucy Roberts ALN/MAT – Ann Brookes	Pupils, Performance & Curriculum Chair: Lucy Roberts
2. **CROSS CURRICULAR SKILLS**	Dewi Owen – Literacy Ann Roberts – Numeracy Llyr Thomas – Digital Competency	Literacy/Llythrenedd – Graeme Hunter & Bethan Page Numeracy – Aled Davies Digital Competency- Tara Harries	Pupils, Performance & Curriculum Chair: Lucy Roberts
3. **THE TYFU CURRICULUM**	Llyr Thomas	Comms & Literacy – Graeme Hunter Cyfarthrebu & Ieithoeth – Bethan Page Maths & Numeracy – Aled Davies Expressive Arts – Ann Brookes Humanities – Darren Mayor Science – Lynne Walters Health & Wellbeing – Peter Lewis Technology – Bethan Page	Pupils, Performance & Curriculum Chair: Lucy Roberts
4. **CYMREICTOD**	Sioned Vaughan (Rhian Griffiths during maternity leave)	Siarter Iaith – Bryn Davies Cyfarthebu & Ieithoedd -Bethan Page	Gweithlu y Gymraeg Chair: Bryn Davies
5. **CLUSTER DEVELOPMENT PLAN**	Dewi Owen, Rhian Griffiths Cluster Heads Cluster SIA	Year 6 & 7 – Lynne Walters	Full Governing Body Chair: Graeme Hunter

Monitoring Procedures

To monitor progress made with each objective the school uses a robust system of Quality Assurance (See self-evaluation cycle above). Additional examples of the processes we use are as follows:

- Minutes of Link meetings - Minutes of SLT meetings - Minutes of AOLE meetings - Minutes of SIG meetings - Minutes of Governors meetings - Minutes of Cluster meetings - Support Visit feedback - Minutes of Challenge Advisor meetings - Whole school QA Activities - AOLE QA Activities	- Learner Voice - Staff Voice - Parental Voice - Analysis of external outcomes (exams & tests) - Analysis of tracking data - Analysis of pastoral data (attendance, behaviour etc) - Performance Management Objectives - Minutes of meetings with external bodies - Area Improvement plans

Priority 1 **Learning and Teaching: Improve teaching so that all learners make the progress they are capable of.** **Inspection Area and Quality Indicator: ESTYN IA1 & IA3**		**Success criteria in terms of standards or quality:** .
Internal Accountability: AR	**Governing Body:** Pupils, Performance & Curriculum Chair: Lucy Roberts Progress Phase 1&2 – Tara Harries Progress Phase 3 – Jenny Ellis Progress Phase 4 – Graeme Hunter Post 16 – Lucy Roberts ALN/MAT – Ann Brookes	- Most teachers are using the questioning techniques effectively and most of the learners are actively engaged in their own learning and make strong progress from their starting points. - Teacher questioning develops most learners' critical thinking skills well. - All classes are stimulating and purposeful learning environments. - All staff use the Mike Gershon resources on lesson starters / challenge successfully. As a result, most learners make strong progress in their learning. - All learners make good/ excellent progress in nearly all lessons, and disadvantaged learners make more progress over time so that they reach the same levels of attainment - Most learners respond well to the 'Melyn Meddwl' feedback strategy and can articulate what they are doing well and what they need to improve effectively. - Wal Tyfu approach from Year 3 – Year 7 is having a positive impact on learner progression with nearly all learners able to co-construct their success criteria successfully. - All teachers select the most suitable teaching approaches to support learners to progress and follow the AoLE approach to lesson starters, in order that learners settle quickly, have more effective learning time and consequently, make more progress - Most of the governors are actively involved in 'first-hand self-evaluation activities. As a result, most have a firm understanding of the school's progress towards the agreed milestones. **DATA on A Level / GCSE – do the learners need to be challenged further for a higher % of top grades given their affluent backgrounds?**

Rationale for this priority:

Leaders at Ysgol Llanfyllin recognise that changing practices in teaching will not happen quickly and will take teachers differing amounts of time to embed the desired improvements. However, leaders, following robust first-hand self-evaluation activities in 2022-2023, have a firm understanding of the main aspects of teaching and learning that need to be improved and want to promote an open classroom culture where teachers learn from each other and willingly discuss strengths and areas for development in their own practice and that of their colleagues. Leaders also want all practitioners to be external facing, regularly discuss research and learn from best practice in their own school and in other organisations. During the past academic year, and for the first time, since the opening of Ysgol Llanfyllin (due to the impact of the pandemic) senior and middle leaders have conducted full lesson observations of all teachers and have also conducted effective learning walks, looking at work and listening to learners in all AoLEs. **As a result, improving teaching and learning continues to be a key priority at Ysgol Llanfyllin and the following high-level aspects have been identified through a range of effective first –hand self-evaluation activities:**

1.1 In the majority of lessons, teachers ask open questions which allow the learners, i**ncluding disadvantaged learners,** to develop their knowledge and understanding purposefully and many teachers ask questions regularly to check for learners' understanding (Impact Assessment Priority 1 2022-2023). **However, there is a need to ensure that all teachers' questioning explores learners' understanding effectively and develops most learners' critical thinking skills well. (SDP 2023-2024 Priority 1.1)**

1.2 Across the school, many learners, **including disadvantaged learners,** have strong working relationships with adults and with each other. There are good levels of mutual respect and trust between most members of the school. However, first-hand self-evaluation activities evidence that there are a few disengaged learners in lessons, and this creates a negative learning environment that impacts on effective learner progress. **Ensuring that all classes are stimulating and purposeful learning environments is an area for development (SDP 2023 –2024 Priority 1.2)**

1.3 In the minority of lessons where teachers have high expectations of the learners, most learners respond well to challenges set by teachers. They work enthusiastically and make changes based on feedback and research. **However, there is a need to continue to increase the level of challenge for all learners, including disadvantaged learners, to ensure strong progress in lessons and over time (SDP 2023-2024 Priority 1.3) (Following ALPs, reference examination data here)**

1.4 In many cases, teachers have a good understanding of their specialist learning areas. However, due to an increase in long-term staff absence more staff are being asked to teach non-specialist subjects, and this is a challenge. **There is therefore a need to ensure that teachers have a deep subject knowledge and choose the best approach for the activity and subject. (SDP 2023-2024 Priority 1.4)**

1.5 The assessment and feedback across the school has been strengthened during the year (following a normality to school routines after Covid) and there is far more consistency in the use of WWW, EBI and CTG in the secondary phase. The Wal Tyfu, although still in its infancy, is having a positive impact on many learners improving their work independently. **However, there is a need to ensure that the 'Melyn Meddwl' and Wal Tyfu (assessment and feedback) are consistently effective and lead to improvement in the quality of learners' work - (SDP 2023-2024 Priority 1.5)**

1.6 The school's self-evaluation processes have been robust and effective in 2022-2023 with a key focus on leaders evaluating teaching in light of its impact on learning. However, since the pandemic the involvement of the governors in supporting leaders to conduct first-hand self-evaluation activities to evaluate the progress learners make with their learning has been inconsistent and has tended to involve the same members of the governing body. Further strengthen the involvement of governors in the full range of self-evaluation activities is a priority, so that they can fulfil their role as critical friends and hold leaders to account for the school's standards. **(SDP 2023-2024 Priority 1.6)**

Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs/LA support	Source of Finance and Cost
1.1	**Ensure that all teachers' questioning explores learners' understanding effectively and develops most learners' critical thinking skills well** Delivery of a whole school approach to effective questioning - Local authority presentation on 01.09.23 from Elizabeth Evans (Secondary SIA) to all staff to increase all practitioners' awareness of TWO of the DoLs agreed effective questioning approaches. - DoLs to research, observe and share good practice in half term 1, using the principles from Doug Lemov, Teach like a Champion - "No opt out", "Stretch it" and "Format Matters" by 23.10.23.	DoLs All staff	All staff are aware of the new whole school approach to effective questioning and DoLs are researching/ observing the "No opt out, Stretch it and Format matters" techniques in half term 1. Questioning by the majority of teachers is effective in encouraging pupils' learning. Majority of learners' critical	Following DoL presentation to whole staff in the last half term, many teachers are using the questioning techniques effectively and are demonstrating whole school leadership skills. Consequently, many of the learners are actively engaged in their own	Most teachers are using the questioning techniques effectively and most of our learners are actively engaged in their own learning. Teacher questioning develops most learners' critical thinking skills well. Full lesson observations by 12.7.24.	Secondary SIA (EE) to deliver whole staff training an effective questioning approach (1 day – 01-09-23) Follow up support (EE) with SLT/DoLs to evaluate impact of training (2 days) Provide time for DoLs to	INSET Day – no cost Self-evaluation activities by SLT/DoLs 2 days PL cover **£400 Regional Consortia School Improvement Grant (RCSIG)**

	- DoLs to present to all staff on their findings and what the whole school approach is going to be on. - DoLs to promote an open classroom culture within their AoLEs where teachers learn from each other and willingly discuss strengths and areas for development. - DoLs to conduct effective self-evaluation activities within AoLE (quality assured by Senior Leaders) and provide in-house training and research-based findings on how to improve learners' critical thinking skills across the school. Good practice to be shared in staff meetings / briefings.		thinking skills are developing well across the school Full lesson observations by 12.12.23 Further support provided for practitioners that are not using questioning effectively to impact on pupils' learning. By 22.12.23	learning and are further improving their critical thinking skills in a range of lessons. Learning Walks by DoLs and SLT 22.3.24.		have PL mastery sessions for developing effective questioning and evaluate impact. Provide time for DoLs to complete effective self-evaluation activities and generate evaluative reports that feed into their termly impact assessments. Lead SIA support for DoLs on writing effective IAs. (3 days)	8 days of cover (1 day per DoL split over 2 sessions) - **£1,600.00 PLG** ==Professional Learning Grant (PLG)== 16 days of cover (2 day per DoL) - **£3,200.00 (PLG)**

1.2	Ensure that all classes are stimulating and purposeful learning environments	All staff	The majority of teachers plan effective lesson starters that have a positive impact on learner engagement and progression.	Many teachers plan effective lesson starters that have a positive impact on learner engagement and progression.	Most teachers plan effective lesson starters that have a positive impact on learner engagement and progression.	All staff to access 'The Starter Generator' (Mike Gershon). Teachers / Practitioners to share good practice in the use of the lesson starters.	Professional Learning meeting for practitioners 02-10-23 (QA calendar) – No cost
	• All teachers to plan effective lesson starters - activities which engage learners, get them thinking and provide a clear focus on learning to create a purposeful atmosphere in which the teacher is in charge and the learners are ready and willing to work. • All teachers to make effective use of Mike Gershon's resources 'The Starter Generator'. • Ensure all learners can experience success through the lesson starter, it needs to be accessible, clear and relevant; and make it stepped in difficulty by using an extension activity (everyone will be able to do the first part and there is more to keep the MAT learners engaged) • All staff to follow the agreed guidelines with the call out system. Leaders to ensure consistency and evaluate the impact on learner progress. • Teachers to carefully consider and co-construct 'Third Teacher' walls through the effective use of a Wal Tyfu. (Clear links to 1.5)			Lesson observations by SLT / Middle Leaders – w/b October 16th, 2023. The learning environment is conducive to effective learning in many classes Lesson observations by SLT / Middle Leaders – w/b October 16th, 2023. The Call Out system is refined and is having a positive impact on	DoLs Learning Walk – w/b January 29th, 2024 The Call Out system is refined	Lesson Observations – PM – Week beginning June 10th, 2024 The learning environment is conducive to effective learning in most classes	LA Officers – EE, LE, FFT and DJ to support SLT with lesson observations as part of SV1. October 19th and 20th, 2023	Release of SLT and middle leaders for self-evaluation activities. Equivalent of 5 days to cover 13 leaders - £1,000 (RCSIG)

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			the progress made by the majority of learners in a range of lessons. By 12-12-23 through stakeholder questionnaires.	and is having a positive impact on the progress made by many learners in a range of lessons. By 22-03-24 through learning walks and listening to learners.	The Call Out system is refined and is having a positive impact on the progress made by many learners in lessons. By 12-07-24 through lesson observations and listening to learners		
1.3	**Continue to increase the level of challenge for learners (including disadvantaged leaners) to ensure strong progress in lessons** Cohesive and effective planning for different groups of learners	All staff	Many staff are aware of all the different groups of learners in all of their classes and plan a high level of challenge accordingly. As a	All staff use the Mike Gershon resources on differentiation well, as part of their performance	Nearly all staff are aware of all the different groups of learners in all of their classes and plan a high	Staff to use Mike Gershon resources on differentiation as part of their	Mid Wales partnership – <mark>free resource.</mark>

	- Appropriate differentiation when planning for all learners - Increased awareness by all staff of all groups of learners, working in conjunction with the RADY approach - Strengthen processes to monitor the progress of learners with additional learning needs or learners with weaker literacy/numeracy skills		result, many learners make strong progress in lessons, and **disadvantaged learners** make more progress over time so that they reach the same levels of attainment by Lesson Observation / Looking at work and listening to learners 22.12.23.	management. As a result, most learners including **disadvantaged learner** make strong progress in their learning due to the high expectations by all practitioners.	level of challenge accordingly and as a result, most learners make good/ excellent progress in nearly all lessons, and **disadvantaged learners** make more progress over time so that they reach the same levels of attainment by 12.7.24. Through looking at work and listening to learners.	performance management.	AR to chair Powys Pedagogy group – all on-line meetings 1 x preparation day per half term - £1,200 **(PLG)** All DoLs to attend face to face AoLE network meetings in half term 1 - 8 x £200 = £1, 600 for cover from **(PLG)** **LSAs for intervention support £..........RCSIG**
		AJ ALNCo and DO	Many learners make effective progress on their intervention programmes. (Listening to learners / Looking at work – by 12-12-23)	Most learners strong progress on their intervention programmes (Listening to learners /	Nearly all learners make strong progress on their	Support from Lead SIA (2 days per term) Lead SIA to support ALNCo with effective	

				Looking at work – by 22-03-24)	intervention programmes (Listening to learners / Looking at work – by 12-07-24)	monitoring of interventions	Non-contact time for Acting ALNCo to support her in her new role and to conduct first hand self-evaluation activities on interventions 2 days per half term - **£1,200** £600 (PLG) £600 (RCSIG)
1.4	**Ensure that teachers have a deep subject knowledge and choose the best approach for the activity and subject.** ▫ ensure an open classroom culture where teachers discuss their teaching regularly. For example, they discuss lesson starters, the monitoring of the learning, effective assessment for learning strategies, the sequencing of the learning, their aspirations for all and the importance of the lesson conclusion in knowing how effective the learning is and the next steps for the learners.	All staff but with additional support offered to specific staff members	There is an open classroom culture in the majority of the AoLEs with DoLs having a firm understanding of the quality of the teaching and learning across their AoLEs. By 12-12-23 through informal discussions / interviewing learners for the last 10 minutes of a	There is an open classroom culture in many of the AoLEs with DoLs having a firm understanding of the quality of the teaching and learning across their AoLEs. By 22-03-24 through informal discussions / interviewing learners for the	There is an open classroom culture in most of the AoLEs with DoLs having a firm understanding of the quality of the teaching and learning across their AoLEs. By 12-07-23 through lesson observation	Subject specialist support from LA to include: Humanities – 4 days LLC (English – 4 days) LLC (Cymraeg – 4 days) Science – **Welsh**	Release time for DoLs to work with LA subject SIAs **£2,000 (PLG)** Release time for subject specific examination group teachers to attend WJEC PL sessions **£3,495 (PLG)**

	▫ leaders create a culture where teachers feel comfortable admitting that they are challenged by teaching a particular topic / subject or finding a class difficult. As a result, constructive advice from trusted colleagues is provided through an effective coaching and mentoring approach to help teachers discuss and improve their practice. (The use of the GROW model). Impact is closely monitored by middle and senior leaders.		lesson / lesson observations wk/b 16-10-23 All AoLE meetings have a 'Llanfyllin 3' set agenda (safeguarding / Learning and Teaching and Cymreictod) and this is beginning to have a positive impact on many teachers' understanding of their strengths and areas to improve. All PM objectives have been set and agreed with specific PL / support agreed / scheduled. By 25-09-23 - all line managers – Anonymised PM objectives quality assured by SLT lead	last 10 minutes of a lesson / learning walks All AoLE meetings have a 'Llanfyllin 3 set agenda (safeguarding / Learning and Teaching and Cymreictod) and this is beginning to have a positive impact on most teachers' understanding of their strengths and areas to improve. PM monitoring meetings are conducted effectively with most teachers making strong progress towards their agreed objectives. All	All teachers make effective progress in their PM objectives with strong progress in how teachers use effective questioning to develops most learners' critical	**Medium** - (4 days) Middle leaders Difficult Conversation Training in twilight 1 – training provided by HH (HR Business Partner) on 28.9.23	Coaching and Mentoring sessions - **£ 4,000 (PLG)**

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				support programmes agreed are having a positive impact on improving learning and teaching.	thinking skills well Through PM lesson observations by 12-07-23		
1.5	**Ensure that the 'Melyn Meddwl' and Wal Tyfu (assessment and feedback) are consistently effective and lead to improvement in the quality of learners' work** - Whole staff training on Wal Tyfu and following trial with Years 5 and 6, to introduce to all Cyfnod Cynradd and Year 7 on 19.9.23. - Regular reminders to staff about high expectations on feedback - More thorough quality assurance processes by senior leaders and DoLs and triangulation/ communication to this. Challenge where needed	Primary phase staff and Yr 7 teachers QA – all staff	All staff from Year 3 – Year 8 are aware of the Wal Tyfu strategy, and it is effectively planned for by many teachers up to Year 8. As a result, many learners have the opportunity to make progress using success criteria by 22.12.23. Many staff are following the assessment and marking policy and where this is not happening, staff are supported and	Wal Tyfu strategy, is effectively planned for by most teachers up to Year 8. As a result, most learners make strong progress in their literacy skills and assess their progress effectively against the agreed success criteria. Learning Walk and listening to learners /	All staff from Year 3 - Year 8 are aware of the Wal Tyfu strategy and it is effectively planned for by nearly all teachers up to Year 8. As a result, nearly all learners have the opportunity to make progress using success criteria 12.7.24. Nearly all staff are following the assessment and marking policy and	Sharing of good practice from Year 5 and 6 teachers to all staff on the Wal Tyfu strategy – 19-09-23 (CE and AD) Wal Tyfu case study WM to be shared in the cross-regional AoLE (November 2023) Support from Lead SIA with the Wal Tyfu	£400.00 to release staff to prepare for the case study (PLG from PCC now in school budget) No cost – effective use of PPA time

			challenged to ensure learners feedback enables the learners to make appropriate progress by 22.12.23 (Lesson Observation and listening to learners / looking at work)	looking at work by 22.3.24.\n\nMost staff are following the assessment and marking policy and where this is not happening, staff are supported and challenged to ensure learners feedback enables the learners to make strong progress.\n\n22.3.24 - Learning Walks / listening to learners / looking at work	where this is not happening, staff are supported and challenged to ensure learners feedback enables the learners to make highly effective progress\n\n12.7.24 - Lesson observations / listening to learners / looking at work	strategy in Year 7 and 8	As above – release of middle leaders/SLT to conduct first hand self-evaluation activities
1.6	**Strengthen the involvement of governors in the full range of self-evaluation activities** • Four governors to be linked to an SDP priority to oversee and be actively involved in the self-	COG All governors	Four governors have been linked to each of the 2023-2024 SDP's priorities (P,P &C meeting 14-09-23)	Governors review the autumn term impact assessment effectively and 'ask the right	Governors review the spring term impact assessment effectively and 'ask the right	LA support (Lead SIA) on effective self-evaluation activities, for example, 2 full	No cost – use of leadership time

evaluation activities agreed via the QA calendar. This will enable leaders to evaluate the school's progress with the agreed milestones. • Governors to formulate an effective evaluation report (in agreement with SLT / Middle Leaders) and share the findings in a GB meeting (P,P&C sub-committee). The findings will be evaluated in the termly impact assessment. • Governors / SLT / DoLS to take a few learners out of lessons towards the end of the lesson and question them about what they have learned. (Lynn Sharratt style questioning)		Governors are involved in one 'first-hand' self-evaluation activity (in line with the school's QA calendar) and provide an effective report to the GB. As a result, the majority of governors 'ask the right questions' about the quality of the learning and the teaching. By 12-12-23 through agreed 'first-hand self-evaluation activities.	questions' in GB meetings. Governors are actively involved in a further 'first-hand' self-evaluation activity (in line with the school's QA calendar) and provide an effective report to the GB. As a result, many of governors 'ask the right questions' about the quality of the learning and the teaching. By 22-03-24 through agreed 'first-hand self-evaluation activities.	questions' in GB meetings. Governors are actively involved in a further 'first-hand' self-evaluation activity (in line with the school's QA calendar) and provide an effective report to the GB. As a result, most of the governors 'ask the right questions' about the quality of the learning and the teaching. By 12-07-24 through agreed 'first-hand self-evaluation activities.	days on Attitudes to Learning and Care Support and Guidance. October 3rd and October 5th 2023.	

MONITORING REPORTS AND EVALUATIONS:

Leaders will combine information from a range of sources to evaluate the impact of their work over time.

Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks/ full lesson observations. The strengths and areas for improvement will be collated by the relevant senior leader to produce a termly Impact Assessment and Areas for Development which will feed into the following terms plans and in the case of the summer term, the school development plan for the following academic year.

Priority 2: Strengthen provision for and monitoring of the progressive development of learners', **including disadvantaged learners,** skills across the school. **Inspection Area and Quality Indicator: ESTYN IA1, IA3 and IA5**		Success criteria in terms of standards or quality: - All teachers effectively embed the Voice 21 pedagogical principles into classroom practice - A talk-rich approach to learning & teaching is evident across the school - Most learners **including disadvantaged learners** speak clearly and fluently and adapt language choices effectively to articulate and express ideas and viewpoints for a range of purposes and audiences - Most learners **including disadvantaged learners** listen effectively and can understand a respond to ideas and viewpoints analytically and evaluatively - All teachers effectively identify the tier 2 & 3 vocabulary from the high-level progression plans - Most learners **including disadvantaged learners** can communicate effectively in different contexts using a broad range of disciplinary and academic vocabulary (Tier 2, Tier 3) - All teachers / practitioners make effective use of the diagnostic information in the personalised assessments to improve learner progression in reading and numeracy (procedural) skills. - Many learners **including disadvantaged learners** make good progress with their reading and numeracy (procedural) skills. - Nearly all learners, **including disadvantaged learners**, are confident when drawing graphs and know exactly what is expected of them
Internal Accountability: DO/ AR/ LLT	**Governing Body:** Pupils, Performance & Curriculum Chair: Lucy Roberts Literacy/Llythrennedd – Graeme Hunter & Bethan Page Numeracy – Aled Davies Digital Competency- Bethan Page	

Rationale for this priority:

The progressive development of learners' literacy, numeracy, digital and Welsh language skills is a key priority as the school has identified this aspect as an integral part of the 3-year plan. The actions and milestones for improving learners' Welsh language skills are included in the 2023-2024 SDP Priority 4. Robust self-evaluation

processes and the fact that senior leaders and DoLS have worked collaboratively with LA officers have clearly identified the main areas for improvement within the progressive development of literacy, numeracy and digital skills. They are as follows:

2.1 - Talk the Text strategy implemented as part of the Wal Tyfu (Bump it Up) strategy has been effective in improving the oracy skills of many of the Year 5 and 6 learners. Lesson observation and learning walk reports evidence that the minority of learners are passive in their learning and do not have enough opportunities to develop their oracy skills progressively which, if done effectively, has a positive impact on the quality of learners' writing skills. **There is a need to strengthen the school's approach to oracy by embedding and evaluating Voice 21 strategies across the school.** **(SDP 2023-2024 Priority 2.1)**

2.2 Termly Impact Assessments show that there is an on-going need to embed and evaluate a consistent approach to planning for writing across the curriculum (success criteria, text skeletons, writing frames, explicit vocabulary instruction, use of WAGOLLs and drafting to improve the quality of the work). This is closely linked to the Bump it Up strategy for Years 3 – Years 7 **(SDP 2023-2024 – Priority 1).** However, with the focus on improving effective questioning, increasing the level of challenge and teaching from the high-level progression plans there is a **need for all practitioners to implement the explicit vocabulary instruction into their lessons** so that learners' can articulate their learning effectively as part of the 'Stretch It' and 'Format Matters' aspects of effective questioning. **(SDP 2023-2024 Priority 2.2)**

2.3 The Data Manager has set up the Traciwr resource for leaders and practitioners to have easy access to learner progress information. This is in its infancy and it's too early to evaluate the impact. However, **leaders and practitioners need to use the range of information from the reading personalised assessments to plan learner progression and focus on these between assessment sessions.** **(SDP 2023-2024 Priority 2.3)**

2.4 Listening to learners' activities shows that all learners in Years 7 and 8 can articulate and show examples of where they have used the GELTE / SALTE sticker in science, and they act on feedback effectively to improve their work. However, this needs to be rolled out to all the other numeracy rich AoLEs as well as the need to further refine the planning for numeracy rich activities across the school. **Improving the teaching of numeracy and strengthen the progressive development of learners' numeracy skills across the curriculum.** **(SDP 2023-2024 Priority 2.4)**

2.5 The Data Manager has set up the Traciwr resource for leaders and practitioners to have easy access to learner progress information. This is in its infancy and it's too early to evaluate the impact. However, **leaders and practitioners need to use the range of information from the numeracy personalised assessments to plan learner progression and focus on these between assessment sessions.** **(SDP 2023-2024 Priority 2.5)**

2.6 Self-evaluation activities show that the school is only making satisfactory progress in the progressive development of learner's digital skills across the school. The school needs to further develop staff awareness of a range of digital skills and software and ensure that all staff have an awareness of the **appropriate level of challenge and progression of digital skills** **(SDP 2023-2024 Priority 2.6)**

Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
2.1	**Llythrennedd / Literacy** **Oracy – strengthen the school's approach to oracy by embedding and evaluating Voice 21 strategies across the school.** **(a) Leadership of Voice 21** • Identify the SLT skills lead for Voice 21 (Oracy champion) • Identify the 2 additional Oracy champions for cross curricular disciplines • Complete all enrolment documentation and attend Voice 21 virtual school launch • Oracy champions to liaise regularly with the Relationship Manager and Literacy SIA to discuss progress and support. • Oracy champions to attend face-to-face events in October 2023 and January/ February 2024 and lead the sharing and embedding of professional learning across the school. **(b) Pedagogy** • Oracy champions to lead the talk-rich approaches to learning and teaching, ensuring all teachers have access to the resources and online open learning platform (Voice 21 Exchange).	LW, RJ, LP & DO All DoLs	Oracy champions selected and enrolment documentation completed (by 13-09-23) Oracy champions to attend virtual launch and begin to implement launch outcomes (30-09-23 and onwards) By 27th October 2023: sharing of initial pedagogical approaches	Most teachers plan for and embed a range of talk rich Voice 21 approaches. (Listening to learners / lesson observations – By 22-03-24) Many learners listen effectively, articulate viewpoints precisely, use subject vocabulary with precision, respond confidently when questioned and collaborate	Nearly all teachers plan for and embed a range of talk rich Voice 21 approaches. Scrutiny of Plans by DoLs / Learning Walk – June 21st, 2024 Most learners listen effectively, articulate viewpoints precisely, use subject vocabulary with precision, respond confidently when questioned and collaborate effectively in a group setting.	Supply cover for virtual launch. 1 hour LA support – SIA (LE) to attend virtual launch and follow up via MS Teams. Supply cover for any internal / allocated support. PPA or school professional learning time - ? Hours	£200 LA funded

	- All teachers trial and embed talk-rich approaches to learning and teaching. - All teachers to use the resources and professional learning modules on the online open learning platform (Voice 21 Exchange) to strengthen learners' speaking and listening skills in their subject discipline. - Oracy champions to work with DOLs to identify appropriate 'online learning modules' for their staff and direct practitioners to complete PL and trial/ apply oracy approaches in learning and teaching. - Oracy champions to lead on the sharing of trailed talk-rich approaches in teaching and the practical application of V21 pedagogy. - Practitioners complete online learning modules and trial and embed talk-rich approaches in teaching. - Oracy champions use the oracy exchange to share experiences, resources and practice with established V21 schools. © **Evaluation of impact** - Staff and learners complete Voice 21 surveys to monitor progress. - QA activities completed termly to monitor the progress of Voice 21 pedagogical practices identify strengths, areas for development and to inform CPD choices. - Oracy champions to work alongside the Programme Lead on in-school consultancy		complete and, in the majority of lessons, talk-rich strategies are emerging. (Lesson Observations completed before half term – October 16th onwards)	effectively in a group setting. (By 08-04-24 through learning walks and listening to learners)	(By June 21st 2024, evaluations through lesson observations / listening to learners completed) Staff and learners' questionnaires completed by July 8th, 2024. Impact evaluated effectively.	1 day per term (LE) to support. Virtual unless F-2-F requested. Lead SIA to support with Welsh medium oracy and with first-hand self-evaluation activities (1 day per term)	9 days cover to release LW, RJ, LP - £1,800 **(PLG)**

	days to evaluate oracy provision and identify next steps.						
2.2	**Writing – embed and evaluate a consistent approach to planning for writing across the curriculum** • Expectations of effective learning and teaching shared with all practitioners – co-constructed success criteria, text skeletons, writing frames, **explicit vocabulary instruction,** use of WAGOLLs and drafting to improve the quality of the work) **Explicit Vocabulary Instruction -** All practitioners to know that the development of learners' vocabulary range is a feature of all 5 of the main strands of the Literacy Framework and is one element of language that unlocks the curriculum for these individuals. All practitioners to use the following effective strategies to teach vocabulary and word understanding in their classrooms - • Before teaching a specific unit of work, assess learner understanding of Tier 2 and 3 vocabulary acquisition through testing.	LW, RJ, LP & DO All DoLs	All teachers and practitioners can access the wealth of relevant literacy resources on the shared drive and are beginning to use them effectively to support the majority of learners to co-construct their success criteria effectively. By 12-12-23 through lesson observation and listening to learners. All practitioners to identify Tier 2 and Tier 3 vocabulary from the high-level concept progression	Many of the learners can co-construct success criteria successfully following the use of a WAGOLL and understand their strengths and next steps well. By 22-03-24 through learning walks and listening to learners / looking at work. All practitioners to deliver vocabulary instruction and retrieval	Most of the learners can co-construct their success criteria successfully and fully understand their strengths and areas for improvement. By 12-07-24 through lesson observations and listening to learners / looking at work. All practitioners to deliver vocabulary instruction and retrieval acquisition activities effectively.	LE – Half a day INSET training on explicit vocabulary instruction-01-09-23 LE to evaluate impact of INSET (01-09-23) through supporting leaders with QA activities as part of SV1. (October 19th, 2023) 1 day support PL to staff on the use of	No cost As above No cost

• Based on the assessment information, generate a vocabulary list of familiar, unfamiliar, basic (Tier 1), high frequency (Tier 2) and specialised words (Tier 3). • Identify which explicit instructional strategies are best matched with daily activities for teaching word meaning and word use (resources from day should help here). • Deliver explicit vocabulary instruction using these strategies. • Schedule retrieval practice activities throughout the teaching of the unit of work and sequence of learning to reinforce acquisition and understanding. Implement Bedrock Learning in Year 7 from September 2023 and evaluate the impact on learner progression.		maps and create relevant lists. As a result, the minority of learners have a sound understanding of subject terminology. (By 25-09-23 – looking at plans within link meetings) Bedrock learning is implemented effectively in weekly discreet lessons. As a result, the majority of learners make good progress in their reading skills. (By 12-12-23 through listening to learners)	acquisition activities effectively. As a result, many of the learners use a range of subject terminology successfully. By 22-03-24 through learning walks and listening to learners Many Year 7 learners, including disadvantaged learners, make strong progress in their reading skills and vocabulary development. By 22:03:24 through personalised assessment data /	As a result, many of the learners use a good range of vocabulary both within specific subject areas and across the curriculum. By 12-07-24 through lesson observations and listening to learners / looking at work. Most Year 7 learners, including disadvantaged learners, make strong progress in their reading skills and vocabulary development By 12-07-24 through lesson observations and listening to learners / looking at work.	Bedrock Learning (wk/b 04-09-23) Non-contact time for practitioners to share good practice School to school support to introduce the programme to SLT/Middle Leaders (Ysgol Calon Cymru) Sept 23	Half day per teacher of Bedrock £500 **(PLG)** **No cost**

| 2.3 | **The school to make effective use of the diagnostic information in the personalised reading assessments**
• Leaders and practitioners to use the range of information from the **reading personalised assessments** to plan learner progression and focus on these between sessions
• Support all SLT / DoLS to analyse the personalised assessment reports to identify skills for improvement (groups of learners and whole cohorts).
• For relevant AoLEs, plan for reading skills progression in wider schemes of learning (SoL)
• Evaluate pupils' reading skills to ensure that appropriate progress is being made and shared at senior leadership team (SLT) and DoLs through relevant leadership/link meetings.
• Regularly share information with staff in teaching and learning (T&L) briefings.
• Individual reports are shared with learners and glued into working books to track progress.
• Review and revise catch-up programmes to develop reading skills | LW, RJ, LP & DO

All DoLs | The reading personalised assessment information for the July 2023 Personalised Assessment data has been analysed effectively and learner / group/ cohort information is shared effectively with all practitioners.

All practitioners plan effective and purposeful reading activities related to the key diagnostic information for groups and cohorts. As a result, the minority of learners are beginning to make strong progress against | All practitioners provide effective and purposeful reading activities related to the key diagnostic information for groups and cohorts. As a result, many learners make | The reading personalised assessment information for the March 2024 Personalised Assessment data has been analysed effectively and learner / group/ cohort information is shared effectively with all practitioners.

All practitioners plan effective and purposeful reading activities related to the key diagnostic information for groups and cohorts. As a result, many learners are beginning to make sound progress against their individual targets. | In-house training on Traciwr and the effective use of learners and groups reports from the Data Manager – 01-09-23 and by 16-10-23

School to school support from YGYT for practitioners from Year 2 – Year 6 on the effective use of personalised assessment / independent learning.

LA support from LE on effective | No cost

No cost – see QA calendar |
| | | | diagnostic information | | | | |

	• Analyse assessment reports from the annual assessment sessions and create an action plan to address skill areas for improvement • Evaluate the progress of the reading behaviours identified in the diagnostic information e.g. skim and scan, sequencing, summarising etc across the school (for review once diagnostic information has been completed)	LLT, RHG, AJ, DO	their individual targets. (By 12;12:23 through effective teacher assessment)	good progress with their reading skills. (By 22-03-24 through personalised assessment data)	By 12-07-23 through effective teacher assessment/ looking at work.	use of diagnostic information (1 day)	Use of leadership time
2.4	**Numeracy –** **Improve teaching so that all learners make the progress that they are capable of in numeracy** for example emphasis on the use of numerical values in the explanation/ esboniad part of SALTE/ GELTE and descriptions using trends progressively through the different phases. To roll the SALTE/ GELTE approach out to all numeracy rich AoLE areas. Displays in these AoLEs need to be	LEP, CE and AR. Numeracy rich DoLs – SV, RW, CL and NB	Many teachers in numeracy rich areas use the SALTE/ GELTE approach to graph drawing and using the feedback sticker, evident also in classroom displays so that many learners are confident when drawing graphs and know exactly what is	Most teachers in numeracy rich areas use the SALTE/ GELTE approach to graph drawing and using the feedback sticker, evident also in classroom displays so that most learners are confident when drawing graphs	Nearly all teachers in numeracy rich areas use the SALTE/ GELTE approach to graph drawing and using the feedback sticker, evident also in classroom displays so that nearly all learners are confident when drawing graphs and know exactly what is	Bespoke support Mathematics and Numeracy DoL (according to need)	Cost of 4 large boards in numeracy corridor for each WMS to illustrate visually progression -

consistent showing this approach and a consistent message to our learners. In parallel to extending the approach above, focus also on a consistent approach to teaching percentages in numeracy rich AoLEs **Strengthen the progressive development** of learners' numeracy skills across the curriculum, which includes mental maths and also planning with a purpose and looking for opportunities for authentic learning contexts. **Strengthen processes to monitor** the progress of learners in their numeracy skills across the curriculum.		expected of them. By 22.12.23 - Lesson Observations and listening to learners / looking at work Many teachers plan effectively for teaching numeracy in an authentic context to engage and motivate many learners. By 22.12.23 - lesson observations. Many teachers plan to teach percentages consistently, following training from numeracy team. As a result, many learners will be more confident when solving percentage problems in numeracy rich areas. By 12-12-23 –	and know exactly what is expected of them. By 22.03.24 - Learning Walks and listening to learners / looking at work Most teachers plan effectively for teaching numeracy in an authentic context to engage and motivate many learners. By 22-03-24 through learning walks. Most teachers plan to teach percentages consistently, following training from numeracy team. As a result, most learners will be more confident when solving percentage problems in numeracy rich	expected of them by 12.7.24. Nearly all teachers plan effectively for teaching numeracy in an authentic context to engage and motivate many learners by 12.7.24. Nearly all teachers plan to teach percentages consistently, following training from numeracy team. As a result, nearly all learners will be more confident when solving percentage problems in numeracy rich areas. By 12.07.24 - lesson observations and listening to learners		4@£300 = **£1,200** **School budget**

			listing to learners / looking at work.	areas. By 22.03.24 - listening to learners / looking at work.		
2.5	**The school to make effective use of the diagnostic information in the personalised reading assessments** • Leaders and practitioners to use the range of information from the numeracy (procedural) **personalised assessments** to plan learner progression and focus on these between sessions • Support all SLT / DoLS to analyse the personalised assessment reports to identify skills for improvement (groups of learners and whole cohorts). • For relevant numeracy rich AoLEs, plan for numeracy skills progression in wider schemes of learning (SoL) • Evaluate pupils' numeracy procedural skills to ensure that appropriate progress is being made and shared at senior leadership team (SLT) and DoLs through relevant leadership/link meetings. • Regularly share information with staff in teaching and learning (T&L) briefings. • Individual reports are shared with learners and glued into working books to track progress.		The reading personalised assessment information for the July 2023 Personalised Assessment data has been analysed effectively and learner / group/ cohort information is shared effectively with all practitioners. All practitioners plan effective and purposeful numeracy activities related to the key diagnostic information for groups and cohorts. As a result, the minority of learners	All practitioners provide effective and purposeful numeracy activities related to the key diagnostic information for groups and cohorts. As a result, many	The reading personalised assessment information for the March 2024 Personalised Assessment data has been analysed effectively and learner / group/ cohort information is shared effectively with all practitioners. All practitioners plan effective and purposeful numeracy activities related to the key diagnostic information for groups and cohorts. As a result, many learners are beginning to make	In-house training on Traciwr and the effective use of learners and groups reports from the Data Manager – 01-09-23 and by 16-10-23 School to school support from YGYT for practitioners from Year 2 – Year 6 on the effective use of personalised assessment / independent learning.	As above As above

	• Review and revise catch-up programmes to develop numeracy skills • Analyse assessment reports from the annual assessment sessions and create an action plan to address numeracy skills areas for improvement • <mark>•</mark> Evaluate the progress of the numeracy skills identified in the diagnostic information for example, time, angles, fractions and ? across the school <mark>(for review once diagnostic information has been completed)</mark>		are beginning to make strong progress against their individual targets. (By 12;12:23 through effective teacher assessment)	learners make good progress with their reading skills. (By 22-03-24 through personalised assessment data)	sound progress against their individual targets. By 12-07-23 through effective teacher assessment/ looking at work.	LA support from EE on effective use of diagnostic information (1 day)	As above
2.3	**Staff Digital Competency - Learner progression** • Continue to develop staff awareness on the appropriate level of challenge and the progression of digital skills. • Provide effective PL to upskill staff to further develop the range of digital skills and software tools used across the curriculum. • Planning meetings to develop digital skills are conducted between the digital lead and all AoLEs to ensure that opportunities for digital learning are not missed • Leaders to monitor and assess the skills being developed when IT suites/laptops are being booked to ensure effective use of devices	LLT, GW, DoLs, Digital Leaders	Many practitioners are deepening their understanding of a range of effective digital tools and software that can be used effectively across the curriculum The majority of learners use a range of digital skills and software effectively in discreet subject	Most practitioners are deepening their understanding of a range of effective digital tools and software that can be used effectively across the curriculum Many learners use a range of digital skills and software effectively in	Nearly all practitioners are deepening their understanding of a range of effective digital tools and software that can be used successfully across the curriculum Nearly all learners use a range of digital skills and software successfully in discreet subject specific lessons and	Sharing of good practice through PL mastery sessions and drop-in activities (LLT, GW and Network Manager) LA Digital support from RW (1 day per term)	Device and software updates **£20,000 School Budget** Cover costs for relevant staff – <mark>**(PLG)**</mark> **grant £600**

				specific lessons and across the curriculum	discreet subject specific lessons and across the curriculum	across the curriculum		
	• Clear link to the cluster Development Plan on effective use of HWB from reception to Year 7 – milestones evaluated in Priority 5.			Lesson observations and listening to learners / looking at work by 12-12-23	Learning Walks and looking at work / listening to learners by 22-03-24	Lesson Observations and looking at work / listening to learners by 22-07-24		

MONITORING REPORTS AND EVALUATIONS:

Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the relevant senior leader to produce a termly Impact Assessment.

Priority 3: THE TYFU CURRICULUM: To develop a shared understanding of progression and ensure assessment is effective across the learning continuum		Success criteria in terms of standards or quality:
Inspection Area and Quality Indicator: ESTYN IA1. IA3. IA5		- Nearly all teachers and practitioners understand the importance of learner progression and nearly all Reception to Year 8 teachers are teaching from the 6-week high level Tyfu Curriculum plans successfully - Nearly all teachers de construct the learning intentions successfully and co construct the success criteria effectively with the learners - Most learners talk confidently about their progression in learning following the teaching of a high-level Tyfu Curriculum Plan - Nearly all teachers teach from the 6-week high level Tyfu curriculum maps and include, if relevant, the Cynefin focus - Most learners talk confidently about their experiences linked to the Cynefin focus - Nearly all teachers from Reception to Year 8 to use effective AFL strategies to monitor the progress of learners against the overarching learning intention - Many learners from Year 3 to Year 7 are successful in leading their own parents' consultation evening. - As a result of effective professional learning opportunities, many leaders and practitioners have a firm understanding of the latest developments and good practice relating to CfW.
Internal Accountability: LLT/ AR / DO	**Governing Body:** Comms & Literacy – Graeme Hunter Cyfarthrebu, Iaith a LLythrennedd – Bethan Page Mathematics & Numeracy – Aled Davies Expressive Arts – Ann Brookes Humanities – Darren Mayor Science– Lynne Walters Health & Wellbeing – Peter Lewis Technology – Tara Harries	

Rationale for this priority:

Ysgol Llanfyllin has a clear vision for their Tyfu Curriculum that is continuously reviewed and amended. 00220All staff understand the Tyfu curriculum and are developing their confidence with the planning and delivery. Where the teaching is strong, most learners are supported by engaging and purposeful tasks. Teachers have a good understanding of the skills, knowledge/ subject disciplines. However, effective pedagogy is not consistent across the school. For example, purposeful led learning, effective questioning and strong assessment for learning approaches. Leaders at Ysgol Llanfyllin believe that effective pedagogy is effective curriculum and a shared understanding of progression and assessment is an area to be further developed (SDP 2023-2024).

3.1 Leaders and practitioners have worked effectively with cluster practitioners to co-construct high-level progression plans that clearly link to the key concepts of the statements of what matters. However, these are in their infancy and need to be taught and refined on an ongoing basis. All teachers need to teach from the 6-week Tyfu curriculum high level plans and assess learner progress effectively. **Having a shared understanding of progression within the Tyfu Curriculum is a key area to be further developed. (SDP 2023-2024 3.1)**

3.2 Ysgol Llanfyllin has developed the Tyfu curriculum which has a key focus on using the Cynefin as an integral part for planning for the curriculum for Wales. Lesson observations and learning walks conducted during 2023-24 evidence that this is not a consistent approach across the school. **Ensuring that all teachers plan activities that focus on Cynefin in all AoLEs and across the school's age profile by utilising local artists, authors and musicians to expose and immerse learners in local culture and heritage. (SDP 2023-2024 3.2)**

3.3 First hand self-evaluation activities evidence that there are inconsistencies in effective assessment for learning activities. This needs to be targeted in line with the introduction of the teaching from high level concept maps. **Ensuring that all practitioners are following assessment policy, so that learner progress is strong and in line with all staff's high expectations (aspirations for all) and in line with the school's Tyfu curriculum. (SDP 2023-2024 3.3)**

3.4 Leaders have a firm understanding that practitioners need to be external facing, regularly discussing research and learn from best practice in their own schools and other learning organisations. **Regular participation in regional and cross regional meetings as well as learning from schools within and across cluster about PEP projects is an area for development. (SDP 2023-2024 3.4)**

3.5 Pupil representatives are from diverse groups that represent the whole community across all year groups. Pupil representatives are well-respected, successful and engaged in different aspects of school-life and are therefore knowledgeable about the whole school. Pupil representatives listen to other pupils, are patient and represent the views of all pupils not just their own. The Council/pupil groups hold regular meetings. **However, decisions are not always reviewed and their impact and what can be improved next is not always clear. (SDP priority 2023-2024 3.5)**

Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
3.1	**Develop a shared understanding of progression and ensure that the learning is purposeful, with a key focus on developing pupil's skills, knowledge and experiences well:** • within school • within cluster • across clusters	SLT All Stakeholders	Many teachers and practitioners understand the importance of learner progression and many Reception to Year 8 teachers are teaching from the 6-week high level Tyfu Curriculum plans effectively	Most teachers and practitioners understand the importance of learner progression and most Reception to Year 8 teachers are teaching from the 6-week high level	Nearly all teachers and practitioners understand the importance of learner progression and nearly all Reception to Year 8 teachers are teaching from the	Cluster INSET training – 18-09-23-Practitioners to work within AoLEs to discuss progression	No cost – Staff INSET days

All practitioners to work effectively with cluster schools to refine and review the high-level progression plans. Teachers from Reception – Yr 8 to teach a 6-week high level plan effectively giving learners the opportunity to de-construct the learning intention and co-construct the success criteria. All practitioners to work effectively with cluster schools to discuss progression in learners' work across each AoLE This will be achieved by looking at learners' work from cluster schools and across the learning continuum. All AoLE meetings include agenda item on progression and includes professional dialogue e.g. discuss work, teachers to bring examples in books and professional dialogues. How are pupils making progress in line with the Principles of Progression? What does it look like? What are we looking at progression in? What is the focus? e.g graph work		(Lesson Observations – 16th of October onwards) Majority of teachers de-construct the learning intention successfully and co-construct the success criteria effectively with the learners (Lesson Observation – w/b 16th of October) Majority of learners talk confidently about their progression in learning following the teaching of a high-level Tyfu Curriculum Plan Listening to Learners / Looking at work by 12-12-23	Tyfu Curriculum plans effectively (Learning walks by 22-03-24) Many teachers de-construct the learning intention successfully and co-construct the success criteria effectively with the learners (Learning walks by 22-03-24) Many learners talk confidently about their progression in learning following the teaching of a high-level Tyfu Curriculum Plan	6-week high level Tyfu Curriculum plans successfully (Lesson observations by 12-07-24) Nearly all teachers de-construct the learning intention successfully and co-construct the success criteria effectively with the learners Lesson observation by 12-07-24 Most learners talk confidently about their progression in learning following the teaching of a high-level Tyfu Curriculum Plan	and assessment. AoLE meetings to focus on progression and pedagogy. Ensure relevant staff are participating in: AOLE networks Secondary PLC National networks Professional dialogue across clusters e.g. links with other schools	Staff release for AoLE network meetings – Professional Learning Grant Costs as above

				Listening to Learners / Looking at work by 22-03-24	(Lesson observations 12-07-24)	
3.2	**Ensuring that all teachers plan activities that focus on Cynefin in all AoLEs and across the school's age profile by utilising local artists, authors and musicians to expose and immerse learners in local culture and heritage.** Leaders, including DoLs need to share this vision with their AoLEs and monitor its impact. Cynefin to have a key focus in the planning and refinement of high level AoLE key concept progression maps. MWEP/WG Cynefin resource to be shared effectively with all practitioners with an increase in the use of relevant stimulus materials	DOL meeting agenda to include Cwricwlwm Cymraeg / Welsh Language development. teachers to bring examples in books	Many teachers consider the relevance of Cynefin in the planning and refining of high-level progression maps. Cluster INSET days 18 & 19-09-23 Many teachers teach from the 6-week high level Tyfu curriculum maps and include, if relevant, the Cynefin focus By 12-12-23 Lesson observations, looking at plans (DoLs) and looking at work	Most teachers teach from the 6-week high level Tyfu curriculum maps and include, if relevant, the Cynefin focus By 22-03-24 Learning walks, looking at plans (DoLs) and looking at work Many learners talk confidently about their experiences linked to the Cynefin focus By 22-03-24 Listening to learners	Nearly all teachers teach from the 6-week high level Tyfu curriculum maps and include, if relevant, the Cynefin focus By 12-07-24 Learning walks, looking at plans (DoLs) and looking at work Most learners talk confidently about their experiences linked to the Cynefin focus By 12-07-24 Listening to learners.	MWEP/WG Cynefin resource to be shared with all practitioners	

| 3.3 | **Assessment - Ensure that all staff are following the Assessment policy, so that learner progress is strong and in line with all staff's high expectations and in line with the school's Tyfu curriculum.**

 • Key messages around effective assessment shared (by Year 5&6 teachers) with staff thus giving practitioners the opportunity to discuss the assessment methods that are successful in supporting learner progression (Assessment is effective with all practitioners becoming a **thermostat** and not a **thermometer** with **many** learners becoming a successful 'thermostat' through self-assessment and analysing feedback to determine what adjustments need to be made at their end).
 • Staff to trial with Year 7 focussing on quality feedback including self/peer assessment (next steps in learning)
 • All practitioners (Reception to Year 8) to visibly display the overarching learning intention and use effective assessment for learning strategies to assess the progress of learners in individual lessons and over time and report effectively to leaders on learner progression
 • School to trial learners leading their own parents' consultation evenings. Trial in Cyfnod Cynradd and Year 7 with links to the 5 key questions and bump it up walls. Teachers / leaders to evaluate impact and refine provision. | SLT

 All staff | All practitioners fully understand the impact of effective assessment for learning strategies where learners co construct their success criteria.

 By 19-09-23 sharing of good practice by Cyfnod Cynradd

 Many teachers from Reception to Year 8 to use effective AFL strategies to monitor the progress of learners against the overarching learning intention

 By lesson observations 12-12-23

 The majority of learners from Year 3 to Year 7 are successful in leading their own parents' consultation evening.

 By parent consultation evenings 12-12-23 | Most teachers from Reception to Year 8 to use effective AFL strategies to monitor the progress of learners against the overarching learning intention

 By learning walks 22-03-24 | Nearly all teachers from Reception to Year 8 to use effective AFL strategies to monitor the progress of learners against the overarching learning intention

 By lesson observations 12-07-24

 Many learners from Year 3 to Year 7 are successful in leading their own parents' consultation evening. | AoLE meetings to focus on progression and pedagogy.

 Sharing of good practice in learner progress reports from Ysgol Pennant

 (Date to be agreed) | Cluster INSET days

 Cluster discussions and sharing of good practice – no cost |

			By parent consultation evenings 12-07-24		
3.4	**Professional development for leaders and practitioners e.g. AOLE network meetings/ cluster NPEP work** • Ensure that all DOLs/ SLT/ 2nds (ass appropriate) attend the professional development for leaders and practitioners e.g. AOLE network meetings/ cluster NPEP work and report any findings/ action improvements with the AOLE/ whole school.	DOLs	Many DoLs /SLT members attend relevant AoLE network meetings and share key messages with all relevant practitioners. As a result, the majority of leaders and practitioners have a firm understanding of the latest developments and good practice relating to CfW PL meetings and staff briefings – by 12-12-23	Most DoLs /SLT members attend relevant AoLE network meetings and share key messages with all relevant practitioners. As a result, many of leaders and practitioners have a firm understanding of the latest developments and good practice relating to CfW. PL meetings and staff briefings – by 22-03-24	Most DoLs /SLT members attend relevant AoLE network meetings and share key messages with all relevant practitioners. As a result, many of leaders and practitioners have a firm understanding of the latest developments and good practice relating to CfW. PL meetings and staff briefings – by 12-07-24	AOLE network meetings/ cluster NPEP work. Clear links with the sharing of good practice form NPEP in Ysgol Pennant and Ysgol Pontrobert	Possible cover costs (dependent on time of meetings) (2 days per AoLE- £3,200) **(RCSIG)**
3.5	**Refine Pupil Voice across the school.** Through training, ensure learners, including disadvantaged learners, run the meetings and have	RhG / DO and JG	All pupil voice committees have been set up and membership includes a	Regular meetings are held and are effective in agreeing actions so that that many pupil	Regular meetings are held and are effective in agreeing actions so	Expectations shared by Estyn in Annual Report	No cost

different roles (chair, secretary etc), and understand how to fulfil these roles Meetings have agendas that have been planned by the pupils Groups to plan for regular surveys to get constant feedback from pupils and teachers about the important issues to discuss in Council/groups Review decisions, their impact and what can be improved next Ensure someone from the Council/group is responsible for each action and takes it forward after the meeting Discussions are focused on school improvement and have positive impact on learners' attitudes to learning.		range of learners, including disadvantaged learners. Regular meetings are held and are effective in agreeing actions so that the majority of pupil voice groups have a positive impact on their school life/attitudes to learning. By school council and other group meeting minutes 12-12-23	voice groups have a positive impact on their school life/attitudes to learning. By school council and other group meeting minutes 22-03-24	that that most pupil voice groups have a positive impact on their school life/attitudes to learning. By school council and other group meeting minutes 12-07-24	are effectively communicated with all leaders / practitioners / learner voice groups – Autumn term 2023

MONITORING REPORTS AND EVALUATIONS:

Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the relevant senior leader to produce a termly Impact Assessment.

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Priority 4: Cymreictod – *Increase the range of opportunities for learners to practise their Welsh language skills progressively in both formal and informal situations* **Inspection Area and Quality Indicator: ESTYN IA1, IA3 and IA5**		**Success criteria in terms of standards or quality:** • All leaders and practitioners follow the Cymreictod Policy effectively so that there is strong progress in the Welsh ethos in line with the school's vision. • Cymreictod is an integral part of the 'Llanfyllin Three' and is regularly discussed in all SLT/AoLE and staff briefings. As a result, many practitioners make sound progress in their use of Welsh across the school. • Most classrooms and corridors have effective and purposeful bilingual displays. • Criw Cymraeg lead 3 Siarter Iaith initiatives that have a positive impact on improving the use of Welsh across the school. • Many learners and practitioners talk confidently about school's progress against 3 of the Siarter Iaith targets. • Many teachers use incidental Welsh and subject specific terminology bilingually in many of their lessons. • The 'Criw Cymraeg' effectively lead, monitor, evaluate the pupil, staff and parent questionnaires (Gwe Iaith Hwb & Microsoft forms) • The designated governor and additional key governors (linked to priority 1.6) to conduct a termly listening to learners (Criw Cymraeg) to evaluate impact against the agreed milestones and produce an evaluative report to the Pupil, Performance and Curriculum committee and to the full GB. • The school in securely on its way to achieving the Siarter Iaith silver award during academic year 2023-2024.
Internal Accountability: SV/ RhG/ LLT / DO	**Governing Body:** Siarter Iaith – Bryn Davies Cyfathrebu & Ieithoedd -Bethan Page	

Rationale for this priority:

Leaders have a clear vision that together we will provide the highest quality education and learning opportunities to all learners to progress in all phases of the school, within a strong bilingual ethos. However, the Cymreictod policy has been agreed by the governing body but the provision for promoting bilingualism and a strong Welsh ethos across the school is not progressing in line with the school's expectation. Lesson observations and learning walks conducted by SLT members and middle leaders' evidence that in the lower school, learners' Welsh language skills develop suitably. Learners respond to simple questions and are happy to engage in dialogue in Welsh. However, as learners move through the school, their Welsh language skills do not progress well enough. While most learners can offer suitable one-word answers to simple questions, the majority find it challenging

to construct more extended coherent responses. In general, learners do not use Welsh in contexts other than in their Welsh lessons frequently enough. **Increase the range of opportunities for learners to practise their Welsh language skills in both formal and informal situations.** **SDP 2023-2024 Priority 4**

- **4.1 T**he Cymreictod policy is still in its infancy, however, it is a key driver for all leaders and practitioners to follow with all SLT and DoLs taking responsibility for ensuring that its content is adhered to consistently and effectively. **Progress against the Cymreictod policy must be robustly monitored.** **SDP 2023-2024 Priority 4.1**
- **4.2 -** The school has received the bronze accreditation in the Siarter Iaith. This evidences that the school has established an effective Criw Cymraeg. The silver accreditation plan has been agreed by leaders and a presentation on the aims of the Siarter Iaith has been shared with the governing body. However, the Criw Cymraeg has not been consistently, actively involved in leading activities that have a positive impact on the agreed Siarter Iaith targets. **Developing the effective role of the Criw Cymraeg in leading activities that address the school's agreed Siarter Iaith targets and take responsibility for evaluating the impact of their work.** **SDP 2023-2024 Priority 4.2**
- **4.3** Lesson observations and learning walks self-evaluation activities evidence that there is limited use of the Welsh language by teachers / practitioners and learners in many English medium lessons as well as bilingual lessons. Also, in the strongest lessons, where learners use the Welsh language, their Welsh language skills do not progress well enough. While most learners can offer suitable one-word answers to simple questions, the majority find it challenging to construct more extended coherent responses. **Teachers need to provide regular opportunities for learners to hear and use the Welsh language effectively and progressively.** **(SDP 2023-2024 Priority 4.3)**

Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
4.1	**Progress against the Cymreictod policy must be robustly monitored.** • Nearly all displays to be bilingual in classes and corridors • All leaders and practitioners to follow the communication aspect of the Cymreictod policy	SLT DoLS All practitioners	Majority of classrooms and corridors have effective and purposeful bilingual displays. (Wall Trawl – by 12-12-23) Many practitioners to follow the agreed aspects	Many classrooms and corridors have effective and purposeful bilingual displays. (Wall Trawl by 22-03-24) Most practitioners to follow the agreed aspects of the	Most classrooms and corridors have effective and purposeful bilingual displays. (Wall Trawl – by 12-07-24) All practitioners to follow the agreed aspects of the Cymreictod Policy effectively.	PL mastery – support available from the SDP lead and ICT manager, for example to set up email signatures etc. (ongoing)	No cost

	• All leaders and practitioners to follow the public interaction aspect of the Cymreictod policy • All leaders and practitioners to follow the on-site aspect of the Cymreictod policy • All SLT / Staff briefing sessions / AoLE meetings etc to follow the agreed 'Llanfyllin 3' approach with regards to the agenda – Safeguarding / Learning and Teaching and Cymreictod.		of the Cymreictod Policy effectively. (SDP Lead to monitor through informal observations – by 07-12-23) Cymreictod is regularly discussed in all SLT /AoLE meetings and staff briefings. As a result, the minority of practitioners make sound progress in their use of Welsh across the school.	Cymreictod Policy effectively. (SDP Lead to monitor through informal observations – by 22-03-24) Cymreictod is regularly discussed in all SLT /AoLE meetings and staff briefings. As a result, majority of practitioners make sound progress in their use of Welsh across the school.	(SDP Lead to monitor through informal observations – by 12-07-24) Cymreictod is regularly discussed in all SLT /AoLE meetings and staff briefings. As a result, many practitioners make sound progress in their use of Welsh across the school.		
4.2	**Criw Cymraeg (CC) - Developing the effective role of the Criw Cymraeg in leading activities that address the school's agreed Siarter Iaith (SI) targets and take responsibility for evaluating the impact of their work.** • Nominations of the Criw Cymraeg to be completed and roles defined • Siarter Iaith questionnaires to be completed and evaluated by CC. SI targets to be agreed		(Hwb Welsh Government) Siarter Iaith questionnaires completed and analysed – before October half term 2023 – **this date to be checked with Arweinydd y Gymraeg**	Criw Cymraeg have led an SI initiative with positive impact on improving the use of Welsh in line with agreed SI targets (Listening to Learners – before 22-03-24)	Criw Cymraeg have led three SI initiatives that have had a positive impact on improving the use of Welsh in line with agreed SI targets.	PL – School to school support for secondary campus SI – Ysgol Pendre (MS Teams Meeting)	As above Costs to cover the

	and shared with all staff, learners and stakeholders • Silver Plan of the Siarter Iaith to be amended accordingly and agreed by SLT and GB • Pupil voice meetings to be conducted regularly and effectively in line with the school's agreed timetable • Leaders, including the designated Siarter Iaith governors to monitor progress and impact of the CC's work.		Criw Cymraeg have analysed the questionnaires effectively and agreed on whole school SI targets that are effectively shared (Listening to Learners – before 12-12-23)		(Listening to Learners – before 12-07-24) Many learners and practitioners feel that they are making progress against the agreed three targets of the SI plan - Siarter Iaith questionnaire (Hwb Welsh Government) Siarter Iaith questionnaire completed and analysed.	Lead SIA to support with listening to learners' activity (if available).	release of DoLs and SI leads
4.3	**Teachers need to provide regular opportunities for learners to hear and use the Welsh language effectively and progressively in most lessons.** • All practitioners to make effective us of the incidental Welsh mats in most lessons • All practitioners to make effective use of the subject-specific bilingual terminology mats in most lessons • Each AoLE to nominate a Pencampwr/wraig Cymraeg to support staff with further	DoLs and all practitioners	Around half English medium teachers use incidental Welsh and subject-specific terminology bilingually within many of their lessons. (Lesson Observation – October 16th onwards)	Majority of teachers use incidental Welsh and subject-specific terminology bilingually within many of their lessons. (Learning Walks - by 12-03-24)	Many teachers use incidental Welsh and subject-specific terminology bilingually within many of their lessons. (Lesson Observations and	Support from Swyddog y Gymraeg to ensure progression in Welsh oracy from Year 2 – Year 8 (2 days per half term)	No cost

				informal observations in corridor and school events – by 12-07-24)	Support from Uwch Swyddog y Gymraeg (GH) to share the Continiwm Cymraeg with leaders, English medium staff and secondary LLC Cymraeg staff – by October/November 2023 (1 day)	
developing their WL skills e.g. pronunciation (This is not to be an additional workload but more like peer support with Welsh oracy or AoLe staff). • All relevant staff to receive training on the Continiwm Cymraeg and further deepen their understanding of progression in WL skills						

Engaging the wider community of the school enrich the priority

- Invite visitors e.g. authors, singers, artists to lead workshops in the school – Display board/ interactive book to collate evidence).
- Regular visits by the designated governor with responsibilities for the Welsh Charter to conduct monitoring visits and talk about the advantages of bilingualism.
- Arrange visits to various attractions in Wales and participate in local community and national events, for example, Eisteddfod yr Urdd (Maldwyn); St David's events, Dydd Miwsig Cymry/ Diwrnod Shw'mae, Su'mai.
- Ensure that current school events have elements of bilingualism (Sports day, open evenings)
- Pupils to report about the Siarter Iaith to the Ysgub and Chronicle.
- Work collaboratively with other schools in the cluster e.g. observe good practice in a school that has achieved the 'Silver Award' and make effective use of the 'Criw Cymraeg' to share ideas and to provide capacity for evaluating the school's impact towards achieving the relevant accreditation

MONITORING REPORTS AND EVALUATIONS:

Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the relevant senior leader to produce a termly Impact Assessment.

Priority 5: Clwstwr Llanfyllin Development Plan	Success criteria in terms of standards or quality:
To work together as a cluster of schools to ensure an effective learning continuum for all learners, including disadvantaged learners, and to ensure that all practitioners have high expectations for all. **Inspection Area and Quality Indicator: ESTYN IA1, IA3 and IA5**	- All schools will achieve at least 80% of the actions to a green RAG rating - HWB used effectively in all schools for saving and accessing learners' work - Effective transition plan in place with at least 80% of points RAG rated green - All schools have shared how they have used progression maps to support effective learning through purposeful and timely assessment in their school - All leaders and staff actively participate in all cluster training events and attend regular meetings to support the continuum in learning for learners, including disadvantaged learners.

Internal Accountability: EV / DO /	Governing Body:

Rationale for this priority:

Llanfyllin is a strong cluster who work well together. Individual schools have focused on the development of Curriculum for Wales and are now in a place to develop a shared understanding of the curriculum with a particular focus on progression. This will work alongside the cluster's transition plan.

5.1 An effective cluster transition plan is a statutory requirement, and it is paramount that all governing bodies ratify the plan and actively follow it during the academic year.

5.2 As Ysgol Llanfyllin is an all-age school, the cluster headteachers want to support their learners to have a smooth transition by having a firm understanding of the key vocabulary that is agreed across the cluster

5.3 Overarching learning intentions are used effectively across the cluster. However, there needs to be a consistency to ensure that all lessons are purposeful using the phrase 'so that' to refer to the characteristics of the 4 purposes.

5.4 Teachers report that they would like consistency in the presentation expectations across the cluster

5.5 To strengthen the continuum of learning for all learners, including disadvantaged learners, digital work needs to be saved on HWB so that learner can continue to access their work after transition.

Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
5.1	Transition plan in place for 3-16 that meets the needs of all schools in the cluster	CP / EV / AE and overseen by Cluster SIA	Pedagogy Lead (CP) to write transition plan for 2023/2024 and submit a copy to colleagues for comments and any amendments Cluster Transition Plan ratified by all cluster headteachers (By 12-09-23 – Cluster meeting at Ysgol Llanfyllin)	Pedagogy Leads to update transition plan for 2024/2025. Cluster heads to ratify at meeting in June 2024	Transition plan followed and actioned successfully. Reviewed for 2024/20255 in June 2024	N/A	Pedagogy Leads (£10,000 funding from Powys LA)
5.2	Agreed set of vocabulary in English & Welsh for 'teacher talk', for example, learning intentions/EBI etc	Headteachers	Pedagogy Leads to share a vocabulary document in June 23. Headteachers to review and alter.	There is a consistent approach across Ysgol Llanfyllin and the cluster of schools with many	There is a consistent approach across Ysgol Llanfyllin and the cluster of	Regular half-termly meetings to discuss and	No cost

			Agreed by all headteachers – October 17th, 2023 in a cluster meeting.\n\nLists shared with staff and incorporated into policies ready for implementation after October half term 2023	practitioners using the agreed vocabulary.\n\nBy 22-02-23 through learning walks / looking at work.	schools with most practitioners using the agreed vocabulary.	agree vocabulary.\n\nMSTeams site for all cluster headteachers	
5.3	All schools to ensure that 'learning intentions' include 'so that' linked to the 4 purposes and that these are shared effectively with all learners.	All leaders and practitioners	Leaders to inform staff of the agreed approaches to be adopted by the beginning of November 2023\nStaff briefing meetings at the beginning of November 2023	Many learners, including disadvantaged learners, can talk effectively about what they are learning and why?\n\nBy 22-02-24 - learning walk and interviewing learners out of class during the last 10 minutes of the lessons.	Most learners, including disadvantaged learners, can talk effectively about what they are learning and why?\n\nBy 12-07-24 – lesson observations and interviewing learners out of class during the last 10 minutes of the lessons.\n\nBy 12-07-23 through lesson	Governing Body self – evaluations activities – support from Lead SIA (1 day per term)\n\nCluster INSET training – 18-09-23 and 19-09-23 where progression maps are further refined.\n\nStaff briefings at YLL	As above\n\nNo cost\n\nNo cost

					observations and looking at work.		
5.4	Agreed set of presentation rules for all schools, for example underlining titles, size of squares etc	EV / AR and DO	Pedagogy Leads to share a presentation document in June 23. Headteachers to review and alter. Agreed by all headteachers – October 17th, 2023 in a cluster meeting. Lists shared with staff and incorporated into policies ready for implementation after October half term 2023	There is a consistent approach across Ysgol Llanfyllin and the cluster of schools with many practitioners using the agreed presentation rules. By 22-02-23 through learning walks / looking at work.	There is a consistent approach across Ysgol Llanfyllin and the cluster of schools with most practitioners using the agreed presentation rules. By 12-07-23 through lesson observations and looking at work.	Staff briefing meetings at the beginning of November.	No cost
5.5	All schools to use HWB to save and access learners' work.	IT Lead Network Manager - Ysgol Llanfyllin	Practitioners to ensure all learners can log in independently to HWB. All Year 7 learners can save all IT based schoolwork	Many learners from Year 2 – Year 7 can find their digital work successfully on HWB and talk about their learning effectively.	Most learners from Year 2 – Year 7 can find their digital work successfully on HWB and talk about their	IT support / training for practitioners that request the support	==RCSIG== – £1000 for PL according to the need

| | | Majority of learners from Year 2 – Year 7 can find their digital work successfully on HWB and talk about their learning effectively.

By 12-12-23 - Listening to learners and looking at work | By 22-12-24 - Listening to learners and looking at work | learning effectively.

By 12-07-24 - Listening to learners and looking at work

Headteachers to agree a set of work to transfer to Year 7 to demonstrate skill set (by 12-07-24 through regular cluster meetings) | | |

Engaging the wider community of the school enrich the priority

- Strong communication with all cluster schools
- Effective use of the community for transition projects.
- Continuation of sporting activities across the cluster

MONITORING REPORTS AND EVALUATIONS:

Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the relevant senior leader to produce a termly Impact Assessment.